

Carlos Johnson:

I am pleased to inform you that the new application submitted by IMAGE Personal Success Training Institute has been approved to implement the substantial program changes requested by the provider earlier this year. The list of approved providers for the 2011-12 academic year will be updated to reflect the approved changes to the application and posted on MDE's website at www.michigan.gov/mde-ses.

All newly approved SES providers in Michigan must attend an orientation session. Within the next 30 days you will receive a separate communication with the date and time of the orientation session.

Thank you for your continued interest in working with students who need additional educational opportunities in order to improve their academic skills. If you have any questions regarding SES, please contact Greg Olszta, SES Consultant, at 517-241-4715 or MDE-SES@michigan.gov.

Mark Coscarella
Assistant Director
Office of Education Improvement & Innovation



OFFICE OF SCHOOL IMPROVEMENT

SUPPLEMENTAL EDUCATIONAL SERVICES PROBATIONARY STATUS INFORMATION

2011-12 PROBATIONARY STATUS - IMPORTANT!

All newly approved SES providers are placed on probationary status for one year.

During the Probationary Period, Providers Must:

- a) Attend the SES new provider orientation session presented by the Michigan Department of Education
- b) Participate in any other school district or State sponsored SES training that is mandatory for new providers

During the Probationary Period, Providers are subject to:

- a) All applicable local, state, and federal laws, policies and agreements related to the provision of supplemental educational services
- b) This includes, but is not limited to:
 - o Title I, Part A, Section 1116
 - o United States Department of Education (USED) SES Non-Regulatory Guidance of January 14, 2009
 - o Michigan's Assurances and Code of Ethics for SES providers
 - o Contracts with individual school districts or public school academies (PSAs)

Failure to meet any of the above requirements will lead to immediate corrective action, leading up to and including removal from the state approved SES provider list.

At the conclusion of the probationary year, each newly approved SES provider will go through a final review process for determination of status.

In order to be granted full approval (non-probationary) status, providers must:

- a) Have met all requirements above or have a valid explanation, if a requirement is not met.
- b) Provided services for eligible students
- c) Be free of any corrective action or pending corrective action

The MDE will review provider status and decide on one of the following options:

- a) Full approval
- b) An additional year of probation
- c) Removal from the state approved SES provider list

All decisions made by the MDE are final. There is no appeal process.

Please note that being placed on the Approved List does not guarantee that an SES provider will be selected by parent(s)/legal guardian(s) to provide services.



Office of Education
Improvement & Innovation
 Supplemental Educational Services
 Application Review Consensus 2011-2012

Entity Name: Image of Success

Criterion	Consensus Score	Min Score Needed	Min score Met?	Comments
1	30	20	Yes	None
2	15	10	Yes	None
3	10	7	Yes	None
4	10	7	Yes	None
5	10	7	Yes	None
6	10	7	Yes	None
7	10	7	Yes	None
8	5	3	Yes	None
9	5	-	-	-
Application Total	105	Met Min in all Criteria?	Yes	
Hourly Rate Calculation $\$2000 \div$ <u>\$70.00</u> $=$ <u>29</u> Calculated hours of instruction Per pupil Allocation Maximum fee per hour Calculated hours of instruction				
Minimum number of hours required for student to achieve their individualized learning goals: <u>16</u>				

Is the total application score 85 or greater? Yes
 Did the application meet the minimum in each criterion? Yes
 Is the hourly rate calculation sufficient? Yes
 Does the applicant entity ever lower the hourly rate to guarantee each student receives a specific # of service hours? n/a
 Is the application recommended for approval? Yes

SECTION A. BASIC PROGRAM INFORMATION

Please enter the requested information in the spaces provided. Be sure to read all notes, as they provide important information regarding each category.

IMPORTANT NOTE: Once approved, providers must operate within the information identified in this application. Changes in application information may be requested in writing to MDE prior to the beginning of the application process in subsequent years. The request must include the rationale for the changes. All changes must receive written approval from MDE prior to implementation and will be determined on a case by case basis. This includes, but is not limited to, information changes in the following categories:

- Tutor qualifications
- Grade level
- Hourly rate
- Maximum and minimum number of students
- Curriculum
- Service session information
- Tutor/Student ratio
- Service area

Instructions : Complete each section in full.

1. Federal EIN, Tax ID or Social Security Number:

2. Legal Name of Entity:

IMAGE of Success

3. Name of Entity as you would like it to appear on the Approved List:

IMAGE Personal Success Training Institute

4. Entity Type:

- For-profit
 Non-profit
 Michigan corporation
 Corporation organized in another state
 Individual

5. Check the category that best describes your entity:

- Business
 Child Care Center
 Community-Based Organization
 Educational Service Agency (e.g., RESA or ISD)
 Faith-Based Organization
 Institution of Higher Education
 Other (specify):
 School District (LEA, ISD)

Provide Michigan (or other state) Corporation ID number

NOTE: An LEA or an ISD that is identified for Improvement, Corrective Action, or Restructuring as a district is NOT an eligible applicant.

6. Applicant Contact Information (Only the two individuals listed on this application will have access to the information contained within the application)

Name of Contact: *

Mr. Ms.

First Name: Carlos

Last Name: Johnson

Phone: * (248) 569 - 6234 e.g. (xxx) xxx - xxxx

Fax: * (248) 569 - 6336 e.g. (xxx) xxx - xxxx

Street Address: 21500 Northwestern Hwy., Ste. 1105
 Northland Mall -- Lower Level

City: *

Southfield

MI

Zip: * 48075

State: *

E-Mail: info@imageofsuccess.com

Website www.imageofsuccess.com

7. Local Contact Information (This contact information will be published)

Name of Contact: *

Mr. Ms.

First Name: Carlos

Last Name: Johnson

Phone: * (248) 569 - 6234 e.g. (xxx) xxx - xxxx

Fax: * (248) 569 - 6336 e.g. (xxx) xxx - xxxx

Street 21500 Northwestern Hwy., Ste. 1105

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Address: Northland Mall -- Lower Level

State: *

City: *

southfield

MI

Zip: * 48075

E-Mail: * info@imageofsuccess.com

Website: www.imageofsuccess.com

8. SES History:

Is the applicant entity a current or past approved SES provider in Michigan under applicant entity name or any other name?

Current SES provider? Yes Provide entity name:

IMAGE Personal Success Training Institute

Past provider? Yes List previous provider company name(s):

Is the applicant entity a current or past approved SES provider in any other state?

 Yes No

If yes, list the state(s) in which entity has been an approved SES provider:

Has the applicant entity ever had any official action taken against it by any state, including but not limited to a formal warning, prohibition of service, or removal from a state-approved SES provider list, or other approval as a provider of educational services to state or local educational agencies (LEA)?

 Yes No

If yes, explain:

Have any other individuals associated with or providing support to this applicant entity ever been an SES provider that had any official action taken against them by any state, including but not limited to a formal warning, prohibition of service, or removal from a state-approved SES provider list, or as a provider of other education related services to a state or LEA?

 Yes No

If yes, explain:

9. Service Area:

List the intermediate school district and each individual district in which you agree to provide services. Enter "Statewide" ONLY if you agree to provide services to any district in the State of Michigan. By indicating that you will serve a specific district (or all districts, if you indicate "Statewide"), you agree to provide services to any student in that district whose parent(s)/legal guardian(s) select you as their provider within minimum and maximum capacity. Additionally, you may only enroll students from the districts identified in this application, and you may not add additional districts once the application is approved.

 Statewide

Intermediate School Districts and Individual School District Choices

- New Beginnings Academy
- Eastern Washtenaw Multicultural Academy
- Fortis Academy
- South Arbor Charter Academy
- Ann Arbor Learning Community
- Central Academy
- Honey Creek Community School
- Willow Run Community Schools
- Lincoln Consolidated School District
- School District of Ypsilanti
- Ann Arbor Public Schools
- Michigan Mathematics and Science Academy
- Four Corners Montessori Academy
- Nsoroma Institute
- Huron School District
- City of Harper Woods Schools
- Grosse Ile Township Schools
- Gibraltar School District
- Ecorse Public School District
- Westwood Community Schools
- Crestwood School District
- Flat Rock Community Schools
- Wyandotte City School District
- Wayne-Westland Community School District
- Trenton Public Schools
- Taylor School District
- South Redford School District
- Romulus Community Schools
- River Rouge School District

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Redford Union School District
 Plymouth-Canton Community Schools
 Livonia Public Schools
 Lincoln Park Public Schools
 School District of the City of Inkster
 Highland Park City Schools
 Hamtramck Public Schools
 Grosse Pointe Public Schools
 Garden City School District
 Melvindale-North Allen Park Schools
 Dearborn Heights School District #7
 Dearborn City School District
 Allen Park Public Schools
 Detroit City School District
 Advanced Technology Academy
 Oakland International Academy
 Arts and Technology Academy of Pontiac
 Walton Charter Academy
 Holly Academy
 Edison-Oakland Public School Academy
 Pontiac Academy for Excellence
 Academy of Lathrup Village
 Academy of Southfield
 Academy of Oak Park
 AGBU Alex-Marie Manoogian School
 Waterford School District
 Walled Lake Consolidated Schools
 Lamphere Public Schools
 Clawson Public Schools
 Rochester Community School District
 Oak Park City School District
 South Lyon Community Schools
 Lake Orion Community Schools
 Huron Valley Schools
 Holly Area School District
 Farmington Public School District
 Clarkston Community School District
 Brandon School District
 West Bloomfield School District
 Troy School District
 Madison Public Schools (Oakland)
 Hazel Park City School District
 Oxford Community Schools
 Novi Community School District
 Clarenceville School District
 Bloomfield Hills School District
 Avondale School District
 Southfield Public School District
 Berkley School District
 School District of the City of Royal Oak
 Pontiac City School District
 Ferndale Public Schools
 Birmingham City School District
 Eaton Academy
 Academy of Warren
 South Lake Schools
 East Detroit Public Schools
 Madison Academy
 Richfield Public School Academy
 Academy of Flint
 Linden Charter Academy
 Center Academy
 International Academy of Flint
 Northridge Academy
 Linden Community Schools
 Beecher Community School District
 Bentley Community Schools
 Westwood Heights Schools
 Caman-Ainsworth Community Schools
 Genesee School District
 Great Oaks Academy
 Crescent Academy
 Life Skills Center of Pontiac
 Woodmont Academy
 Laurus Academy
 Bradford Academy
 Academy of Waterford
 Flint City School District
 Woodhaven-Brownstown School District

