

SUBMISSION INSTRUCTIONS

Applicants must respond to each question/item in each section of the application. Incomplete applications will not be considered.



Electronic Application Process

Applicants are **required** to complete and submit the application, including all required attachments to:

MDE-SSOS@michigan.gov

The application and all required attachments must be submitted before 5:00 p.m. on **May 21, 2010** to be considered for the first list to be posted on the website. Applications will be received after May 21 on an ongoing basis and will be reviewed in the order in which they are received.

Applicants must respond to each question/item in each section of the application. Incomplete applications will not be considered.

Please make sure you complete the application as early as possible so that we may help you correct any problems associated with technical difficulties. Technical support will be available Monday – Friday, throughout the application period, from 9:00 a.m. – 4:00 p.m.

All information included in the application package must be accurate. All information that is submitted is subject to verification. All applications are subject to public inspection and/or photocopying.

Contact Information

All questions related to the preferred provider application process should be directed to:

Mark Coscarella
Interim Supervisor
Office of Education Improvement & Innovation

OR

Anne Hansen or Bill Witt
Consultants
Office of Education Improvement & Innovation

Telephone: (517) 373-8480 or (517) 335-4733

Email: MDE-SSOS@michigan.gov

EXTERNAL PROVIDERS: BACKGROUND & APPROVAL PROCESS

Under the Final Requirements for School Improvements Grants, as defined under the Elementary and Secondary Education Act of 1965, as amended, Title I, Part A. Section 1003(g) and the American Recovery and Reinvestment Act as amended in January 2010, one of the criteria that the MDE (SEA) must consider when an LEA applies for a SIG grant is the extent to which the LEA has taken action to “recruit, screen, and select external providers...”. To assist LEA’s in this process, the MDE is requesting information/applications from entities wishing to be considered for placement on a preferred provider list that will be made available to LEA’s on the MDE website. If an LEA selects a provider that is not on the list, the provider will have to go through the application review process before engaging in the turnaround intervention at the LEA. Applications will be reviewed on their merits and not on a competitive basis. Please note that the application and accompanying attachments will be accessible online to LEA’s seeking to contract for educational services.

Preferred external providers will be required to participate in a state-run training program that specifies performance expectations and familiarizes providers with state legislation and regulations. External providers will be monitored and evaluated regularly and those who are not getting results will be removed from the preferred provider list.

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

Please note that being placed on the Preferred Provider List does not guarantee that a provider will be selected by an LEA to provide services.

Two or more qualified reviewers will rate the application using the scoring rubric developed by the Michigan Department of Education (MDE).

Applications will only be **reviewed** if:

1. All portions of the application are complete;
2. All application materials, including attachments, are submitted electronically prior to the due date;

Applications will only be **approved** if:

1. The above conditions are met for review;
2. The total application score meets a minimum of 70 points

Exemplar	Total Points Possible
1. Description of comprehensive improvement services	25
2. Use of scientific educational research	15
3. Job embedded professional development	15
4. Experience with state and federal requirements	15
5. Sustainability Plan	15
6. Staff Qualifications	15
Total Points Possible	100
Minimum Points Required for Approval	70

Note: Applicants may apply to become preferred providers in all or some of the program delivery areas listed in Section B. If applicant does not wish to become a provider in a program area, that should be noted on the application.

If an applicant is applying to be a preferred provider in less than the five areas listed, they must have a review score not less than the following in each area for which they apply:

- Section 1 15 points
- Section 2 10 points
- Section 3 10 points
- Section 4 10 points
- Section 5 10 points
- Section 6 10 points Section 6 must be completed by all applicants.

APPLICATION OVERVIEW

The Application is divided into four sections.

Section A contains basic provider information.

Section B requests information related to six exemplars (program delivery information and staff qualifications). Responses in Section B must be in narrative form. You may include figures (e.g., tables, charts, graphs) to support your narrative, but such items will be counted toward applicable page/word limits.

Section C contains the Assurances. Please read each statement carefully. By submitting your application, you certify your agreement with all statements therein.

Section D Attachments

SECTION A: BASIC PROVIDER INFORMATION

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

Instructions: Complete each section in full.

