



DEPARTMENT OF EDUCATION

Office of Federal Programs
25 South Front Street, Mail Stop 404
COLUMBUS, OH 43215

APPLICATION FOR EXTERNAL SUPPORTING PARTNER

PURPOSE OF THIS APPLICATION: THE OHIO DEPARTMENT OF EDUCATION SEEKS TO SOLICIT APPLICATIONS TO DEVELOP A LIST OF APPROVED EXTERNAL SUPPORTING PARTNERS FROM WHICH DISTRICTS CAN CONTRACT WITH ONE OR MORE EXTERNAL SUPPORTING PARTNER(S) TO IMPROVE THE PERFORMANCE OF LOW PERFORMING SCHOOLS IN THE DISTRICT.

INSTRUCTIONS: Please review and follow all directions carefully when completing this application.

- ✓ Type responses in the space provided.
- ✓ Ascertain that all sections have been addressed in the application.
- ✓ Acquire appropriate signatures for the assurance page.

If you have questions, contact Dr. Kathy Harper, Office of Federal Programs, Ohio Department of Education by e-mail at kathy.harper@ode.state.oh.us or by phone at 614.752.1473.

Submission Instructions: The application for the 2010-11 school year must be submitted on or before May 21, 2010 at 5:00 PM through the electronic application on the Ohio Department of Education website. Faxed or e-mail copies will NOT be accepted.

Evaluation of application: Applications will be reviewed by a committee using uniform, objective criteria. Final approval will be the decision of the review committee. Applicants will be notified in writing of their approval status. All areas of the application will be evaluated using a six point rubric.

Evaluation Rubric

All evaluated areas will use a six-point quality scale for each rubric item or question:

1. There is no evidence or irrelevant evidence that the data substantiates the educational needs described in the project summary.
2. There is minimal evidence and/or limited potential that the data provided substantiates the educational needs.
3. The data provides some evidence as to the educational need; however, there are some inconsistencies between the data supplied and the correlation to the need.
4. The summary provides some good examples of data substantiating the educational needs.
5. Strong, relevant data to substantiate the educational needs throughout the application are provided; high potential of need based upon data.
6. High-level of evidence, supported by relevant data, to substantiate the educational needs of the building; data strongly suggests educational needs.

Indicators of Quality (Section 3)	Criteria	Weight
	Program Description	1
A.	Evidence of Effectiveness	3
B.	Evidence that Program Design is Research-based	2
C.	Alignment to School Improvement Grant Requirements	3
D.	Needs Assessment	1
E.	District or School Turnaround Plan Process	2
	District or School Turnaround Plan Responsibilities, Timelines, and Evaluation	2
F.	Plan Evaluation	2
G.	Communication of Progress to the School/District and State Agency	1
H.	Communication with Parents and Families- Engagement	1
	Engagement with Parents and Stakeholders	1
I.	Qualifications of External Supporting Partners	3
	Recruiting and Selecting Staff	1
J.	Financial Soundness	1
	Organizational and Management Structure	1

EXTERNAL SUPPORTING PARTNER

NAME AND ADDRESS OF EXTERNAL SUPPORTING PARTNER

(Include street, city, state, zip code) Include P.O. Box numbers, if applicable.

Check all that apply:

- For-profit entity
- Non-profit entity
- Educational Service Center (ESC)
- Individual
- Community organization
- Institution of higher learning
- Other _____

FEIN or SOCIAL SECURITY NUMBER:

NAME AND TITLE OF CONTACT PERSON

TELEPHONE NUMBER (include area code)

FAX NUMBER (include area code)

E-MAIL ADDRESS

WEBSITE

HOURS OF OPERATION

SECTION 1 – EXTERNAL SUPPORT PARTNER SERVICE SUMMARY

Proposed Service Areas

Please check the appropriate box below indicating area(s) that services will be available to the funded School Improvement Grant awardees.