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Northville Public Schools
 Riverview Community School District
 Southgate Community School District
 Van Buren Public Schools
 Casa Richard Academy
 Aisha ShuleWEB Dubois Prep. Academy School
 Plymouth Educational Center
 Nataki Talibah Schoolhouse of Detroit
 Michigan Technical Academy
 Academy of Detroit-West
 Martin Luther King, Jr. Education Center Academy
 Gaudior Academy
 Academy of Westland
 Woodward Academy
 Colin Powell Academy
 Summit Academy
 Michigan Health Academy
 Cesar Chavez Academy
 Commonwealth Community Devel. Academy
 Academy for Business and Technology
 Chandler Park Academy
 Marvin L. Winans Academy of Performing Arts
 Detroit Community Schools
 Henry Ford Academy
 HEART Academy
 Dearborn Academy
 Detroit Academy of Arts and Sciences
 Dove Academy of Detroit
 Timbuktu Academy of Science and Technology
 George Crockett Academy
 Summit Academy North
 Pierre Toussaint Academy
 Voyageur Academy
 Star International Academy
 Hope Academy
 Weston Preparatory Academy
 Edison Public School Academy
 David Ellis Academy
 Ross Hill Academy
 Center for Literacy and Creativity
 Universal Academy
 Detroit Service Learning Academy
 Allen Academy
 Old Redford Academy
 Hope of Detroit Academy
 Joy Preparatory Academy
 West Village Academy
 Cherry Hill School of Performing Arts
 Academy of Inkster
 George Washington Carver Academy
 Detroit Midtown Academy
 Metro Charter Academy
 Canton Charter Academy
 Creative Montessori Academy
 Warrendale Charter Academy
 Blanche Kelso Bruce Academy
 Trillium Academy
 Detroit Merit Charter Academy
 Riverside Academy
 Keystone Academy
 Hamtramck Academy
 Life Skills Center of Metropolitan Detroit
 Detroit Enterprise Academy
 Business Entrepreneurship, Science, Tech. Academy
 Flagship Charter Academy
 Henry Ford Academy: School for Creative Studies (P
 University Preparatory Academy
 University Preparatory Science and Math (PSAD)
 Vista Meadows Academy
 Taylor Exemplar Academy
 ACE Academy (SDA)
 Achieve Charter Academy
 Clara B. Ford Academy (SDA)
 Detroit Leadership Academy
 Covenant House Life Skills Center West
 Covenant House Life Skills Center East
 Covenant House Life Skills Center Central
 Northpointe Academy
 David Ellis Academy West

American Montessori Academy
 Universal Learning Academy
 Bridge Academy
 Dr. Charles Drew Academy
 Detroit Premier Academy
 Hanley International Academy
 Frontier International Academy
 Discovery Arts and Technology PSA

10. Conflict of Interest Disclosure:

Are you or any member of your organization currently employed in any capacity by any public school district or public school academy (charter school) in Michigan, or do you serve in a decision making capacity for any public school district or public school academy in Michigan (i.e. administrative staff, school board member)?

Yes No

What school district are you employed by or serve:
 Warren

In what capacity are you employed by or do you serve (position title):
 Board Member of Global Preparatory Academy

A school or school district may apply to become an approved SES provider. However, the administration of the SES program by the school or district must be separate and distinct from the school or district's SES provider entity. In effect, the school or district's SES provider entity must function and behave as if it were an outside organization. A potential conflict of interest, even if disclosed, may be reason to deny the application or to deny the approval of the applicant to serve one or more districts requested in the application.

11. Place of Service:

Check the location(s) that best describe(s) where you intend to deliver services to students. If you select "Via Technology," please use the Criteria 2 narrative to identify the type of technology used, describe where the students will access the service and whether it is distance learning. Describe how the session will be facilitated and monitored.

Community Center

LEA Facility (Checking this box does not guarantee space will be available in district buildings to offer tutoring. SES Providers must work with each district to gain access to school facilities. Space in school buildings varies by district).

Place of Business

- Place of Religious Worship (e.g., church, synagogue, mosque, temple)
- Student's Home
- Via Technology (site-based)
- Online
- Other (specify):

12. Transportation:

Do you provide transportation? (If "yes", Districts will require additional insurance.)
 Yes No At select sites only

13. Subject Areas:

Check all that apply.

- English language arts
- Mathematics
- Science
- Social studies

Providers must offer tutoring in English Language Arts and/or math. Newly approved providers may offer additional tutoring in science and/or social studies. Previously approved providers wishing to add tutoring in science or social studies must have submitted a written request to MDE detailing the elements of the instructional design and connections to Michigan's content standards for these subjects.

14. Grade Levels:

List each grade to be served. The program described must address each of the grade levels indicated.

- | | | |
|---------------------------------------|---------------------------------------|--|
| <input checked="" type="checkbox"/> K | <input checked="" type="checkbox"/> 5 | <input checked="" type="checkbox"/> 9 |
| <input checked="" type="checkbox"/> 1 | <input type="checkbox"/> 6 | <input checked="" type="checkbox"/> 10 |
| <input checked="" type="checkbox"/> 2 | <input checked="" type="checkbox"/> 7 | <input checked="" type="checkbox"/> 11 |
| <input checked="" type="checkbox"/> 3 | <input checked="" type="checkbox"/> 8 | <input checked="" type="checkbox"/> 12 |
| <input checked="" type="checkbox"/> 4 | | |

Note: Applicants proposing to serve grade levels 7-12 and to provide tutoring in math and science to grade levels 7-12 will receive 5 bonus points to be added to the total score. NOTE: Both math and science must be proposed for grades 7-12 in order to receive bonus points!

15. Minimum Number of Students:

Indicate the minimum number of students needed in order to provide services in each district. 1

16. Maximum Number of Students:

Indicate the maximum number of students that may be enrolled in each district. This number should allow the applicant entity to maintain quality

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service and results. 300

17. Specific Student Populations:

Indicate which sub-groups the applicant entity will be qualified to serve:

English Language Learners (ELL)

Yes No

If yes, in which language:

Students with Disabilities:

Yes No

If yes, which disabilities:

18. Session Information:

Ideally, how many days per week would a student be scheduled for services?
2 days

Ideally, for how long each day would a student receive services (in minutes)?
60 minutes

How many hours are required for a student receiving tutoring in your program to achieve their individualized learning goals?
15 hours

Applicants must ensure that the maximum hourly rate identified in number 19 of this application is low enough to allow for the number of hours required to achieve individualized learning goals or that this number is equal or lesser than the guaranteed number of service hours you identify in number 18.

19. Hourly Rate:

List the maximum fee per hour of instruction, per student. \$70.00

The MDE does not allow approved SES providers to charge fees outside of the maximum fee per hour of instruction, per student identified above. The hourly rate should include the cost for all program expenses including, but not limited to: facility expenses, administrative costs, assessment materials, salaries, equipment, software and instructional materials.

Once approved, providers may not exceed the maximum hourly rate indicated above during the academic year identified in this application. Changes in hourly fees may be requested in writing to the MDE prior to the beginning of the application process in subsequent years. The request must include the rationale for the change in the charges. Any increase in rates or fees must receive approval from the MDE prior to implementation.

Does your program ever lower the hourly fee to guarantee each student receives a specific number of service hours?
 Yes No

If yes, what is the guaranteed minimum number of service hours each student receives:

Applicants must ensure that the maximum hourly rate you identify in this section is low enough to allow for the number of hours required to achieve individualized learning goals you identified in number 18 or that this number is equal to or lesser than the guaranteed number of service hours you identified here in number 19.

20. Tutor/Student Ratio:

Indicate the maximum number of students who will be assigned to each tutor per session. Student/tutor ratios should fall within the following ranges:

- 1-5 students:1 tutor for non-computer based instruction
- 1-8 students:1 tutor for computer based instruction in a classroom or lab setting
- 1-30 students:1 tutor for online instruction with an off-site facilitator
- 5 students:1 tutor—Non-Computer based instruction
- 0 students:1 tutor—Computer-based instruction (classroom setting)
- 0 students:1 tutor—Online instruction (off-site facilitator)

21. Program Summary:

Please summarize your program in a narrative form. The description should be 1,000 characters or less and include the following information::

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- Your approach or model of instruction, including assessment and goal-setting procedures;
- The structure of a standard tutoring session including length of sessions, frequency of sessions, length of sessions and student /teacher ratio; and
- The instructional materials that will be used; and
- Tutor qualifications.

Please note that this summary will be used by the MDE and/or by the LEAs you serve to describe your services to parent(s)/legal guardian(s) and/or to the public. The MDE reserves the right to edit your description for space considerations, but will not edit for spelling errors or typos. It is highly advised that you proofread your program description carefully.

Minimal rewards, up to a total of \$20.00 per student annually, are allowed for attendance or achievement, but may not be advertised in the program description. Technology-based providers that allow students to keep computers at the completion of services may not disclose this information in the program summary.

I.M.A.G.E. Personal Success Training Institute (IPSTI) has been providing tutoring services in the community for over six years. Students K through 12, are assessed using the Corrective Mathematics and Corrective Reading programs. Staff works with each student and parent to set goals through an individualized learning plan. With this plan, students have the ability to increase their comprehensive, confidence, and grades.

During the school year, sessions meet for two hours, twice per week. During the summer months, students meet for two hours, three times a week. On occasion, weekend hours are available to make up missed sessions. Sessions occur in churches, schools, libraries, at the IPSTI office and in student homes, when appropriate. There is a maximum of five students to one highly qualified and trained tutor. All necessary materials, including workbooks and supplies are provided during these sessions.

SECTION B. CRITERIA

Instructions: All responses must comply with stated word or character limits, where applicable. Figures such as tables, charts, graphs can be uploaded at the end of the application, but such information will be counted toward page limits. Text and figures beyond the stated page limit will not be considered and should not be submitted with the application. All references must be cited. Use American Psychological Association (APA) citation style when referencing your research and provide a reference list that includes every in-text citation. The Reference List should be uploaded in the online application, Section E. Information on APA citation style may be found at the website of the Cornell University Library at the URL:
<http://www.library.cornell.edu/resrch/citmanage/apa>

Applications that contain plagiarized information will not be considered.