1. Federal EIN, Tax ID or Social Security Number		2. Legal Name of Entity			
██████████		Knowledge Learning Corp, DBA Champions			
3. Name of Entity as you would like it to appear on the Approved List					
Knowledge Learning Corporation					
4. Entity Type:		5. Check the category that best describes your entity:			
<input checked="" type="checkbox"/> For-profit <input type="checkbox"/> Non-profit		<input checked="" type="checkbox"/> Business <input type="checkbox"/> Community-Based Organization <input type="checkbox"/> Educational Service Agency (e.g., RESA or ISD)			
		<input type="checkbox"/> Institution of Higher Education <input type="checkbox"/> School District <input checked="" type="checkbox"/> Other (specify): _____			
6. Applicant Contact Information					
Name of Contact Bruce Henson		Phone 810-908-0066		Fax	
Street Address 5053 Esta Dr.		City Flint		State MI	Zip 4856
E-Mail bhenson@klcorp.com		Website www.discoverchampions.com			
7. Local Contact Information (if different than information listed above)					
Name of Contact same as above		Phone		Fax	
Street Address		City		State	Zip
E-Mail		Website			
8. 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.					
<input checked="" type="checkbox"/> Statewide					
Intermediate School District(s):			Name(s) of District(s):		

9. 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. school board member)?

Yes

No

What school district are you employed by or serve: n/a

In what capacity are you employed or do you serve (position title): n/a

Schools or school districts are encouraged to apply to become preferred providers. However, the school or school district may not become a preferred provider in its own district. This restriction does not apply to Intermediate School Districts or Regional Educational Service Authorities.

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. 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:

- Change in service area
- Change in services to be offered
- Change in method of offering services

SECTION B: PROGRAM DELIVERY AND STAFF QUALIFICATION NARRATIVES

Instructions: Section B responses must be in narrative form. Provide data/documentation of previous achievements where applicable. All responses must comply with stated page limits. Figures such as tables, charts and graphs can be included in the narrative, 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.

Exemplar 1: Description of Comprehensive Improvement Services (25 points possible)

Describe how comprehensive improvement services that result in dramatic, documented and sustainable improvement in underperforming urban secondary schools will be delivered to LEA's that contract for your services. Comprehensive services include, but are not limited to the following:

- Support systems to ensure student and teacher success and sustain improvement
- Content and delivery systems and mechanisms proven to result in dramatic and sustained improvement linked to student achievement
- Job embedded professional development at leadership, teacher and support levels to increase internal capacity for improvement and sustainability linked to student achievement
- Comprehensive short cycle and summative assessment systems to measure performance and goal attainment linked to the building school improvement plan.

Exemplar 1 Narrative Limit: 4 pages (insert narrative here)

Champions exist to deliver innovative, high quality education services for children in partnership with parent/guardians, schools, and communities in order to inspire the love of learning through engaging programs and unique opportunities. Believing that we are accountable, we conduct ourselves with integrity and foster a collaborative, respectful environment which leads to growth for our clients, our company, and our employees. With this mission in mind we continually seek ways to bring our services to our clients and customers with a variety of delivery modes that could be customized to meet the unique needs of the students we serve.

The Champions Online Tutoring (COT) Math program is an intensive, tier III math intervention that provides individualized instruction at a 4 to 1 student- instructor ratio via the Internet. It is designed to address significant skill gaps for students that are 1-4 levels behind. This highly effective, scalable program is created as a 21st century learning experience to strengthen math skills and computer skills to improve the overall academic achievement of students.

Champions works closely with education service providers and district partners to determine the most appropriate delivery model to best meet the needs of the community. All students access the Champions Online Tutoring Math programs via a secure Internet connection. This connection can be accessed either through the school's computer lab or can be provided through the safety and convenience of students' own homes. In addition to the computer and Internet connection, each child will need to have access to a headset with a microphone to listen to the audio component and meet with the instructor. Other accommodations can be made if there is no current access to headsets. Champions will work with education service provider's or district partner's IT team to assess their system capabilities.

The Champions Online Tutoring program curriculum is a subset of lessons from Knowledge Learning Corporation's proven on-site program curriculum. These lessons have been converted to interactive flash format for an online delivery medium and allows a self-paced instruction for every learner. General interactivity components include pop-ups, short answers and virtual manipulatives. Pop-ups introduce and reinforce vocabulary throughout the lesson. Concepts are tested through a scaffolded approach to questioning through short answer and word problems. Virtual manipulatives available through both the instructor's and student's console include: place value charts, counters, clocks, base ten blocks, 3D solids, graph/grids and shapes.