All LEAs in Ohio

OR

Regional Area(s): mark all that apply

- NW
- NE
- Central
- SW
- SE

Basic Program Information

1. External Supporting Partners will be available to serve schools in the following area(s) (check all that apply):

- District/ LEA-level Turnaround Specialist
- School wide improvement efforts
- Improvement of culture
- Job-embedded professional development that is aligned with the school's comprehensive instructional program
- Improvement of student engagement
- Improvement of student support services and community and parent involvement
- Leadership development and support
- Data analysis and the use of data to inform instruction
- Integrate technology-based supports and interventions as part of the instructional program.
- Scheduling to maximize instructional time and provide flexibility
- Increased learning time for staff and students
- Transition programs for students
- Advanced coursework (secondary schools)
- Increasing graduation rates through a variety of strategies (see SIG guidance)

2. Minimum number of schools provider is willing to serve: _____

3. Check the specific student populations with which the applicant has sustained, proven successful experience in serving. (Check all that apply)

- | | | |
|--|-----------------------------------|--|
| <input type="checkbox"/> Low achieving | <input type="checkbox"/> Migrant | <input type="checkbox"/> Learning disabled |
| <input type="checkbox"/> Low income | <input type="checkbox"/> Minority | <input type="checkbox"/> Physically disabled |
| <input type="checkbox"/> Limited English proficient students. If applicable, list languages. _____ | | |

SECTION II - PROGRAM DESCRIPTION

Provide a concise description of the program and services. Identify experiences with specific student populations served (e.g., low income, minority, special education, limited English proficient, and low achieving students). Other areas to address may include needs assessment, turnaround models, and specific strategies used to evaluate the program's effectiveness.

SECTION III - INDICATORS OF QUALITY

The following measures will be considered by the Ohio Department of Education to determine the quality of services provided. For items below, submit a detailed narrative response to address each statement.

A. Evidence of Effectiveness

1. Provide evidence that the External Supporting Partner has had a positive impact in the following areas:
 - Student achievement in reading and/or mathematics
 - Teacher effectiveness
 - Improved student outcomes (e.g., attendance, retention/promotion rates, graduation rates)
 - Parent and community involvement (if applicable)
 - Leadership effectiveness
 - School culture

B. Evidence that program design is research-based

1. Explain the theoretical and empirical research base for the External Supporting Partner model.
2. Research citations **must** be provided.

C. Alignment to the Ohio's School Improvement Grant

1. Describe the model's alignment to Ohio's School Improvement grant application and the Ohio Improvement Process (OIP). <http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=585>
Give examples of specific components that the model addresses relative to Ohio's SIG.

D. Needs Assessment

1. Describe the diagnostic process that the External Supporting Partner will use to conduct a needs assessment. Include the name of any instrument that will be utilized to assess school effectiveness. The needs assessment should take into account the perspective of all stakeholders, including administration, teachers, parents, students and community partners as well as other qualitative and quantitative data.

E. District or School Turnaround Plan

1. Discuss the process used to prescribe the school improvement program and develop specific goals with the school or district. **Describe steps the external provider will take to consult with the district and school improvement team(s).** The plans must contain information about how the following action steps will be incorporated:
 - a. Build the capacity of the SEA and LEAs to drive transformative interventions in low-achieving schools.
 - b. Strengthen teacher and leader effectiveness in low-achieving schools.
 - c. Improve the quality of instruction in low-achieving schools.
 - d. Develop systems, tools, and protocols that will enable multiple users to use data to drive the school improvement process.
2. The school improvement plan must address the responsibilities of personnel, provide a timeline for the completion of the goals and actions steps, and a method for evaluating outcome measures.

F. Turnaround Plan Evaluation

1. Specify formative and summative (minimum yearly) evaluation procedures that will be utilized to evaluate the effectiveness of the district or school turnaround plan.
2. Evaluation measures will have both program and performance measures for the schools and districts regarding teacher and leadership effectiveness, instructional quality and academic achievement.
3. Identify how customer satisfaction, service delivery and compliance will be evaluated. Include district and school level satisfaction processes.
4. Describe the frequency of evaluation of services and the communication plan to the district and to the Ohio Department of Education Office of Federal Programs.

G. Communication of School Progress to the School, District and State

1. Describe the procedures used to report progress on meeting school and district improvement goals to the schools, districts and Office of Federal Programs. Specify the frequency of the contacts.

H. Communication with Parents and Families

1. Describe the procedures for engaging parents in the school improvement process.
2. Describe past successful efforts to engage parents and other stakeholders in the school improvement process.