Criterion 1 (30 points):
Financial Soundness and Management Structure

Rationale: The No Child Left Behind Act of 2001 (NCLB) Section 1116(e)(12)(B)(iii) requires providers to be financially sound. Your application will be evaluated on your ability to demonstrate financial soundness and sound management structure through a review of financial and licensure documentation.

Required Documentation: Attach the following documents which will be used to determine that your entity is financially sound. ALL of these items are required.

- **Cash-on-Hand:** Applicants must provide evidence that there is enough cash-on-hand to support the business for at least six months. Examples of sufficient evidence are: savings account or checking account statements, notarized letters from investors identifying the investment amount available, evidence of an available line of credit or loan from a financial institution. The amount identified should be enough to cover all projected revenue and expenses for at least six months for the maximum number of students per district identified in the application. Narrative text that states the money is available is not sufficient evidence of cash-on-hand.
NOTE: Tax documents are not considered evidence of cash-on-hand. Applications submitted with tax documents as evidence of cash-on-hand are considered incomplete and will not be reviewed.
- **Cash Flow:** Applicants must provide an organizational cash flow that accounts for and details all monthly projected revenue and expenses for at least twelve months, ending in June 2012.
- **Expense Minimum:** Applicants must provide a comprehensive list of expenses necessary to serve the the minimum number of students per district identified in the application (See Section A, "Basic Program Information" #15).
- **Expense Maximum:** Applicants must provide a comprehensive list of expenses necessary to serve the maximum number of students per district as identified in the application (See Section A, "Basic Program Information" #16).
- **Corporate Organization:** Applicants must provide a copy of their business license, if applicable, and formal documentation of corporate legal status as a corporation organized in Michigan or another state (must include copy of certificate of incorporation identifying the state issued corporation ID number), and if relevant, proof of 501(c)(3) tax-exempt status).
- **Insurance:** Applicants must provide a copy of their liability insurance or a recent quote (60 days or less from date of application submission) from an insurance agency that reflects your intent to obtain general liability insurance (Note: the cost of insurance should be included in the cash-flow document and also in the comprehensive list of expenses for the minimum and maximum number of students per district);
- **Billing and Payment:** Applicants must provide sample invoices and other business documents for tutoring services identifying that a management structure related to billing and payment for tutoring is in place.
- **Financial Narrative:** Applicants must provide a one-page narrative explaining how the financial documents listed above represent a strong business plan.

The financial documents should only identify revenue and expenses for the Michigan applicant entity. If the applicant entity is part of a national franchise, for instance, only the revenue and expenses directly related to this Michigan applicant entity should be identified in the financial documents. Likewise, if the applicant operates other businesses, the costs associated with these businesses should not be included in the budget.

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Revenue associated with other businesses may be a viable contribution, but should have sufficient documentation.

**Criterion 2 (15 points):
Demonstrated Record of Effectiveness in Increasing Student Academic Achievement**

Rationale: Providers must have a demonstrated record of effectiveness in increasing the academic proficiency of students in subjects relevant to meeting the state academic content and student achievement standards [NCLB Section 1116(e)(4)(B)]. In addition, an applicant must provide evidence that its instructional methods and content are aligned with state academic content and student academic achievement standards, and are of high quality, research-based, and specifically designed to increase the academic achievement of eligible children (Final Title I Regulations of October, 2008).

Evaluation: Your application will be evaluated on your ability to demonstrate your record of effectiveness in Michigan and/or other state(s) in increasing academic achievement, particularly for low-income and/or underachieving students, in the subjects and grade levels in which you intend to provide services. Data that provides evidence of a positive impact on Michigan state assessments will provide the applicant with the opportunity to enhance the score for Criterion 2.

If you have served students as a SES provider in other states but not in Michigan, provide data documenting your effectiveness in those states.

If you have not served students as an approved SES provider, the requirements apply to the instructional program that you propose to use in Michigan.

Evidence that will be considered includes:

- Data that demonstrate a positive impact on national, Michigan, another state's, and/or district assessments;
- Data that demonstrate a positive impact on other independent, valid and reliable assessments (e.g., provider-administered assessments, teacher-administered content area assessments);
- Data that demonstrate a positive impact on course grades;
- Data that demonstrate positive feedback from customers (e.g., parent(s)/guardian(s), students, LEAs) related to the effectiveness of the instructional program)
- Data that demonstrate a positive impact on other indicators (e.g., student attendance, student behavior/discipline, retention/promotion rates, graduation rates).
- Feedback from constituent groups (parent(s)/guardian(s), students, LEAs) about the effectiveness of the proposed delivery model, the instructional program in the intended subject areas and grade levels, particularly for low-income and/or underachieving students.

Narrative (limit 7,880 characters): Cite and reference available research studies (as appropriate) and **provide data** that indicate the instructional program has a positive impact on the academic achievement of students in the subjects and grade levels in which you intend to provide services, particularly for low-income and/or underachieving students.

- Use American Psychological Association (APA) citation style when referencing your research and provide a Reference List that includes every in-text citation. The Reference List should be uploaded in Section E. Information on APA citation style may be found at the website of the Cornell University Library at the URL: <http://www.library.cornell.edu/resrch/citmanage/apa>

If you intend to serve students with disabilities or students with limited English proficiency, cite and reference available research studies (as appropriate) and **provide data** that indicate the positive impact your program is expected to have on the academic achievement of those student population(s).

IPSTI selected to implement SRA's Corrective Mathematics and Corrective Reading curricula specifically because over 30 years of published research show that Direct Instruction, the teaching method used in these curricula, has been effective with low income and at-risk students. A meta-analysis study included the Corrective Mathematics, DISTAR I and II and Connective Math Concepts curricula. Each curriculum is similar and each uses Direct Instruction as the teaching modality (Adams & Engelman, 1996). One program for third and fifth graders in Kalamazoo, MI showed an increase in curricula based post-test scores, and in the Kaufman Test of Achievement-Comprehensive Form (KTEA-C) Calculation and Application subtests (Vreeland et al., 1994). Another study done in Camden, NJ, where 60 percent of the participants lived in poverty with a high mobility rate (families moving at a high rate), showed a statistically significant increase in Metropolitan Achievement Test (MAT) (Brent & DiObilda, 1993).

A meta-analysis of Corrective Reading evaluates several studies and programs, including general education, at-risk, special education and English as a second language. Many of these studies utilized the Woodcock-Johnson Reading Mastery Test. Nearly all them showed an improvement on at least one subscale of the test (Grossen, n.d.). Most of the studies showed that the students improved at a quicker rate than the students not in the program, allowing them to catch up to their fellow classmates (Grossen, n.d.). Schools in Nebraska and Texas utilized Corrective Reading, both district's students showed improvement on their state's assessment test, and both achieved adequate yearly progress (AYP) (McGraw-Hill, 2009).

Gregory, Hackney, and Gregory (1982) also found that students in the Corrective Reading program maintained better behavior, measured by the Rutter Behaviour Questionnaire, and better school attendance than their counterparts not in the program. Similar results were found in several of the studies reviewed for meta-analysis (Marchand-Martella & Martella, 2002).

In addition, the curricula were chosen as SRA had already developed valid and reliable pre and post tests.

In FY 2011, IPSTI utilized the curriculum with grades six through 12. While the curriculum provides exceptional assessments for these grades, they proved to be somewhat problematic for our grade levels. Several of our students were reading well below the sixth grade level, and the sixth grade assessment tool was discouraging, causing some disengagement from the program. In FY 2012, IPSTI would like to expand the program to include reading tools for grades K through 12. This will allow better assessment and expansion of curricula tools for youth at any reading level.

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IPSTI has had approximately 200 students begin the tutoring program, and 125 complete it. Thirty students left the district or chose not to participate, and 45 students did not complete the full 20 hours. Retention and participation were implemented as important components of the evaluation plan.

Pre and post tests were administered to each of the 125 students who completed the program. The pre-tests were used to develop individualized learning plans. The post-tests were used to evaluate progress. Nearly all of our students are enrolled in Detroit Public Schools (DPS), which requires that the completion of pre and post tests be submitted directly to the district, via a program called Cayen. The data is purged at the end of the fiscal year. As a result, some data was not maintained. Most students get 20 hours of tutoring, and those who consistently attended their individual or small group sessions showed from .5 to 1 year's growth in reading competencies. Students whose parents provided home support achieved even more growth.

Over the years, we have received much feedback from youth, parents, teachers and even community members indicated satisfaction with the progress made by youth.

"Our tutor was absolutely awesome! Really, enthusiastic, very knowledgeable and just what we needed. From the beginning of my experience with your company I have been thrilled with your professionalism."- Robin F., Parent

"IMAGE instills self confidence and offers the kind of one-on-one attention my grandson needs to help keep on top of his grades. Now he contributes to the class and his behavior has improved quite a bit."- Mary B., Grandparent

"IMAGE offered the specialized one-on-one instruction my child needed to gain the tools she needs to excel academically and build confidence."- Arnold B., Parent

"Because of IMAGE's admirable contributions to providing youth with invaluable skills and educational tools, they have helped students achieve their goals to pave the way for a brighter future."- Dianne F., Teacher

"Thanks to my daughter's tutor's dedication and encouragement, she went from having Ds and Cs to As and Bs!"- Alex M., Parent

"I didn't think I would ever understand geometry, it's my worst subject! But almost right away my tutor knew what I was doing wrong and just what to say to help me understand how to succeed! Now I'm not afraid to participate in class and answer questions when called upon."- Nicole C., 12th grade

IPSTI understands the importance of collecting objective data in addition to anecdotes and testimonials. In an effort to collect concrete evidence of improvement, attempts were made to obtain report cards from school districts, but they were not made available. IPSTI will continue to work toward developing mechanisms to collect objective data to show impact.