Students that are eligible for Champions Online Tutoring and would most benefit include: 5th graders performing 1 year below grade level, 6th graders performing 0-2 years below grade level, 7th graders performing 0-3 years below grade level, and 8th-10th grade performing 1-4 years below grade level.

The hours required for instruction and assessment include: 30-75 Instructional Hours, 1 Hour for Pre-Assessment, 1 Hour for Post-Test Assessment. The recommended scheduling is 60-minute sessions 1-4 times per week.

The benefits of our Champions Online Tutoring Math programs include:

- Individualized instruction provided by fully trained instructors in a 4 to 1 ratio,
- Real-time, computer adaptive test accurately pinpoints student skill gaps, placing them at an appropriate instructional level,

- Reliable turn-key operations with a flexible schedule,

- Interactive, research-based curriculum adapted from our proven on ground delivery model,

- Curriculum aligned to state standards,

- Real-time progress updates available upon request,

- Clear communication including results reporting for administrators,

- Evaluation design that highlights patterns of attendance and overall hours of instruction received per student,

- An effective partnership at the corporate and school level, and

Champions Online Tutoring has students begin by completing a Computer Adaptive Test (CAT) which identifies each student's individualized learning goals to create a customized Learning Plan. After the Learning Plan is created, students are assigned a particular instructor and a schedule of sessions.

Each session is composed of seven lesson segments and includes a combination of synchronous (1:1 with "live" instructor) and asynchronous (computer-based) learning. The asynchronous activities include a Review Quiz, an interactive Concept Development video, and Independent Practice questions.

At the start of each scheduled session, the student logs into the program and is greeted by his/her instructor. During the next 60-minutes, the student and instructor work on lessons identified by the Learning Plan.

While instructors may work with up to four students during a session, students receive individualized instruction when necessary while working at their own pace. The interactive whiteboard is a tool in which both instructor and student can synchronously write, draw, type, and drag/drop virtual math manipulatives while discussing math concepts and processes over an audio connection. Students are also able to use the chat feature of the whiteboard to interact with instructors. If instructors are not connected to a student's console, students can utilize the "raise hand" feature to get the instructor's attention. Champions Online Math is an intensive math program that provides self-paced individualized instruction for students grades 3 - 10. Instructors provide individual attention and support to each student utilizing the online platform.

Champions demonstrations to review the online student experience along with the computer adaptive test can be accessed at http://www.discoverchampions.com/main/do/Online_Tutoring.

Upon request, a more thorough one hour webinar can be scheduled to further showcase student screens along with the instructor experience in the Champions Online Tutoring program.

Champions' has developed a customized online math intervention program. The purpose of this proposal is to provide a detailed description of this online solution

offered through our Champions Online Tutoring division . We are committed to facilitating math achievement .

The Champions Online Tutoring (COT) Math program is an intensive, tier III math intervention that provides individualized instruction at a 4 to 1 student- instructor ratio via the Internet. It is designed to address significant skill gaps for students that are 1-4 levels behind. This highly effective, scalable program is created as a 21st century learning experience to strengthen math skills and computer skills to improve the overall academic achievement of students.

The following table details an overview of this customized solution:

Program Details

Delivery Model Individual Laptop Computers/ School-based Computer Lab including Site Monitor

Student/Instructor Ratio 4:1

Grades 5th grade performing 1 year below grade level

6th grade performing 0-2 years below grade level

7th grade performing 0-3 years below grade level

8th grade performing 1-4 years below grade level

9th grade performing 1-4 years below grade level

10th grade performing 2-4 years below grade level

Instructional Focus Math

Hours of Instruction/Assessment

30-75 Instructional Hours

1 Hour for Pre-Assessment

1 Hour for Post-Test Assessment

Recommended Scheduling

60-minute sessions

1 – 5 times per week

The benefits of our Champions Online Tutoring Math programs include:

Individualized instruction provided by fully trained instructors in a 4 to 1 ratio,
Real-time, computer adaptive test accurately pinpoints student skill gaps,
placing them at an appropriate instructional level,

Reliable turn-key operations with a flexible schedule,

Interactive, research-based curriculum adapted from our proven on ground delivery model,

Curriculum aligned to state standards,

Real-time progress updates available upon request,

Clear communication including results reporting for administrators,

Evaluation design that highlights patterns of attendance and overall hours of instruction received per student,

An effective partnership at the corporate and school level, and

Part of Knowledge Learning Corporation® (KLC), an organization with over 30 years of experience.