I. Qualifications of External Supporting Partners (limited to key personnel)

1. Describe External Supporting Partner's staff qualifications for providing school improvement services including training, certification, related employment experience, professional development experiences, and professional affiliations. Include information regarding on-site available time to the district.
2. Describe the procedures for recruiting and hiring competent staff. **Background checks must be a part of this procedure.**

J. Financial Soundness and Organizational Capacity

1. Submit evidence demonstrating that your organization is financially sound. **Evidence must include:**
 - ✓ A copy of an audit report or an audited financial statement that has been completed within the last two years and ensures no substantive findings were indicated that would compromise the financial soundness of the entity.
 - ✓ Description of how the external supporting partner currently receives funds.
 - ✓ Proof of liability insurance (include company name and policy number, or a copy of the policy cover page.)
2. Submit evidence demonstrating that your organization possesses a sound management structure and adequate organizational resources to successfully provide uninterrupted quality services for the term of the contract with the LEA. **Evidence must include:**
 - ✓ A copy of a current business license or formal documentation of legal status for conducting business in Ohio.

- ✓ A description of procedures and/or sample forms used to document school improvement.
Optional evidence may include:
- ✓ Sample contracts or agreements for services provided.
- ✓ A description of an experienced management team who is involved in setting direction and maintaining a leadership system (e.g., CEO, Marketing Director, and Director of Staff Development).
- ✓ A copy of an organizational chart for your organization.

MONITORING AND REPORTING

In accordance with federal regulations, the LEA and SEA are required to monitor the quality and effectiveness of the services offered by the external service provider. Monitoring will include, but not necessarily be limited to, academic achievement of students receiving services, adherence to the terms and conditions of the contract with the LEA, and compliance with all assurances.

An annual performance report that summarizes the progress of the school and district participating in the turnaround activities will be provided to the LEA and SEA. The report form will be provided by the Ohio Department of Education. This information will be reviewed and used for determination of provider eligibility when annually updating the state approved list.

ASSURANCES

Assurance is made to the Ohio Department of Education that the External Supporting Partner will:

1. Ensure that background checks of all employees have been conducted and have produced no evidence of criminal records. Records of employees must be made available to the State and Local Educational Agencies upon request.
2. Ensure that no disclosure to the public will be made of the identity of any student in a school receiving external partnership services without the written permission of the parent/guardians of such students.
3. Ensure that no disclosure to the public will be made of the identity or the data of the school or district receiving external partnership services without the written permission of the school or district.
4. Ensure that accurate records are kept to document the needs assessment, the development and completion of a turnaround plan and the evaluation of the turnaround plan components and results.
5. Ensure that all applicable Federal, State, and local health, safety and civil rights laws are being met and that all instruction and content are secular, neutral, and non-ideological.
6. Ensure that instruction provided and materials used by the applicant are consistent with the instruction provided and content used by the local and State educational agencies and furthermore, are aligned with Ohio student academic achievement standards.
7. Ensure that the provider will not discriminate based on race, national origin, sex, or disability in providing eligible schools with supportive educational services under ESEA.
8. Ensure that students with disabilities will be provided services that are consistent with the student's individualized education plan under section 614 of IDEA or Section 504 of the Rehabilitation Act of 1973.
9. Ensure that parent/guardians of students in schools receiving external supporting partnership services and the appropriate local and state educational agencies are provided with information on the progress of the school in

increasing achievement on a timely basis, and in a format and language that such parent/guardians can understand.

10. Ensure that all provisions of the agreement between the provider and the local educational agency are fulfilled. Failure to do so will render the agreement null and void.
11. Ensures that the provider will cooperate with the LEA and SEA in monitoring the quality and effectiveness of the services offered by the approved provider.
12. Ensures that an annual performance report that summarizes the progress of the school receiving external supporting services is completed and submitted to the LEA and SEA.
13. Ensures that the provider will submit written notification to the Office of Federal Programs of the Ohio Department of Education when external support services will no longer be provided or available from the applicant.

I, the undersigned hereby certify that I am the individual authorized to act on behalf of the organization in submitting this application and assurances. I certify that all the information herein is true and accurate, to the best of my knowledge. I understand that if any of the information contained herein is found to have been deliberately misrepresented, that may constitute grounds for denying the applicant's request to be an approved provider for the State of Ohio or for removal from that same list. Furthermore, I certify that this entity will comply with the assurances set forth herein.

Name of Applicant or Organization (Date)

Signature of External Supporting Partner Official (Date)