Criterion 3 (10 points): Evidence of a High Quality, Research-Based Instructional Program Designed to Increase Academic Achievement

Rationale: By definition, SES is tutoring and other enrichment services that are high quality, based on research, and designed to increase student academic achievement [NCLB, Section 1116(e)(12)(C)(2)]. According to the U.S. Department of Education (January 14, 2009), the major focus of NCLB is to utilize only those educational practices that have evidence to suggest that they will increase academic achievement (see *Federal Supplemental Educational Services Non-Regulatory Guidance*). In addition, an applicant must provide evidence that its instructional methods and content are aligned with state academic content and student academic achievement standards, and are of high quality, research-based, and specifically designed to increase the academic achievement of eligible children (Final Title I Regulations of October, 2008).

Evaluation: The application will be evaluated on the applicant's ability to demonstrate that the instructional program is (1) high quality and research-based, designed to increase student academic achievement; (2) aligned to Michigan content standards (e.g., Grade Level Content Expectations, High School Content Expectations, Course/Credit Content Expectations and/or the Michigan Curriculum Framework) for the grade levels the applicant proposes to serve. You must describe the findings of any academic research that support major elements of your instructional program. See also, the Michigan Department of Education website for the Common Core State Academic Standards:
http://www.michigan.gov/mde/0,1607,7-140-6530_30334_51042-232021--00.html

Major elements must include:

- Instructional strategies;
- Time on task;
- Special instructional materials;
- Use of technology; and
- Other relevant program components.

Narrative (limit 7,880 characters): Clearly and specifically explain the ways in which the instructional program is (1) high-quality and research-based, and designed to increase student academic achievement; (2) aligned to Michigan content standards for the grade levels the applicant intends to serve.

Describe the findings of any academic research that supports the major elements of the instructional program. Major elements must include instructional strategies, time on task, special instructional materials, use of technology, etc. Cite and reference available research studies (as appropriate) and **provide data** that supports your position and findings. Use APA citation style as described in Criterion 2.

IPSTI will continue to utilize SRA's Corrective Reading and Corrective Mathematics curricula. Both the Corrective Mathematics and Corrective Reading curricula utilize the Direct Instruction technique, which can be utilized in classroom, small group and individual settings. This method combines scripted presentations and corrections and utilizes student books and workbooks. This technique has a history of over 30 years of published research showing its effectiveness in reading and mathematics.

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Corrective Mathematics covers seven basic components utilizing Direct Instruction: addition; subtraction; multiplication; division; basic fractions; fractions, decimals and percents; and ratios and equations. Meta-analysis of over 34 studies indicates the following results for Direct Instruction with math programming, and specifically for Corrective Mathematics, where indicated:

- Approximately 87% of the studies indicated that Direct Instruction showed increased achievement (Adams & Engelmann, 1996).
- Students who participated in curricula utilizing Direct Instruction had higher rates of high school graduation and college attendance (Meyer, 1984).
- Students who participated in the Corrective Mathematics program made advancements of up to six levels based on pre/post tests. They also made significant gains in both areas of the WJ-R (Parsons, Marchand-Martella, Waldron-Soler, Martell, and Lignugaris/Kraft, in press).
- Corrective Mathematics showed measurable and significant progress for brain-injured and at-risk students (Glang, Singer, Cooley, and Tish, 1991; Sommers, 1991).

Corrective Reading also showed dramatic results. The following describe results of several studies specific to the Corrective Reading curriculum:

- General education students participating in Corrective Reading had a significantly higher post-test score (68th percentile) than the comparison group (50th percentile) (Clunies-Ross, 1990).
- Remedial readers were able to advance nearly two grade-equivalent levels, while the comparison group was able to advance less than one grade-equivalent level. For each month of instruction, the Corrective Reading group advanced 3.6 months of reading comprehension (Campbell, 1984).
- In a study of 75 at-risk seventh to tenth grade students utilizing Corrective Reading, the average improvement was 12 percentile points. In fact, the students in this group made such significant improvements that 57% of them were moved out of the at-risk category (SRA/McGraw-Hill, 1997).

Corrective Reading is one of the only curricula that focuses on comprehension and decoding. Both elements are critical for reading improvement.

Decoding Research

Corrective Reading features research based instruction. These including:

- Phonemic Awareness—Children who are not aware of the phonemes have difficulty reading. One in five children need direct instruction to learn phonemes. Lack of phoneme awareness will cause them to fall behind in reading and other subjects (Vellutino & Scanlon, 1987a; Wagner & Torgeson, 1987).
- Explicit Phonics—Direct instruction related to common letter sounds is necessary, and more effective than whole language instruction (Vellutino & Scanlon, 1987a), and is more effective for at-risk and lower performing students (Williams, 1980).
- Letter Sound Relationships—When a student learns one sound for each unique letter or letter combination, he is able to decode 95% of the sounds (Burmeister, 1975). Corrective Reading teaches the most common letter sounds.
- Blending—Blending is of the most difficult, yet least taught, tasks. Teaching students how to sound out letters resulted in an increase of identification of unfamiliar words (Bishop, 1964; Jeffrey & Samuels, 1967; Carmine, 1977 and Vandever & Neville, 1976).
- Decodable Text—Students are provided with text composed of the letter-sound relationships that they have been learning. This is done instead of teaching or relying on context and prediction as word recognition strategies, as research indicates that these are not successful strategies for struggling readers (Foorman et al.,)
- Accuracy and Fluency Building—A variety of research has shown a strong relationship between reading comprehension and oral fluency. Each error is corrected and every lesson has a check-out to measure learning.

Comprehension Research

Students are required to attend to the meaning of the text they are decoding through these interventions:

- Interspersed Questions Regarding Content—Inserted questions improve comprehension better than questions completed after the passage (Watts & Anderson, 1971).
- Expository Reading—Students read passages and answer questions based on the text, gradually having them use deduction and inference to answer the questions. This level of comprehension is critical for school achievement (Seindenberg, 1989).
- Background Knowledge—Research shows that poor readers frequently lack appropriate vocabulary and common background information related to general topics (Adams & Bertram, 1980). Text in the Comprehension portions of Corrective Reading includes necessary background information.
- Vocabulary Instruction—Lack of vocabulary concepts is a cause of academic failure for grades three through twelve (Baumann & Kameenui, 1991). Throughout the curriculum, teachers utilize synonyms and new vocabulary is taught within passages.
- Big Ideas and Strategies—Direct Instruction is more successful than explicit instruction to show students how to generalize strategies and identify common underlying concepts (Grossen & Canine, 1990).

Both the math and reading curricula focus on developing individual plans for improvement

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and both show clear and positive results for students: increased achievement, competence and confidence.

Criterion 4 (10 points):
Evidence of an Instructional Program and Content Consistent with State Standards and LEA Program(s) – Connection to Content Expectations

Rationale: NCLB Section 1116(e)(5)(B) requires applicants to demonstrate that the instruction they provide and the content they use "are consistent with the instruction provided and content used by the local educational agency and state, and are aligned with state student academic achievement standards." According to the U.S. Department of Education (January 14, 2009), instructional content and methods need not be identical to those of the LEA, but they must "share a focus on the same state academic content and achievement standards and be designed to help students meet those standards" (*Federal Supplemental Educational Services Non-Regulatory Guidance*, p. 15). In addition, an applicant must provide evidence that its instructional methods and content are aligned with state academic content and student academic achievement standards, and are of high quality, research-based, and specifically designed to increase the academic achievement of eligible children (Final Title I Regulations of October, 2008).

Evaluation: The application will be evaluated on the applicant entity's ability to demonstrate the instructional program's connection to specific state content standards (e.g. Grade Level Content Expectations, High School Content Expectations, Course/Credit Content Expectations and/or the Michigan Curriculum Framework) for the grade levels the applicant intends to serve.

Narrative (limit 1,970 characters): Describe how the instructional program connects to specific Michigan content standards. The applicant entity must provide sample student learning objectives and demonstrate alignment to specific state content standards (e.g. Grade Level Content Expectations, High School Content Expectations, Course/Credit Content Expectations and/or the Michigan Curriculum Framework) for the grade levels the applicant intends to serve. See also, the Michigan Department of Education website for the Common Core State Academic Standards: http://www.michigan.gov/mde/0,1607,7-140-6530_30334_51042-232021--00.html Cite and reference available research studies (as appropriate) and provide data that supports your position and findings. Use APA citation style as described in Criterion 2.

As shown in Tables 1 and 2, each Grade Level Content Expectations (GLCE) and High School Content Expectations (HSCE) links well with the skills taught in Corrective Mathematics and Reading.

- Please refer to attachments:
- Table 1: How Corrective Mathematics Address GLCEs and HSCEs
 - Table 2: How Corrective Reading Addresses GLCEs and HSCEs

Criterion 5 (10 points):
Evidence of an Instructional Program and Content Consistent with State Standards and LEA Program(s) – Staff Qualifications

Rationale: NCLB Section 1116(e)(5)(B) requires applicants to demonstrate that the instruction they provide and the content they use "are consistent with the instruction provided and content used by the local educational agency and state, and are aligned with state student academic achievement standards." According to the U.S. Department of Education (January 14, 2009), instructional content and methods need not be identical to those of the LEA, but they must "share a focus on the same state academic content and achievement standards and be designed to help students meet those standards" (*Federal Supplemental Educational Services Non-Regulatory Guidance*, p. 15). In addition, an applicant must provide evidence that its instructional methods and content are aligned with state academic content and student academic achievement standards, and are of high quality, research-based, and specifically designed to increase the academic achievement of eligible children (Final Title I Regulations of October, 2008).

Evaluation: The application will be evaluated on the applicant entity's ability to demonstrate that there is a process for ensuring staff is qualified to deliver the required program, content and instruction, and there is a plan for ongoing professional development and supervision. This section should include:

- Clearly defined instructor qualifications
- Evidence that instructors possess the minimum of a high school diploma
- Evidence that a systematic plan for professional development is in place that includes the following:
 - Instructional strategies
 - Focus on student learning
 - Assessment & communication of progress to students, parents, and LEAs
 - Documentation of tutoring sessions and student progress
 - Differentiation of instruction based on diagnosed student needs
 - Feedback to students and employees

Narrative (limit 1,970 characters): Describe the process for ensuring staff is qualified and describe plans for ongoing professional development and supervision. The plan must be detailed and specific. Prospective tutors must complete extensive training required by the Director of Education. Once the training has been completed the candidate must take an exam in areas of math and English language arts. Upon passing the exam they are then invited to interview.