Champions Online Tutoring Overview

Champions has joined with educational institutions, government agencies and community groups to provide outcomes-based instructional programs tailored to individual student needs and designed to produce positive academic results. As a quality provider of academic intervention services to schools, education service providers and districts nationwide, Champions provided educational services to more than 63,632 Title I students over the last three years, showing clear reading and math academic gains during this period. Our curriculum, services and staff are focused on helping individual students, schools, education service providers and districts meet academic achievement goals. We work closely with education service providers, district and school administrators, teachers and parent/guardians to provide effective research-based programs that are designed to make a significant impact on student performance.

Champions is the nation's leading provider of extended learning, enrichment and targeted academic intervention solutions that address specific school and community needs. Our services include online math tutoring; science programs; before and after school extended learning; kindergarten extended day; preschool/pre-k programs; break and summer programs; academic intervention programs; reading and mathematics tutoring; and employee childcare centers. With nearly two decades of experience serving educators, Champions provides customized, on-site education and enrichment programs in partnership with education service providers and school districts at over 700 locations nationwide. Champions is a division of Knowledge Learning Corporation® (KLC), a company that serves over 250,000 children nationally.

Statistics:

In the fall of 2010 a study of 97 students at a high risk school with tier 3 students was performed. The students that completed both the pretest and post test saw average gains of 50 scaled points overall. An average of 64 points gain was made in the Numbers and Operations subtest, and an average of 36 points gain was made in Concepts and Applications. These gains represent between 5-10% increases in the students' scores from pretest to posttest.

Summer 2009

Online CAT Scores

Overall, students served in summer 2009 showed math score improvements of 30 scale score points.

2007-2008

On Ground ASA Scores

Overall, students served in school year 2007-08 showed math score improvements of 81 scale score points.

2006-2007

On Ground ASA Scores

Overall, students served in school year 2006-07 showed math score improvements of 64 scale score points.

Exemplar 2: Use of Scientific Educational Research
(15 points possible)

Describe how scientific educational research and evidence based practices will be used as the basis for all content and delivery systems and services provided to the LEA.

- The applicant should provide detailed data that supports successful performance in utilizing research and evidence-based practices in the delivery of systems and services, especially as applied to secondary school settings.
- Cite and reference available research studies (as appropriate) and **provide data** that indicate the practices used have a positive impact on the academic achievement of students in the subjects and grade levels in which you intend to provide services.

Exemplar 2 Narrative Limit: 3 pages (insert narrative here)

The Champions Online Tutoring mathematics program draws upon the findings of the National Research Council, the National Council of Instructors of Mathematics, the principles outlined in the PSSM, and the 2008 report of the National Math Advisory Panel. These findings support an instructional framework and practices that will allow students to become mathematically proficient. The Champions Online Tutoring program is designed based on the recommendations of the National Research Council for instruction that promotes mathematical proficiency in students. The program identifies and meets students' academic needs, while presenting them with challenging, motivating, and integrated instructional activities. Formative and summative assessments are conducted to monitor students' attainment of learning objectives throughout the program. Initial and ongoing instructor professional development are an integral component of the Catapult mathematics programs to ensure effective program implementation and educational quality.

Champions Online Tutoring incorporates the NCTM process standards in the design of the mathematics programs at each instructional level. Problem solving strategies and activities, as well as representation, are core components of each lesson (e.g., use or make a table, look for a pattern, work backwards, make a picture or design, use physical manipulatives). In addition, students are provided opportunities to develop their reasoning skills through problem solving activities that require logical and critical thinking. Champions Online Tutoring's mathematics programs support students' ongoing development of communication skills needed to speak, read, write, and listen effectively in their mathematics classrooms. Connections are made between skills, as skills are grouped by concept and organized in a hierarchical order of difficulty.

Champions Online Tutoring's mathematics program incorporates both formative and summative assessments to monitor student progress and inform instruction. The Computer Adaptive Test (CAT), Champion Online Tutoring's proprietary standardized test, is designed to measure student knowledge and achievement of the core skills addressed by Champions Online Tutoring's mathematics program. The CAT is a criterion-referenced test that facilitates the development of individual student plans and measures the skill and knowledge development that has occurred as the result of the Champions Online Tutoring program. Following the initial assessment, formative assessments are administered to measure ongoing skill and knowledge development that has occurred as the result of the Champions Online Tutoring program. Instructional modifications are made based on students' daily performance and performance on these assessments. Summative assessments are administered at the conclusion of the program to evaluate students' overall progress.