All prospective tutors must undergo a criminal record check through a finger printing process, and only those with a clear police background are eligible for employment. Tutors must be willing to tutor in home, offsite locations, and in schools. Each tutor has identified the grade levels that he/she is able to tutor. Tutors work in ratios of one tutor to five students.

IPSTI's Director of Education manages all staff providing SES services. All staff members are required to attend and pass a series of training sessions held prior to the beginning of the school year. Attendance at the training is documented. Training sessions focus on engaging students, motivating difficult youth and teaching to different learning styles.

IPSTI also supports its instructional staff with ongoing in-service workshops that are based on best practices and the needs of staff, parents and youth served. Past workshops have been in the areas of educational leadership, coordination and delivery of services, multi-strategy and differentiated instruction and designing and implementing learning communities. The Director is continuously supporting staff through coaching to

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reinforce skills surrounding engaging youth and teaching to different learning styles.

Criterion 6 (10 points):
Evidence of an Instructional Program and Content Consistent with State Standards and LEA Program(s) – Assessment of Student Need

Rationale: NCLB Section 1116(e)(5)(B) requires applicants to demonstrate that the instruction they provide and the content they use "are consistent with the instruction provided and content used by the local educational agency and state, and are aligned with state student academic achievement standards." According to the U.S. Department of Education (January 14, 2009), instructional content and methods need not be identical to those of the LEA, but they must "share a focus on the same state academic content and achievement standards and be designed to help students meet those standards" (*Federal Supplemental Educational Services Non-Regulatory Guidance*, p.15). In addition, an applicant must provide evidence that its instructional methods and content are aligned with state academic content and student academic achievement standards, and are of high quality, research-based, and specifically designed to increase the academic achievement of eligible children (*Final Title I Regulations of October, 2008*).

Evaluation: The application will be evaluated on the applicant entity's ability to demonstrate that a specific process is used to assess student need, identify skill or knowledge gaps, and prescribe an instructional program based on the student's individual needs. The applicant must:

- Provide evidence an objective assessment is in place;
- Describe the frequency of objective assessment administration
- Provide evidence of a systematic process to analyze the results of the objective assessment

Narrative (limit 1,970 characters): Describe the plan to assess student academic need, identify skill or knowledge gaps, and prescribe an instructional program based on the student's individual needs. Provide detailed evidence of a comprehensive, systematic process for analyzing results to identify student needs, skill or knowledge gaps, and prescribing an instructional program based on student needs

Every student is given a pre-test. The instructor, youth and parent develop an individualized learning plan targeted at improving skills, based on the needs represented in the pre-test and as reported by the parent and student. The parent and youth sign the agreement and it is sent to the school district.

The tutor regularly monitors the student's homework and graded assignments to identify difficulties and to track progress. Necessary changes are made to the student's learning plan to adapt to the students individual learning goals and needs.

Students are post-tested and the data is shared with the appropriate school district. In addition, student data is shared with tutors for training and evaluation; for overall corporate evaluation and parents for feedback and parental engagement. We also use this data to update our curriculum as needed.

Criterion 7 (10 points):
Evidence of an Instructional Program and Content Consistent with State Standards and LEA Program(s) – Communication Plan

Rationale: NCLB Section 1116(e)(5)(B) requires applicants to demonstrate that the instruction they provide and the content they use "are consistent with the instruction provided and content used by the local educational agency and state, and are aligned with state student academic achievement standards." According to the U.S. Department of Education (January 14, 2009), instructional content and methods need not be identical to those of the LEA, but they must "share a focus on the same state academic content and achievement standards and be designed to help students meet those standards" (*Federal Supplemental Educational Services Non-Regulatory Guidance*, p.15).

Evaluation: The application will be evaluated on the applicant entity's plan for communicating student progress to LEA(s)/teacher(s) and to parent(s)/guardian(s). The applicant must:

- Provide evidence that written progress reports occur regularly;
- Provide evidence that communication between the applicant and the stakeholders is documented;
- Describe the process for obtaining parent feedback related to their child's instructional goals.
- Describe how the processes may address parent reluctance or non-responsiveness to the applicant's efforts to engage and communicate with the parent about instructional goals and the child's progress.

Narrative (limit 1,970 characters): Describe the plan for obtaining parent feedback related to identification of specific instructional goals and communicating student progress to LEA(s)/teacher(s) and to parent(s)/guardian(s). At the beginning of services, each student takes a pre-test to identify educational gaps. The instructor, parent and students discuss the gaps and other learning goals. These goals are established on an individualized learning plan, which is signed by the parent and student.

IPSTI staff members communicate with parents and teachers weekly to address attendance. We communicate bi-weekly with parenting tips and performance updates. Monthly communication occurs if the student falls below his/her current level or if the student shows great gains and is far above his/her current academic level.

Although many attempts have been made to verbally communicate with teachers, this has proven difficult due to teacher scheduling and other barriers. IPSTI continues to make efforts to telephone teachers when there is a specific, acute student need; however, IPSTI has found more success in written communication with teachers. Written progress reports, specific to the student's individualized plan are sent to parents and teachers once per month. These reports include information about attendance, participation and progress on completed units, tests and action plans. When applicable, monthly reports also include tips for parents on how to reinforce learning at home.

Criterion 8 (5 points):
Fluency and Mechanics

Rationale: By definition, SES is tutoring that is high quality, based on research, and designed to increase student academic achievement [NCLB, Section 1116(e)(12)(C)(2)]. According to the U.S. Department of Education (January 14, 2009), the major focus of NCLB is to utilize only those

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educational practices that have evidence to suggest that they will increase academic achievement (see *Federal Supplemental Educational Services Non-Regulatory Guidance*).

Evaluation: The application will be evaluated on the applicant entity's ability to demonstrate that entity leaders have a basic understanding of basic mechanics and grammar, and the ability to communicate effectively with parents, districts and employees.

Narrative: No additional narrative should be submitted for this criterion. The narrative supplied for criteria 1-7 will be used to demonstrate fluency and mechanics and as a basis for scoring Criterion 8.

Criterion 9 (5 points):
Applicants proposing to serve grade levels 7-12 and provide tutoring in **math and science both** to grade levels 7-12 will receive 5 bonus points to be added to the total score. Bonus points do not apply to the minimum points required in each criterion.

Rationale: By definition, SES is tutoring that is high quality, based on research, and designed to increase student academic achievement (*NCLB, Section 1116(e)(12)(C)(2)*). The goal of SES is to increase eligible students' academic achievement in a subject or subjects that the State includes in its ESEA assessments under Section 1111 of the ESEA, which must include reading/language arts, mathematics, and science, as well as English language proficiency for students with limited English proficiency (LEP). *Non-Regulatory Guidance, Supplemental Educational Services*, January 2009. Michigan's experience is that there is a great need for improved achievement in mathematics and science, particularly at the middle and high school grade levels.

Evaluation: 5 Bonus Points will be added to the total application score for those applicants proposing to serve grade levels 7-12 and provide tutoring in **mathematics and science both**, for grade levels 7-12. Bonus points do not apply to the minimum points required in each criterion. In order to receive Bonus Points, the provider must propose to offer mathematics and science, and all of the grade levels 7-12.

Narrative: No additional narrative should be submitted for this criterion. Information about meeting this criterion will be obtained from Section A, numbers 13 and 14.

SECTION C. ASSURANCES

By electronically submitting the SES provider application, I certify that I have read and understand each of the following statements, agree to be held accountable for the content of each, and understand that the MDE may invoke disciplinary action at any time, up to and including removal from the Approved List, based upon evidence that I have violated any of these Assurances.

1. The applicant entity certifies that the instructional program described in the application is the instructional program that will be offered to students.
2. The applicant entity certifies that the instruction and content that will be offered is secular, neutral, and non-ideological.
3. The applicant entity is responsible for payment of all payroll taxes and other business expenses or fees.
4. The applicant entity will be available to provide services in a district as required by the district's enrollment procedures or contract.
5. The applicant entity will serve all qualified eligible children whose parent(s)/guardian(s) register for services from the applicant entity, on a fair and equitable basis and in accordance with the terms specified in the application.
6. The applicant entity will promptly notify the district, in writing, within three business days, if it does not meet its minimum or exceeds its maximum number of students.
7. The applicant entity will provide parent(s)/legal guardian(s) of children receiving services, and district personnel, information on students' academic progress in an understandable format and language on a regular basis consistent with this application.
8. The applicant entity will provide evidence to the district (before services are delivered) that individuals providing services to children have successfully completed fingerprinting and criminal background checks as required in the district contract.
9. The applicant entity will not disclose to the public the identity of any student eligible for or receiving SES without the written permission of the parent(s)/guardian(s). All public requests for student information should be directed to the district.
10. The applicant entity ensures that the entity is financially sound and agrees to notify the MDE and district, in writing within ten business days, if and when it is no longer financially sound.
11. The applicant entity agrees to follow all applicable Federal, state, and local health, safety, employment, and civil rights laws at all times. This includes, but is not limited to, provision of occupancy permits and fire marshal reports to districts, if requested.
12. The applicant entity will not discriminate on the basis of race, national origin, sex, or disability in accepting students and providing students with SES under Title I (in general, a provider may not, on the basis of disability, exclude a qualified student with disabilities or a student covered under Section 504 if a student can, with minor adjustments, be provided SES designed to meet the individual educational needs of the student).

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13. The applicant entity will provide services consistent with the qualified student's individualized education program under the Individuals with Disabilities Education Act (IDEA) if the student is covered under IDEA or Section 504 of the Rehabilitation Act of 1973 if the entity proposes to serve such students.
14. The applicant entity will comply with the MDE Standards for Monitoring SES Providers. The applicant entity agrees to make all documents available to the MDE or district for inspection/monitoring purposes, and participate in site visits at the request of the MDE or the district.
15. The applicant entity agrees to notify MDE and applicable district(s), in writing, of any change in the contact information provided in this application within ten business days.
16. The applicant entity further ensures that it will provide written notification to MDE, when SES will no longer be provided, thirty days prior to termination of services.

SECTION D. SES PROVIDER CODE OF ETHICS

By electronically submitting the SES provider application, I certify that I have read and understand each of the following statements, agree to be held accountable for the content of each, and understand that the Michigan Department of Education (MDE) may invoke disciplinary action at any time, up to and including removal from the approved list, based upon evidence that I have violated any of section of the SES Code of Ethics.

1. Providers must accurately and completely describe services to consumers in terms that are easy to understand. Reading level for informational materials should be no higher than eighth grade.
2. Providers must create and use promotional materials and advertisements that are free from deception. Deception may include, but is not limited to, misrepresentation through implied or stated endorsement for the provider by a school district, school building or its staff or representatives.
3. Providers must not misrepresent to anyone the location of a provider's program or the approval status of a program. If the location of services is dependent upon a minimum student enrollment or the approval of a district, the provider shall indicate the applicable contingencies in its marketing materials.
4. Providers must not publicly criticize or disparage other providers.
5. Providers must not engage in false advertising about other providers' programs.
6. Providers must comply with each district's enrollment procedures.
7. Providers must not distribute a district enrollment form that has the selected provider's name pre-printed as part of the form. The provider may not modify or alter the district enrollment form in any way.
8. Providers must not encourage or induce students or parents to switch providers, once enrolled, without approval by the district. Providers may not create or distribute enrollment change forms for this purpose.
9. Providers must maintain a system of addressing consumer grievances and concerns and must immediately report any grievances to both the district and MDE.
10. Providers must not charge districts more than the maximum hourly rate identified in the application, nor charge districts any additional fees.
11. Providers must not make payments or in-kind contributions to a district, exclusive of customary fees for facility utilization or transportation.
12. Providers must not compensate district employees in exchange for access to facilities, registration, to obtain student lists, or to encourage any district employee to violate district policies or procedure including conflict of interest.
13. Providers must not solicit or accept an exclusive arrangement with any district or school (including, but not limited to, an exclusive right to conduct in-school assemblies or other marketing activities).
14. Providers may not seek access to individual classrooms or interrupt instructional time during the school day for any reason.
15. Providers may not employ any SES-eligible or enrolled student.
16. Each parent of an eligible student who is hired by a provider must have a written job description and must be compensated on the same basis as all other employees of the provider who perform similar work. No parent may receive any commission or other benefit related to the enrollment of their child in a provider's program, nor may a parent be subject to any employment action by the provider on account of the parent's selection of an SES program for their child.
17. Any school personnel employed by an SES provider shall not recruit students to a provider's program, engage in marketing activities on behalf of a provider, or otherwise promote or encourage students to enroll in a specific provider's program. This restriction does not apply to school districts that are approved SES providers. Please see #20 below for specific guidance regarding marketing and recruiting in school districts that are approved SES providers.
18. Providers shall not employ any district employees who currently serve in the capacity of Principal, Assistant Principal, building SES Coordinator, or district SES Coordinator.
19. Providers shall not employ any individuals, including teachers, parents or community leaders, who have any decision-making authority over a

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- school district or school site. The sole exception shall be in school districts that are considered rural and where there are few providers.
20. Where a school district or a school is also an approved provider of SES, district personnel assigned SES provider responsibilities shall avoid all conflicts of interest or favoritism, including the following:
- Individuals employed by the district for this purpose shall not present marketing or recruitment information on any occasion unless all other providers approved for the schools served are offered the same opportunity to present information or recruit students.
 - The district shall ensure that the individual has no greater access to parents and students at provider fairs, school assemblies, and other, similar occasions than is afforded to all other providers. "Access" means the amount of speaking time available, the space used, and any other resources allocated to providers.
 - Individuals serving as an approved SES provider shall have duties that are entirely distinct from those of any other district employee who performs oversight with respect to the provision of SES. This prohibits the district SES provider from duties such as serving as the district's liaison to all SES providers within a school or schools, or assigning students to other providers.
21. Before or during the registration period, providers must not distribute any objects (such as gift cards, money, pencils, balloons, candy, Frisbees, tote bags, etc.) to parents or students. Informational program materials should be printed on paper.
22. Before or during the registration period, providers must not verbally or nonverbally promise or reference any objects or rewards that will be provided upon registration, program completion or as student rewards during the provision of services.
23. Informational program materials, including the 150-word program summary, must not verbally or non-verbally promise or reference any objects or rewards that will be provided upon registration, program completion or as student rewards during the provision of services. These rewards may not be identified in any written informational material or identified verbally to parents until AFTER enrollment.
24. During the provision of SES, providers may not exceed a total of \$20.00 per student annually for rewards. These rewards may not be identified in any written informational material or identified verbally to parents until AFTER enrollment. Students may keep computers at the cessation of tutoring services, but providers must fully disclose information about the computers as detailed in the MDE Policy of December 15, 2008. This information may not be included in any written informational material or identified verbally to parents until AFTER enrollment. Computers are not subject to the \$20.00 annual cap on rewards.
25. Providers must not attempt to influence or bias parents when performing an evaluation of the provider's services and achievement of the student's individualized learning goals.
26. A provider shall not use information provided by parents of SES-enrolled students for any commercial purpose without securing the parent's prior written consent for the intended use of the specified information, except that a provider may use parental contact information to communicate about SES with the parents of students served by that specific provider in any prior year.
27. Providers must serve substantially all students registered and immediately communicate to the district any students who cannot be served or who drop out of the program.
28. Providers may not solicit confidential information on minor students without the written consent of parents and/or the school district. This includes, but is not limited to, collecting student or parent information such as addresses, phone numbers, or email addresses.

SECTION E.

Reference List:	REFERENCES.doc
Business License:	IMAGE BUS LICENCE.pdf
Insurance or Insurance Quote:	IMAGE INS 2011.pdf
Cash Flow:	IMAGE CASH FLOW.pdf
Expense Minimum:	IMAGE EXPENSE MIN.pdf
Expense Maximum:	IMAGE EXPENSE MAX.pdf
Evidence of Cash-on-Hand:	IMAGE BANK STMT.pdf
Billing and Payment:	IMAGE SAMPLE BILL & PYMT.pdf
Financial Narrative:	Financial Narrative.doc
Tables, Charts and Graphs to Support Criteria (optional), and Reference List:	TABLES SAMPS & DISCLMR.pdf

MICHIGAN DEPARTMENT OF CONSUMER AND INDUSTRY SERVICES
CORPORATION, SECURITIES AND LAND DEVELOPMENT BUREAU
(FOR BUREAU USE ONLY)

Date Received

JUL 2 1997

FILED

JUL 03 1997

Administrator
MI DEPT. OF CONSUMER & INDUSTRY SERVICES
CORPORATION, SECURITIES & LAND DEVELOPMENT BUREAU

EFFECTIVE DATE:

Name

CARLOS JOHNSON

Address

20510 WOODBURN

Zip Code

City
SOUTHFIELD

State
MI

State
48075

Document will be returned to the name and address you enter above

748825

ARTICLES OF INCORPORATION
For use by Domestic Nonprofit Corporations
(Please read information and instructions on the last page)

Pursuant to the provisions of Act 162, Public Acts of 1982, the undersigned corporation executes the following Articles:

ARTICLE I

The name of the corporation is:
IMAGE OF SUCCESS, INC.

ARTICLE II

The purpose or purposes for which the corporation is organized are:
SEE ATTACHED MISSION STATEMENT

ARTICLE III

1. The corporation is organized upon a DIRECTORSHIP nonStock basis.
(Stock or Nonstock)

2. If organized on a stock basis, the total number of shares which the corporation has authority to issue is NA. If the shares are, or are to be, divided into classes, the designation of each class, the number of shares in each class, and the relative rights, preferences and limitations of the shares of each class are as follows:

Use space below for additional Articles or for continuation of previous Articles. Please identify any Article being continued or added. Attach additional pages if needed.

SEE ATTACHED

I, (We), the incorporator(s) sign my (our) name(s) this 27 day of JUNE, 1997.

Carlton Johnson

Name of person or organization
remitting fees:

CARLOS JOHNSON

Preparer's name and business
telephone number:

CARLOS JOHNSON

(810) 353-3424

INFORMATION AND INSTRUCTIONS

1. The articles of incorporation cannot be filed until this form, or a comparable document, is submitted.
2. Submit one original of this document. Upon filing, the document will be added to the records of the Corporation, Securities and Land Development Bureau. The original will be returned to the address appearing in the box on the front as evidence of filing.

Since this document will be maintained on optical disk media, it is important that the filing be legible. Documents with poor black and white contrast, or otherwise illegible, will be rejected.
3. This document is to be used pursuant to the provisions of Act 162, P.A. of 1982, by one or more persons for the purpose of forming a domestic nonprofit corporation.
4. Article II - The purpose for which the corporation is organized must be included. It is not sufficient to state that the corporation may engage in any activity within the purposes for which corporations may be organized under the Act.
5. Article III - The corporation must be organized on a stock or nonstock basis. Complete Article III(2) or III(3) as appropriate, but not both. Real property assets are items such as land and buildings. Personal property assets are items such as cash, equipment, fixtures, etc. The dollar value must be included.
6. Article IV - A post office box may not be designated as the address of the registered office.
7. Article V - The Act requires one or more incorporators. Educational corporations are required to have at least three (3) incorporators. The address(es) should include a street number and name (or other designation), city and state.
8. This document is effective on the date endorsed "filed" by the Bureau. A later effective date, no more than 90 days after the date of delivery, may be stated as an additional article.
9. This document must be signed in ink by each incorporator listed in Article V. However, if there are 3 or more incorporators, they may, by resolution adopted at the organizational meeting by a written instrument, designate one of them to sign the articles of incorporation on behalf of all of them. In such event, these articles of incorporation must be accompanied by a copy of the resolution duly certified by the acting secretary at the organizational meeting and a statement must be placed in the articles incorporating that resolution into them.
10. FEES: Make remittance payable to the State of Michigan. Include corporation name on check or money order.
FILING AND FRANCHISE FEE \$20.00
11. Mail form and fee to:

Michigan Department of Consumer and Industry Services
Corporation, Securities and Land Development Bureau
Corporation Division
P.O. Box 30054
Lansing, MI 48909-7554

The office is located at:

6546 Mercantile Way
Lansing, MI 48910
(517) 334-6302



**Michigan Department of Treasury
Sales, Use and Withholding Taxes**

Every registered business is required to file an annual return.
Your personalized Annual Return (Form 165) is enclosed.