The CAT assessments in mathematics include the following subtests:

Number and Operations, Patterns, Functions, and Algebra, Geometry and Spatial Sense, Measurement, Data Analysis and Probability, and Problem Solving.

Thanks in part to the success of the summer program, and strong relationships established with the district and local families, in January 2009, Champions debuted Michigan Department of Education
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its newest national academic offering, Champions Online Tutoring, at Ricker Middle School in Buena Vista School District in Saginaw, MI. Buena Vista hosted a six-week/30-hour math tutoring program during which students logged in to sessions in the school computer lab. Equipped with head sets and the Champions interactive Web portal, students completed lessons and communicated – through verbal discussions, instant-messaging or a virtual white board – with a live tutor. Champions Online Tutoring provides one tutor for every four students. Lessons are designed to meet individual student needs identified via a computer adaptive pre-test which pinpoints student skill gaps and areas of strength. Pretest results are compiled to determine individualized learning plans. Students work through the assigned lessons and are able to move on in their learning plans once the instructor feels the students have mastered the content. Buena Vista enrolled 48 students in the Winter session, but district planners believe that nearly every middle school student will be participating in the program during the 2009–2010 school year. Because the program is customized to each individual student’s skill level, the program was and will continue to be offered to students in need of academic intervention as well as those students looking for accelerated learning in math.

Pre-assessment tests administered to Buena Vista students found the average student’s instructional level to be at fourth grade. After six weeks and 32 hours of math instruction in two areas, Number & Operations and Concepts & Applications, students completed the post-assessment test to measure progress in each area.

Buena Vista students achieved an average increase of one instructional grade level over the course of the program bringing the group from a fourth to a fifth grade math level. Additional results include:

- * Eleventh and Twelfth graders that were failing the G.E.D. math component were able for the first time to pass the test after completing the 30-hour program
- * Ninth and Tenth graders working on the platform at the Wolverine Correctional Center in the Buena Vista School District were placed back on their respective grade level after completing the 30-hour platform.
- * Eighth grade students demonstrated an average 33 point increase between their pre and post-tests in Number & Operations. The average increase between pre and post tests in Concepts & Applications was 34 points.
- * Seventh grade students showed an average 14 point increase in Number & Operations between pre and post assessment tests. Concepts & Applications showed a 16 point increase.
- * Sixth graders showed an average 42 point increase in the subject of Number & Operations. Concepts & Applications showed an increase of 24 points.

When asked about the improvements seen as a result of the Champions summer school and online tutoring programs, Deb Rosebush, Grant Facilitator with the Buena Vista School District, remarked that the programs have given the students and teachers a renewed interest in education and teaching. “The students have experienced a connection between learning and fun, using new technologies and activities that have inspired them to continue learning,” said Rosebush. Rosebush added, “Teachers have observed

the students' positive response to the new online tutoring programs and have been inspired to find new ways to approach their students in the classroom." Rosebush also noted a significant increase in the number of district teachers interested in participating in the Champions summer program for 2009.

Throughout the community, parents have acknowledged marked improvements in exams scores and a revived commitment to school work. Students have expressed gratitude for learning math solutions that they could not master during the regular school year, and for helping to make learning fun. When asked what they would tell other students about participating in the Champions online program one Ricker Middle School student replied, "I would tell them it is easy and fun and you get to learn new subjects and review how much you know about math." The Buena Vista School District attributes the success of the Champions programming to the company's dedication to students' needs and constant revision of programming to meet those needs. "These programs have consistently met and exceeded the expectations of our district," said Sharron Jenkins Norman, Superintendent of the Buena Vista School District. "It is assuring to know that a company cares about the district and the needs of the children, and that the services are personalized to the students' needs, while maintaining excellence in execution."

Note: Math on-line has a 64 page validation report, which is attached. The report shows research based data and validation of the program. Our program has been highlighted in "E-News," and several other local newspapers.

Exemplar 3: *Job Embedded Professional Development*
(15 points possible)

Describe how a job-embedded professional development plan will be put in place to support principals, school leadership teams, teachers, and support staff.

- The applicant should provide detailed data that supports successful performance in developing job-embedded professional development plans for:
 - principals
 - school leadership teams
 - teachers
 - support staff

Exemplar 3 Narrative Limit: 2 pages (insert narrative here).

Champions requires that all instructors, regardless of prior qualifications, undergo rigorous training before working with students. Our training program is web-based and includes for instructors a comprehensive review of the course curriculum, instructional strategies, and direction on how to monitor student progress. It is designed to provide instructors with the information needed to implement Champions Online Tutoring programs effectively. Instructors also learn how to use the distance learning tools that are provided, how to read and communicate information on a student learning plan, how to analyze students' strengths and weaknesses, and how to motivate, remediate, and support students at a distance.

On-going training and development is available for instructors based upon session observations and communication. These topics include questioning techniques, wait time, and best practices in working with online students. They are assigned to instructors as needed.

At the end of each session, students are given the opportunity to evaluate their instructor and session via an online survey. Champions' utilizes these surveys to review instructor performance and provide additional coaching or support as necessary.

Training for Champions Online is web-based, comprised of several blocks. Employees are required to complete the requirements for each training block before working with Champions Online students.

Block I: Champions Academy Orientation

This block is comprised of a self-paced reading packet, which is provided to new employees along with the new hire paperwork. Topics in this block cover the Champions company overview, the Champions Online program, Online Health and Safety, and the payroll system (TimeKeeper). This module typically takes about an hour to complete. Upon completing Block I, employees are required to complete the assessment associated with this module.

Block II: Platform Training

This training provides new employees with hands-on opportunities to learn about the Champions' online curriculum and instructional components. Five online modules, totaling approximately 80 minutes, walk new instructors through program background, working in the Champions Online Tutoring site, lesson flow, best practices, and troubleshooting. A user's manual is available as a reference in completing this block.

Upon completing Block II, employees are required to complete the assessment associated with this module.

Block III: Exploratory Training

This block is approximately a 30-minute session that provides employees with an opportunity to role play and experiment with the instructional platform. Employees are given a checklist that explicitly states the activities to be completed during a regular instructional session.

Block IV: Follow Up Training

This block provides additional training for returning employees. It provides on-going professional development on topics identified by the employee and the Champions Area Manager. Various modules comprise this block which to date include questioning techniques, wait time, and best practices.

To determine assigned modules, Champions managers refer to formal instructor observations by reviewing recorded sessions as well as survey data.

The program records all sessions between the student and teacher. This allows the teacher and our lead instructor to further their professional development by listening to past sessions. This process gives the instructor to identify any strengths and weaknesses for any subsequent sessions

**Exemplar 4: Experience with State and Federal Requirements
(15 points possible)**

Describe your experience with State and Federal Requirements, especially as it relates to the following:

- Aligning model(s) to be implemented with the School Improvement Framework
- The Michigan Comprehensive Needs Assessment
- Individual School/District Improvement Plans, North Central Association (NCA)
 - Response demonstrates alignment of the above mentioned elements, AKA "One Common Voice - One Plan."
- Understanding of Title 1 (differences between Targeted Assistance and School-wide)
- State assessments — Michigan Educational Assessment Program (MEAP) and the Michigan Merit Exam (MME)
- Michigan Grade Level Content Expectations (GLCEs)
- Michigan High School Content Expectations (HSCEs)
- Michigan Merit Curriculum
- Michigan Curriculum Framework
- Section 504 of the Individuals with Disabilities Education Act (IDEA)

Exemplar 4 Narrative Limit: 2 pages (insert narrative here)

Alignment to State Standards

The Champions Online Tutoring program curriculum is aligned to the state standards for each state in which it provides supplemental instruction. We use a third-party alignment tool to align our program objectives to each specific state standard. To facilitate this process, we upload the objectives from our math programs into the system, which enables us to generate alignment reports to the specific content expectations outlined in the state standards. This process ensures that the Champions Online Tutoring curriculum is aligned to the latest version of each state's standards and facilitates the alignment of each standard to the instructional skills and objectives incorporated in our curriculum. Once alignments are completed the results appear as an alignment report. Alignment reports are available electronically or as print documents.

Assessing Student Needs

The Computer Adaptive Test (CAT) was created by Champions to assess the knowledge and skills of all students enrolled in the Champions Online Tutoring program. It is a proprietary, computer adapted, curriculum-based, and criterion-referenced test, which is able to provide immediate results. The CAT pre-test is used to determine the student's individual skill gaps and create individualized Learning Plans. The CAT also provides baseline scores upon which to measure student progress.