***AUTO**SCH 5-DIGIT 48075 3/40/3
IMAGE OF SUCCESS INC
21500 NORTHWESTERN HWY #1 105
SOUTHFIELD, MI 48075-5034

17528/A

164 (Rev. 7-08)

**STATE OF MICHIGAN
DEPARTMENT OF TREASURY**

**IMAGE OF SUCCESS INC
21500 NORTHWESTERN HWY #1105
SOUTHFIELD MI 48075**

**Sales Tax
License**

ACCOUNT NUMBER
B 38-3447215
EXPIRATION DATE
SEPT 30, 2012

100000	569	63	2	41	001	12	A
Tax Codes	Type	Co-City		K	Loc.	Seas. Months	Fiscal File Class

Issued under authority of P.A. 167 of 1933, as amended.

Michigan Department of Treasury
163 (Rev. 8-10)

Notice of Change or Discontinuance

Account Number 38-3447215

Check this box if you have not received a current set of SUW forms.

<p>Legal Business Name and Address</p> <p>IMAGE OF SUCCESS INC 21500 NORTHWESTERN HWY #1105 SOUTHFIELD MI 48075</p>	<p>Mailing Name and Address</p> <p>IMAGE OF SUCCESS INC 21500 NORTHWESTERN HWY #1105 SOUTHFIELD, MI 48075-5034</p>
<p>Change Our Legal Business Name and/or Address To: (If P.O. Box Number, you must include a street address)</p>	<p>Change our Mailing Name and/or Address To:</p>

... made changes to your business. Complete this form and mail to: Michigan Department of Treasury,

IMAGE OF SUCCESS
Proforma Cash Flow Statement
Based on 20 hour Sessions

	<u>50 Students</u>	<u>100 Students</u>
<u>INCOME:</u>		
REVENUE	\$3,500.00	\$7,000.00
INTEREST INCOME	<u>\$0.00</u>	<u>\$0.00</u>
TOTAL REVENUE	\$3,500.00	\$7,000.00
<u>EXPENSES:</u>		
ADVERTISING	\$0.00	\$0.00
AUTOMOBILE EXPENSE	\$0.00	\$0.00
CONSULTING FEES	\$0.00	\$0.00
MATERIALS COSTS	\$1,500.00	\$3,000.00
INSURANCE	\$0.00	\$0.00
ACCOUNTING & PROFESSIONAL FEES	\$0.00	\$0.00
OFFICE SUPPLIES	\$0.00	\$0.00
OFFICE RENT	\$0.00	\$0.00
OUTSIDE SERVICES	\$400.00	\$800.00
TUTOR EXPENSES	<u>\$0.00</u>	<u>\$0.00</u>
TELEPHONE/CELLULAR/PAGERS	\$1,900.00	\$3,800.00
TOTAL EXPENSES	\$1,600.00	\$3,200.00
NET INCOME/(LOSS)	<u>\$1,600.00</u>	<u>\$3,200.00</u>

IMAGE OF SUCCESS
Proforma Cash Flow Statement
Based on 20 hour Sessions

EXPENSE MAXIMUM

	<u>50 Students</u>	<u>100 Students</u>
<u>INCOME:</u>		
REVENUE	\$3,500.00	\$7,000.00
INTEREST INCOME	<u>\$0.00</u>	<u>\$0.00</u>
TOTAL REVENUE	\$3,500.00	\$7,000.00
<u>EXPENSES:</u>		
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AUTOMOBILE EXPENSE	\$0.00	\$0.00
CONSULTING FEES	\$0.00	\$0.00
MATERIALS COSTS	\$1,500.00	\$3,000.00
INSURANCE	\$0.00	\$0.00
ACCOUNTING & PROFESSIONAL FEES	\$0.00	\$0.00
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OFFICE RENT	\$0.00	\$0.00
OUTSIDE SERVICES	\$400.00	\$800.00
TUTOR EXPENSES	<u>\$0.00</u>	<u>\$0.00</u>
TELEPHONE/CELLULAR/PAGERS	\$1,900.00	\$3,800.00
TOTAL EXPENSES	<u>\$1,600.00</u>	<u>\$3,200.00</u>
NET INCOME/(LOSS)		

IMAGE OF SUCCESS
Proforma Cash Flow Statement
Based on 20 hour Sessions

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REVENUE	\$3,500.00	\$7,000.00
INTEREST INCOME	<u>\$0.00</u>	<u>\$0.00</u>
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ADVERTISING	\$0.00	\$0.00
AUTOMOBILE EXPENSE	\$0.00	\$0.00
CONSULTING FEES	\$0.00	\$0.00
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TUTOR EXPENSES	<u>\$0.00</u>	<u>\$0.00</u>
TELEPHONE/CELLULAR/PAGERS	\$1,900.00	\$3,800.00
TOTAL EXPENSES	\$1,600.00	\$3,200.00
NET INCOME/(LOSS)	<u>\$1,600.00</u>	<u>\$3,200.00</u>



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
02/23/2011

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Trinity Insurance Agency P.O. 3666 Southfield, Michigan 48037	CONTACT NAME: Dana L. Cleveland	FAX (A/C. No): 248-327-7214	
	PHONE (A/C. No. Ext): 248-327-6541	E-MAIL ADDRESS: dcleveland1.tia@gmail.com	
INSURED Image Personal Success Training Institute Inc. 21500 Northwestern Highway, Suite #1105 Southfield, Michigan 48073	INSURER(S) AFFORDING COVERAGE		NAIC #
	INSURER A: United States Liability Insurance Company		
	INSURER B:		
	INSURER C:		
	INSURER D:		
	INSURER E:		
INSURER F:			

COVERAGES **CERTIFICATE NUMBER:** **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL SUBR INSR	WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	GENERAL LIABILITY <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY CLAIMS-MADE <input type="checkbox"/> OCCUR <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Professional Liability			CL2363774B	02/23/2011	02/23/2012	EACH OCCURRENCE	\$ 1000000
	GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC						DAMAGE TO RENTED PREMISES (Ea occurrence)	\$ 50000
							MED EXP (Any one person)	\$ 5000
A	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS			CL2363774B	02/23/2011	02/23/2012	PERSONAL & ADV INJURY	\$ 1000000
	<input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS						GENERAL AGGREGATE	\$ 2000000
							PRODUCTS - COMP/OP AGG	\$ 2000000
	UMBRELLA LIAB EXCESS LIAB						Professional	\$ 2000000
	DED	RETENTION \$					COMBINED SINGLE LIMIT (Ea accident)	\$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICE/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N	N/A				BODILY INJURY (Per person)	\$
	DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)						BODILY INJURY (Per accident)	\$
	IT IS HEREBY AGREED THAT THE CERTIFICATE HOLDER (DETROIT PUBLIC SCHOOLS) IS NAMED ADDITIONAL INSURED AS RESPECTS ACTS OF THE NAMED INSURED.						PROPERTY DAMAGE (Per accident)	\$
							WC STATUTORY LIMITS	\$
							OTHER	\$
							E.L. EACH ACCIDENT	\$
							E.L. DISEASE - EA EMPLOYEE	\$
							E.L. DISEASE - POLICY LIMIT	\$

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

IT IS HEREBY AGREED THAT THE CERTIFICATE HOLDER (DETROIT PUBLIC SCHOOLS) IS NAMED ADDITIONAL INSURED AS RESPECTS ACTS OF THE NAMED INSURED.

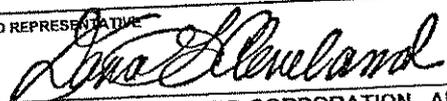
CERTIFICATE HOLDER DETROIT PUBLIC SCHOOLS 3011 W. GRAND BOULEVARD, SUITE 601-B DETROIT, MICHIGAN 48202	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE  © 1988-2010 ACORD CORPORATION. All rights reserved.

IMAGE Personal Success
21500 Northwestern Hwy. # 1105 Southfield, MI
48075 Tel: 248-416-6096 Contact: Malissa

Invoice #: SES10 - 20
Vendor #: 1589
Contract #: 10-0814-2

DETROIT PUBLIC SCHOOLS
BHM Tr. Office of Title I / Section 31-A
3011 W. Grand Boulevard Ave Fisher Bldg.
Suite 450 Detroit, MI 48202 Tel: 313-873-8710

Ship to: Joseph Flint, Director
Dept. State & Federal Programs
Title I/31A Compliance, Monitoring &
Field Services
Fisher Bldg. Suite 450, Detroit, MI 48202
313-873-7691

Handwritten: Invoice
Handwritten: 48-1
Handwritten: 48-2
Handwritten: 48-3
Handwritten: 48-4
Handwritten: 48-5

P.O.	Service Period	Payment Terms	Due Date
761827	02/01/2010 - 02/28/2010	Due upon receipt	

Qty	Description	Unit Price	Line Total
18	48-1 Downtown Math/Reading, Pizza Papalis, 3171 E. Jefferson	\$ 70.00	
6	48-3 Eastside Math/Reading, Northland Mall, 21500 Nwst. Hwy.	70.00	
40	48-4 Image of Success, Math/Reading, Image Office, 21500 Nwst. Hwy.	70.00	
28	48-5 In-Home Math/Reading	70.00	
			Subtotal
			Total

Handwritten: A
Handwritten: 48-1
Handwritten: 48-2
Handwritten: 48-3
Handwritten: 48-4
Handwritten: 48-5

Zenaida Rivera: _____ Date: _____
Joseph Flint: _____ Date: _____

Make all checks payable to IMAGE Personal Success Training Institute
Thank you for your business!