The CAT is administered at grade level. As students respond to questions, the assessment analyses the responses and adjusts the difficulty level of future questions delivered to students. This represents students answering either less or more challenging questions. Results of the assessment place students at the appropriate level for instruction and identify a starting point in either Number and Operations or Concepts and Applications. In addition, this tool provides uniformly precise scores for most test-takers. In contrast, standard fixed tests almost always provide the best precision for test-takers of medium ability and increasingly poorer precisions for test-takers with more extreme test scores.

The CAT:

- is designed specifically for students who have not been successful in core instructional programs and are at risk of failing;
- is focused on measuring individual student performance gains along a continuum of learning;
- is designed at the outset to be used for both initial assessment and post-program re-assessment;
- includes test items that are carefully mapped to instructional objectives, which enables individual Learning Plans to be created through the Champions Online Tutoring program;
- informs student level placement and ongoing instruction;
- includes test items that span instructional levels so that a student's instructional level can be gauged; and

To ensure that this assessment is in accordance with the standards for validity and reliability as set forth in Standards for Educational and Psychological Testing,

Michigan Department of Education

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Champions engaged the services of Rockman et. al to manage and oversee the development process, under the direction of noted psychometrician Dr. Richard Gershon.

Individualized Learning Plans

Individualized Student Learning Plans are created using the results of the CAT pre-tests. These Learning Plans are individualized prescriptions to address each student's specific skill gaps during the Champions Online Tutoring program. These plans contain program objectives mapped to state standards, which students will focus on during the course of the program. The pre-test results are also used to place students at the appropriate level of instruction, and to identify a starting point in either Number and Operations or Concepts and Applications.

Learning Plans have the following features:

- Program objectives that students need to focus on, based on their performance on the CAT);
- Pretest scores on the initial Learning Plan;
- Posttest scores and gains on the final Learning Plan; and
- Student instructional level data.

At the end of the Champions Online Tutoring program, we provide final student progress.

Evidence of Effectiveness for the Remedial Student Population

Champions' instructional programs have demonstrated significant positive results for tens of thousands of remedial and supplemental service students in our on-site programs over the past three years. Our Champions Online Tutoring Math program now employs innovative instructional technology to further enhance and individualize the assessment and learning experience by:

- Facilitating computer adaptive testing which results in more effective identification of skill levels,
- Enabling more exact placement at the correct instructional levels without concern for social dynamics of grouping (i.e., in a face-to-face tutoring program, a 7th grader who is actually functioning at fourth grade level would not be placed at a 4th grade instructional level for social reasons. In the Champions Online Tutoring program, instruction can be provided at the appropriate student level with no negative social impact),
- Allowing students to move at their own pace through the instruction,
- Providing students the ability to ask a "live" instructor specific questions about individual concerns,
- Enabling monitoring of student progress via an instructor, and
- Providing more exact measures of progress from pre to post program.

How well do we expect Champions Online Math students to perform? Champions' on-site academic programs all utilize the Assessment of Student Achievement (ASA) that was developed in partnership with Rockman et al and Dr. Richard Gershon, a psychometrician from Northwestern University, IL. According to Dr. Gershon, "we believe that gains will meet or exceed those currently demonstrated in face-to-face training [sic]."

Champions has served over 76,000 Title I students in an array of programs from Math to Reading including summer school programs. We currently operate 10 Title I academic intervention programs for 2010 in the state of Michigan.

Exemplar 5: Sustainability Plan

(15 points possible)

Describe how a sustainability plan will be put in place for the building to become self-sufficient at the end of the 3-year grant period.

- The applicant should demonstrate significant knowledge and experience in developing sustainability plans.

Exemplar 5 Narrative Limit: 2 pages (insert narrative here)

We have worked with several Michigan districts to improve student scores over the last five years in the subjects of Math and Reading. All programs were funded by Title I funding, including the Math on-line program we are applying for now. We have successfully run this program during school, before and after school and during summer school programs. The Math online program has also been successful at youth correctional centers. The Math on-line program is a self sustaining program that can run even after the grant funding is utilized by using Title I funding and 21st Century learning grants and even qualifies under general funding as the program has all of the data reporting mechanisms required by the district and the state. A few examples are Beecher school district that used Math on-line first with Title I summer school and then with Federal earmark money. Buena Vista school district which, ran an after school program with Title I funds and Title I carry over funds for summer school Math on-line and that again with Title I funding for the Fall, serving over 200 students in a school year. Buena Vista is currently running Summer programs for 2010 using Math on-line as well as Fall 2010-2011 school year.

Exemplar 6: Staff Qualifications

(15 points possible)

Provide names and a brief summary of qualifications for the primary staff who will be involved in providing services to LEA's. Provide criteria for selection of additional staff that are projected to be working with LEA's. Include vitae of primary staff.

- Staff qualifications and vitae should match with areas that the applicant wishes to serve. Staff should have extensive experience in implementation of all applicable areas.

Exemplar 6 Narrative Limit: 1 page plus vitae for personnel (insert narrative and vitae here)

Instructor quality is paramount to ensuring student progress through the Champions Online program. It is the additional coaching that instructors provide that makes the difference to the students' experiences while enrolled in the program. Therefore, training is one of Champions' highest priorities. Comprehensive and timely trainings for new and existing employees will assist in opening new programs successfully and will aid in the retention and continued development of all employees. Employees that have been properly trained will be capable and confident in providing quality programs that benefit the students, parents/guardians, and schools that Champions serve.

This position will support Champions Online students. Online Instructors are responsible for organizing and implementing an instructional program that will result in students achieving academic success. Applicant must possess an Associates Degree and be able to teach middle school math, along with a computer with appropriate Internet connectivity and software. Instructors can work multiple 1 hour sessions in a day and 2-4 days a week. KLC offers technical support and paid online training for instructors.

ESSENTIAL JOB FUNCTIONS

- Actively engages students to help promote importance of subject matter, and the curricular value of the Champions Online program.
- Prepare instructional area, including organizing needed materials and setting-up a small online group-learning environment
- Schedules and conducts student progress summary meetings with school principals and parents
- Actively teach each scheduled session in its entirety and perform administrative duties as needed
- Responsible for following the processes associated with completing, collecting, quality checking, and sending attendance data daily
- Maintains a positive attitude and demonstrates enthusiasm for the job and company
- Administer assessments to students according to examiner/proctor directions, and within prescribed time guidelines
- Complete all required documentation to monitor and assess student performance
- Actively and effectively encourage student attendance
- Attend and actively participate in staff trainings and meetings
- Instruct small groups of students in math online enthusiastically and with a positive attitude at all times.
- Follow the Champions Online lesson design format utilizing required materials and manipulatives
- Create a supportive learning environment and utilize behavior management techniques to keep students engaged

KNOWLEDGE AND EXPERIENCE REQUIREMENTS (For Competent Performance)

- Instructors must have High Speed Internet connection
- Instructors must have a PC or Mac
- Instructors must have a Headset with Microphone
- Associates Degree required. (Must be able to teach middle school math).
- Federal Background Check required.

Michigan Department of Education

2010-11 Section 1003(g) School Improvement Grants

Preferred External Educational Services Provider Application

SECTION C: ASSURANCES

The applicant entity:

1. will follow all applicable legislation and guidance governing the Section 1003(g) school improvement grants.
2. will follow all applicable Federal, state, and local health, safety, employment, and civil rights laws at all times.
3. will comply with the MDE Standards for Monitoring Section 1003(g) School Improvement Grants Preferred External Education Services Providers.
4. agrees to make all documents available to the MDE or LEA for inspection/monitoring purposes, and participate in site visits at the request of the MDE, the district, or facilitators/monitors for the SIG grant.
5. 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.
6. ensures that it will provide written notification to MDE, when external preferred provider services will no longer be provided, thirty days prior to termination of services.
7. assures that they have accurately and completely described services they will provide to the LEA.
8. assures they will comply with SEA and LEA requirements and procedures.

SECTION D: ATTACHMENTS

- **Licensure:** Applicants must attach a copy of their business license or formal documentation of legal status with respect to conducting business in Michigan (e.g., certificate of incorporation, proof of 501(c)(3) tax-exempt status). Schools, school districts, and ISDs/RESAs may substitute documents that include address/contact information and the appropriate building or district code as found in the Educational Entity Master (EEM).
- **Insurance:** Applicants must provide a proof of their liability insurance or a quote from an insurance agency that reflects the intent to obtain general and/or professional liability insurance coverage.