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Table 1: How Corrective Mathematics Addresses GLCEs and HSCEs

MICHIGAN NUMBER & OPERATIONS GLCE/HSCE	CORRECTIVE MATHEMATICS SKILLS					
	Addition	Subtraction	Multi- plication	Division	Basic Fractions	Fractions, Decimals and Percents
Meaning, Notation, Place Value and Comparisons (Grades 3-4)	X	X				
Fractions, Decimals and Percentages (Grades 3-8)					X	X
Number Relationships and Meanings for Operation (Grades 3-6)			X	X	X	
Fluency With Operations and Estimations	X	X	X	X		
STRAND 1: QUANTITATIVE LITERACY AND LOGIC						
Reasoning About Numbers, Systems, and Quantitative Situation			X	X	X	X
Calculation, Algorithms, and Estimation			X	X	X	X
STRAND 2: ALGEBRA AND FUNCTIONS						
Expressions, Equations, and Inequalities			X	X	X	X
Functions	X	X	X	X	X	X

Table 2: How Corrective Reading Addresses GLCEs and HSCEs

MICHIGAN READING GLCE/HSCE	CORRECTIVE READING SKILLS										
	Phoneme Awareness	Explicit Phonics	Letter Sound Relationship	Blending	Decodable Text	Vocabulary Instruction	Accuracy and Fluency	Interspersed Questions	Expository Reading	Background Knowledge	Big Ideas and Strategies
WORD RECOGNITION, WORD STUDY, FLUENCY											
Site words	X										
Decoding words and understanding words in context		X	X	X							
Use structural, syntactic and semantic cues to decide meaning					X						
Use strategies to predict meaning and to sound out words					X						
Vocabulary						X					
Use context to determine meaning of words and phrases					X						
Fluency							X				
INFORMATIONAL TEXT											
Making connections to show understanding								X	X	X	
COMPREHENSION											
Connecting personal/prior knowledge and understanding									X	X	

of others in text													
METACOGNITION													
Plan, monitor, evaluate skills, strategies and processes to construct meaning													x
STRAND 2: READING, LISTENING AND VIEWING													
Develop critical reading, listening and viewing strategies							x		x	x	x	x	x
Use a variety of reading, leading and viewing strategies to construct meaning beyond the literal level										x	x	x	x
Plan, monitor, evaluate skills, strategies and processes to construct meaning										x			x

Individual Learning Plan

Detroit

IMAGE Personal Success Training Institute

Learning Plan #1 - 2010-2011 Session

Printed:

Name: _____	Grade: 12th	School: _____
Enrolled In: _____	Number Of Classes: 12	Hours Per Class: 2

Achievement Goal(s)

- 1) A1.1.2 Know the definitions and properties of exponents and roots transition fluently between them, and apply them in algebraic expressions.
- 2) A1.1.3 Factor algebraic expressions using, for example, greatest common factor, grouping, and the special product identities.
- 3) A1.1.4 Add, subtract, multiply, and simplify polynomials and rational expressions.
- 4) A1.2.9 Know common formulas and apply appropriately in contextual situations.
- 5) A2.1.1 Determine whether a relationship (given in contextual, symbolic, tabular, or graphical form) is a function and identify its domain and range.
- 6) CE 1.1.2 Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing)
- 7) CE 1.1.7 Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.
- 8) CE 1.3.3 Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.

Service(s) Planned

The student will be involved in a 13 week program designed to improve reading, writing, and math deficiencies based on Individualized Learning Plans, which are in alignment with the High School Content Expectation.

Start Date: 1/17/2011

End Date: 8/31/2011

Evaluation / Measurement / Assessment Tools

The student will have a clear understanding of the writing process and will be able to construct comprehensive essays. The progress toward achieving these goals will be measured by: class work, quizzes, test, homework, pre test and post test scores. Based on these assessment tools and implemented curriculum the approximate of the projected increase of student performance should be the projected increase 20-30%.

Describe expected change in student performance on assessment tool listed above

Student will improve in his/her reading and writing skills. Student will improve in key areas based on his/her areas of concerns identified in individual learning plan. Student with disabilities will be given an extended amount of time to complete all assignments and a modified grading scale will be utilized when scoring assignments. All provision will be made to accommodate the students with physical or learning disabilities.

Describe how the student's parents and teachers will be regularly informed of this progress

A Progress Report will be mailed monthly to parents. A Progress Report will be given to the Building Coordinator at the school for the Teacher.

Is this plan consistent with the student's Individualized Education Program (IEP) under Section 614(d) of the Individuals With Disabilities Education Act (IDEA), if applicable? Yes

Is this plan consistent with the provision of an appropriate education under Section 504? Yes

Assessment Name	Pre-Test Score	Pre-Test Date	Post-Test Score	Post-Test Date
AGS Mastery Test	62	1/13/2011		

2 ACT/ MME WRITING RUBRIC 2 1/13/2011

Determining Reading and Comprehension Level 45 1/13/2011

I understand my child's attendance at this tutoring program is important to his/her academic improvement. If my child has two unexcused absences, the provider has the option of dropping the student from the tutoring program. I agree to call the provider if my child is unable to attend a scheduled session. I also agree to inform the provider when contact or emergency information changes.

Parent Name (Please Print) Signature Date

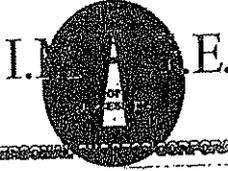
The undersigned provider agrees a) to provide the services listed above in a timely and professional manner, b) not to disclose to the public the identity of a student eligible for or receiving supplemental educational services without the written permission of the student's parents, and c) that it understands that its agreement with the school district can be terminated if the provider fails to meet the student's progress goals.

Provider: IMAGE Personal Success Training Institute

Provider Staff Member (Please Print) Signature Date

District Administrator (Please Print) Signature Date

Student:



21500 Northwestern Hwy., Suite 1105
Southfield, MI 48075

April , 2011

To Whom It May Concern:

I, Carlos Johnson, President and owner of IMAGE Personal Success Training Institute, will not use my position as a Board Member to influence, recruit and or sign any students for tutorial services from my company. I will not take part in any board decisions made as it pertains to any parents and or students seeking tutorial services in the schools in which I am serving on the boards.

Sincerely,

Carlos Johnson
President

Table 1: How Corrective Mathematics Addresses GLCEs and HSCEs

MICHIGAN NUMBER & OPERATIONS GLCE/HSCE	CORRECTIVE MATHEMATICS SKILLS					
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Number Relationships and Meanings for Operation (Grades 3-6)			X	X	X	
Fluency With Operations and Estimations	X	X	X	X		
STRAND 1: QUANTITATIVE LITERACY AND LOGIC						
Reasoning About Numbers, Systems, and Quantitative Situation			X	X	X	X
Calculation, Algorithms, and Estimation			X	X	X	X
STRAND 2: ALGEBRA AND FUNCTIONS						
Expressions, Equations, and Inequalities			X	X	X	X
Functions	X	X	X	X	X	X

Table 2: How Corrective Reading Addresses GLCEs and HSCEs

MICHIGAN READING GLCE/HSCE	CORRECTIVE READING SKILLS										
	Phoneme Awareness	Explicit Phonics	Letter Sound Relationship	Blending	Decodable Text	Vocabulary Instruction	Accuracy and Fluency	Interspersed Questions	Expository Reading	Background Knowledge	Big Ideas and Strategies
WORD RECOGNITION, WORD STUDY, FLUENCY											
Site words	X										
Decoding words and understanding words in context		X	X	X							
Use structural, syntactic and semantic cues to decide meaning					X						
Use strategies to predict meaning and to sound out words					X						
Vocabulary						X					
Use context to determine meaning of words and phrases					X						
Fluency							X				
INFORMATIONAL TEXT											
Making connections to show understanding								X	X	X	
COMPREHENSION											
Connecting personal/prior knowledge and understanding									X	X	

Individual Learning Plan

Detroit

IMAGE Personal Success Training Institute

Learning Plan #1 - 2010-2011 Session

Printed:

Name:	Grade: 12th	School:
Enrolled In:	Number Of Classes: 12	Hours Per Class: 2

Achievement Goal(s)

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- 3) A1.1.4 Add, subtract, multiply, and simplify polynomials and rational expressions.
- 4) A1.2.9 Know common formulas and apply appropriately in contextual situations.
- 5) A2.1.1 determine whether a relationship (given in contextual, symbolic, tabular, or graphical form) is a function and identify its domain and range.
- 6) CE 1.1.2 Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing)
- 7) CE 1.1.7 Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.
- 8) CE 1.3.3 Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.

Service(s) Planned

The student will be involved in a 13 week program designed to improve reading, writing, and math deficiencies based on Individualized Learning Plans, which are in alignment with the High School Content Expectation.

Start Date: 1/17/2011

End Date: 8/31/2011

Evaluation / Measurement / Assessment Tools

The student will have a clear understanding of the writing process and will be able to construct comprehensive essays. The progress toward achieving these goals will be measured by: class work, quizzes, test, homework, pre test and post test scores. Based on these assessment tools and implemented curriculum the approximate of the projected increase of student performance should be the projected increase 20-30%.

Describe expected change in student performance on assessment tool listed above

Student will improve in his/her reading and writing skills. Student will improve in key areas based on his/her areas of concerns identified in individual learning plan. Student with disabilities will be given an extended amount of time to complete all assignments and a modified grading scale will be utilized when scoring assignments. All provision will be made to accommodate the students with physical or learning disabilities.

Describe how the student's parents and teachers will be regularly informed of this progress

A Progress Report will be mailed monthly to parents. A Progress Report will be given to the Building Coordinator at the school for the Teacher.

Is this plan consistent with the student's Individualized Education Program (IEP) under Section 614(d) of the Individuals With Disabilities Education Act (IDEA), if applicable? Yes

Is this plan consistent with the provision of an appropriate education under Section 504? Yes

Assessment Name	Pre-Test Score	Pre-Test Date	Post-Test Score	Post-Test Date
AGS Mastery Test	62	1/13/2011		

2 ACT/ MME WRITING RUBRIC	2	1/13/2011
Determining Reading and Comprehension Level	45	1/13/2011

I understand my child's attendance at this tutoring program is important to his/her academic improvement. If my child has two unexcused absences, the provider has the option of dropping the student from the tutoring program. I agree to call the provider if my child is unable to attend a scheduled session. I also agree to inform the provider when contact or emergency information changes.

Parent Name (Please Print)	Signature	Date
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The undersigned provider agrees a) to provide the services listed above in a timely and professional manner, b) not to disclose to the public the identity of a student eligible for or receiving supplemental educational services without the written permission of the student's parents, and c) that it understands that its agreement with the school district can be terminated if the provider fails to meet the student's progress goals.

Provider: IMAGE Personal Success Training Institute

Provider Staff Member (Please Print)	Signature	Date
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District Administrator (Please Print)	Signature	Date
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Student: