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

Applications will be received on an ongoing basis and will be reviewed in the order in which they are submitted.

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

Technical support will be available Monday – Friday, 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
<table>
<thead>
<tr>
<th>Exemplar</th>
<th>Total Points Possible</th>
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<tbody>
<tr>
<td>1. Description of comprehensive improvement services</td>
<td>25</td>
</tr>
<tr>
<td>2. Use of scientific educational research</td>
<td>15</td>
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<tr>
<td>3. Job embedded professional development</td>
<td>15</td>
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<td>4. Experience with state and federal requirements</td>
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<td>5. Sustainability Plan</td>
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<td>6. Staff Qualifications</td>
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<tr>
<td><strong>Total Points Possible</strong></td>
<td><strong>100</strong></td>
</tr>
<tr>
<td><strong>Minimum Points Required for Approval</strong></td>
<td><strong>70</strong></td>
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**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.

<table>
<thead>
<tr>
<th>1. Federal EIN, Tax ID or Social Security Number</th>
<th>2. Legal Name of Entity</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Resiliency Inc.</td>
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<table>
<thead>
<tr>
<th>3. Name of Entity as you would like it to appear on the Approved List</th>
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<tbody>
<tr>
<td>Resiliency Inc.</td>
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<tr>
<th>4. Entity Type:</th>
<th>5. Check the category that best describes your entity:</th>
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<tbody>
<tr>
<td>✗ For-profit</td>
<td>✗ Business</td>
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<tr>
<td>☐ Non-profit</td>
<td>☐ Community-Based Organization</td>
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<tr>
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<td>☐ Educational Service Agency (e.g., RESA or ISD)</td>
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<td>☐ Institution of Higher Education</td>
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<td>☐ School District</td>
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<td>☐ Other (specify): ____</td>
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<tr>
<th>6. Applicant Contact Information</th>
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<tbody>
<tr>
<td>Name of Contact</td>
</tr>
<tr>
<td>Horacio Sanchez</td>
</tr>
<tr>
<td>Street Address</td>
</tr>
<tr>
<td>506 Braden Drive</td>
</tr>
<tr>
<td>E-Mail</td>
</tr>
<tr>
<td><a href="mailto:hsanchez@resiliencyinc.com">hsanchez@resiliencyinc.com</a></td>
</tr>
</tbody>
</table>

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<th>7. Local Contact Information (if different than information listed above)</th>
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</thead>
<tbody>
<tr>
<td>Name of Contact</td>
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<td></td>
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<td>Street Address</td>
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<th>8. Service Area</th>
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<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>✗ Statewide</td>
</tr>
<tr>
<td>Intermediate School District(s):</td>
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<td></td>
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</tbody>
</table>
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
- [x] No

What school district are you employed by or serve:_____

In what capacity are you employed or do you serve (position title):_____

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
**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.
Support systems to ensure student and teacher success and sustain improvement

INTRODUCTION: Resiliency Education Program (REP) is a comprehensive school reform approach that integrates research, science, and best practice in the field of education. It is designed to help schools and local education agencies (LEAs) meet the demands of general education, special education, and targeted goals for student achievement. Resiliency Inc.'s approach is unique in that the program implementation process is based on extensive research on how individuals learn and what must be done to transform new information into practice. Resiliency Inc.'s attention to the execution process has resulted in a paradigm that can be consistently implemented by staff across settings.

SYSTEMIC CHANGE: REP is grounded in the premise that programmatic change requires adult change. School systems must be designed to meet the needs of the frontline staff—the individuals who work directly with students. This means administrators must be trained to institute supports for teachers that better enable them to make desired change that will improve their: 1) instruction, 2) classroom management, and 3) communication skills.

The first individuals that must philosophically and behaviorally change are at the top of the paradigm. In REP, administrators, from the superintendent to building level principals, are trained in the science of achieving and maintaining systems change. Practices and procedures yield results, positive and negative based upon reasons founded in brain science. Training sessions are provided for all district educators and personnel who interact with students in key aspects of this science to help ensure that lasting systemic change takes place.

Educators’ practices must change if practices for any program to truly exist. It takes a structured and predictable school environment to support change (Zins and Ponti 1990). The first step toward the creation of change begins with designing, teaching, and reinforcing admission, dismissal, hallway and lunch procedures. School staff and all additional support consultants and trainers are trained in the scientific principles, procedures, implementation, and evaluation of school environments needed to create the climate needed to facilitate student learning. Administrators and school teacher leaders receive initial instruction in a “trainer of trainers” model. The entire staff also receives introductory training.

Ongoing follow up support is then provided by trained school staff and additional school improvement trainers. Assessment of staff understanding and implementation of strategies is reviewed and evaluated based upon the success in adult and student behaviors. Effective models are designed to increase the likelihood that adults maintain new established practices. The resiliency model seeks to mimic how the human brain establishes a new long-term behavior in order to better achieve true systems change. Key elements identified in brain research are incorporated in the training and support structures to produce lasting change.

Climate impacts a school’s ability to successfully implement a change plan. Resiliency Inc. has developed climate assessment tools designed to accurately identify school issues and their root cause. When issues are identified, corrective actions are provided. In the state of Michigan, school districts such as Ann Arbor have engaged in the climate assessment process in order to improve staff and student productivity.

Mission/Goal Identification/Systemic Implementation: Administrative training requires the district to simplify its focus, channel resources, and implement supports targeted to one identified goal. This requires schools to forgo convoluted mission statements and replace it with one clear action goal. When working with the Lebanon School District in Pennsylvania, they changed their goal statement to read “Student achievement is our goal. Our number one indicator is for all of our students to have the opportunity for college when they graduate.” It is from such a simplistic statement that initiatives can be more easily aligned and support systems clearly instituted.

It is the district’s responsibility to ensure that all tasks related to achieving this goal are reasonable and relevant. Teachers will not only be required to be trained but a system will be established that supports: 1) structured times for teachers to practice and develop new skills,
2) consistent meetings with peers to discuss and refine new practices, and 3) data driven decision making to refine each step.

**Monitoring/Supervision:** An informal supervision process is implemented that narrows the focus of weekly classroom visits to review the utilization of new practices. These classroom visits are not designed to increase teacher stress but to identify those in need of further support and training well before any formal evaluation takes place.

Resiliency Inc. has successfully helped districts utilize this approach to achieve reform in high risk urban school districts such as Lebanon Public Schools, in Lebanon, PA. Superintendent Marianne T. Bartley, Ed. D., said concerning the model, “Without a doubt our district's relationship with Resiliency, Inc., Horacio Sanchez, and his team over the past year, has resulted in a transformation in our district. Our staff is much more unified, and we have made substantial progress in addressing systemic issues in a relatively short time. The resiliency model has made a district wide impact. Teachers told me that it was the best professional development experience they have had in their entire careers, and I agree with them. This is meaningful and applicable work.” Resiliency Inc. has provided administrative training to the leadership of urban districts like Aliquippa, PA to educational agencies that provide alternative education services such as Manteo in PA.

**Content and delivery systems and mechanisms proven to result in dramatic and sustained improvement linked to student achievement**

There are a few challenges to providing instruction to students who consistently underperform and suffer from a range of behavioral issues. Eastwood has found that students who suffer from a range of emotional disorders tend to be easily bored. In addition, these same students when asked to do a task that is too challenging or complicated, often experience frustration (Csikszentmihalyi, 1970s). This means that effective instruction must assess the actual performance level of each student while seeking to challenge just enough to avoid frustration. The Resiliency Education Program (REP) approach to instruction allows for differentiated instruction through a systemic process. REP is a recommended program by the Pennsylvania Department of Education and the state had its Distinguished Educators, highly qualified educators selected to work with underperforming school districts, to receive this training.

**Learning Process:** Brain research indicates that there are three main components to the learning process: 1) core information, 2) principles and applications, and 3) higher level thinking. Differentiated instruction is difficult to achieve unless teachers become versed in identifying each of these components of learning as well as implementing methods of instruction that meet the needs of all learners.

The National Institute of Health (NIH) conducted the largest study on reading to date. They determined that phonemic awareness needed to be an automated skill for any reader. **Core information** is any concrete fact that must be able to be recalled instantly in order to accomplish a learned skill. If the brain worked too hard to remember sounds it could not focus on word recognition and meaning. Once a student could recognize sounds without much effort, he or she could begin to utilize that core information in order to learn words and their meaning. That process is considered **principles and applications**. The NIH then determined that the students who achieved a high level of comprehension were those for whom phonemic awareness and word recognition did not require much mental effort which allowed the brain to engage in higher level thinking. The conclusion is that every stage of learning, across all subjects has core information, principles and applications, and higher level thinking. Failure occurs when students who do not have the required core, and have not achieved competency in related principles and applications are asked to produce higher level thinking. To ensure that this process is applied:

- **Teachers Will Be Trained to Identify and Teach Core Information and How to Teach It to Automation:** If the brain struggles too much to produce core information, it will inhibit the
ability to apply that information. Teachers will be trained to teach core information in a manner that improves automated recall. A combination of brain-based teaching strategies identified in the research such as repetition, chunking, music, symbolic association, movement, and the stimulation of other senses.

- Teachers Will Be Trained to Teach Principles and Application in a More Diverse Manner: Principles and applications are advanced applications that incorporate core information. For example, in order to learn how to parallel park, one would have had to have mastered the core information of which pedal is the gas and which is the break to a level of automation in order that the brain not expend too much focus on bringing back that information. Teachers will be trained to utilize a wide range of differentiated instruction practices in order for the student to be able to learn to apply a new skill through ways that meet their learning styles.

- Teachers Must Be Trained on How to Develop Higher Level Thinking: Higher level thinking is a natural function of the human brain. Related principles appropriately learned will be put together by the human brain naturally. This is because the brain learns by making associations and naturally groups related topics together. It is the role of the teacher to put students in learning experiences that help them engage in higher level thinking.

Job embedded professional development at leadership, teacher and support levels to increase internal capacity for improvement and sustainability linked to student achievement

Resiliency Inc. implements training through a job-embedded model that reflects advancements in brain research. For example, how the human brain multitasks has influenced the job-embedded design. When given two familiar tasks, the human brain will assign one task to the left region and the other to the right. An individual can be adept at performing each task individually, but when multitasking, the performance of each task will be slightly hindered. In reality the brain will switch back and forth at high speeds. During this switching process individuals are not cognizant that they are experiencing intermittent lapses in focus. When the brain is asked to perform one familiar and one new task, the brain will focus its energies on performing the new task. However, when the brain is asked to do two or more new tasks, the brain can become overwhelmed and retreats to more familiar behaviors.

How the brain multitasks often hinders the attempt to institute new instructional practices. In hopes of achieving significant reform, struggling school districts introduce a wide range of new initiatives all at once. Teachers attempting to implement multiple new practices become overwhelmed and revert to more familiar teaching habits. Resiliency Inc. trains identified school teams on specific instructional techniques that are introduced through a process that allows the brain to focus on acquiring one new skill at a time and is the foundation for the next technique. School teams usually consist of school administrators, instructional consultants, and lead teachers from each department. The practices that will be taught are designed to improve student recall, comprehension, application, and higher level thinking. Trainers not only explain the science but also model each specific teaching strategy. Each participant is then expected to take an upcoming lesson apply learned skills to demonstrate understanding and proficiency. The expectation is that teachers do a portion of their lesson in order to demonstrate the effective use of the practices in front of the school team.

Lead teachers who demonstrate proficiency are then able to teach the science and practices to their department team, making sure to place an emphasis on modeling. Once a practice is taught to each department, teachers are then expected to implement practices into their lesson plans and also model the skill in front of their department team. This process requires that department teams meet regularly. Once teachers have successfully modeled the skill in front of their department team, specific learning situations are identified when the new skill should be utilized in the classroom.

Specific times during department meetings are dedicated to discussing each practice. A structured format for reviewing new practices is implemented to facilitate the identification of
implementation issues in order to engage in problem solving, the sharing of ideas on how to more effectively utilize the practice, and ongoing modeling of how teachers are effectively utilizing the practice in the classroom. An informal supervision process is then used to evaluate if the skill is being demonstrated effectively. A simple check sheet is designed to measure frequency and proficiency. This data in aggregate form provides feedback to the staffs' progress toward the target goal.

Comprehensive short cycle and summative assessment systems to measure performance and goal attainment linked to the building school improvement plan.

The Resiliency Education Model enhances the formative assessment process to align with brain-based instruction strategies that teachers are taught to utilize in daily instruction. In addition, to the more common formative assessment strategies such as questioning, discussions, learning activities, feedback, conferences, interviews, and student reflections, teachers learn how to utilize movement, rhythmic patterns, and symbolic associations as brain compatible techniques for also obtaining feedback in order to continually adjust instruction. Teachers can use these techniques minute-to-minute or in short cycles because they are part of the instruction process.

The main goal of the summative assessment format is to get students conditioned to the formats used in state and scholastic achievement testing. By getting students conditioned to the formats of how information is asked and knowing specific strategies as to how to attack certain type questions improves test scores. This is because the amygdala, the part of the brain that controls emotions, is calmed by things that are familiar and is put into a state of arousal by things that are different. Having students consistently take summative assessments that include multiple-choice, true/false, matching, fill in the blanks, and extended written response will reduce students being stressed by these test formats.

Students who traditionally do not perform well on standardized tests are conditioned to standardized test formats through nonthreatening strategies. For example, wireless response system is utilized so that students can get immediate feedback. Students make their multiple-choice or true/false selections on the wireless devices or on cell phones. The software immediately tallies the responses but does not identify individual students.

20/25:
This section covers all of the required topics, but is content light in part 2 regarding the dramatic and sustained improvement in student achievement. Additionally, the summative systems to measure performance and goal attainment could have provided a more detailed account.
**Exemplar 2: Use of Scientific Educational Research (15 points possible)**

In 1992 the CEO of Resiliency Inc. and Eric Vance, MD, designed the nation’s first resiliency based public sector mental health and school-based system in Wake County, NC. This model was based from a wealth of longitudinal studies in the field of resiliency, including but not limited to the work of Cohen et al. 1990, Garmezy 1991, Rutter 1985 & 1987, and Werner 1982, 1989, & 1992). The model was piloted on a small cohort of 25 Willie M. class members deemed to be in the upper two percent of biopsychosocial severity and assessed to require long-term secure treatment throughout their adolescence. Out of the initial twenty-five class members released from the state adolescent ward, twelve never returned to long term hospitalization and six graduated high school. The entire child and adolescent mental health, substance abuse, and school based programs in Wake County were transformed to resiliency based programs. This success in Wake County resulted in the State Willie M. Program investing 7.5 million dollars in tracking the outcomes of the resiliency model and assessment instrument statewide among its 10,000 class members. The outcomes published in the Journal of Emotional and Behavioral Disorders in 1998 validated that the resiliency model produced educational progress in academic achievement with severe at-risk students (Vance et al. 1998, pp. 214-221).

Since then Resiliency Inc. has helped schools improve school climates, student behavior, and academic achievement through programs rooted in resiliency that draw from neuroscience, brain science, and best practices. Resiliency Inc. developed school assessment instruments and a model that helps schools create positive climates that reduce stress, improve student learning and behavior, as well as support change. The instruments and approaches are built from a range of neurobiological and brain research studies used in tandem with positive school climate studies such as Charney et al. 1999, Cohen et al. 2009, Cohen 2006, Freiberg 1999, Gottfredson et al. 2005, Langman 2009, Mitchell et al. 2010, Quinn et al. 2006, Ripski & Gregory 2009, Twemlow et al. 2001, and Zoller & Chase 2008. Schools from Bismarck, North Dakota to Ann Arbor, Michigan have utilized these instruments to accurately assess school climate. Fran Rodenburg, Assistant Superintendent of Bismarck Public Schools said, “In two days they were able to identify issues that took me three years to begin to comprehend, and provided concrete recommendations for addressing those issues.”

The climate model identifies issues and helps schools produce positive outcomes. For example, Provisions Academy, a large alternative charter high school for at-risk students was able to reduce office referrals: Dr. Sadie Jordan, Principal of Provisions academy in NC said, “My school went from 439 office referrals to 136 in one year.” Freedom High School in PA, an urban high school with over 2,225 students, had 2,868 tardies during September through January of 2009/10. The school developed a climate plan in February and tardies dropped to 150 in March and 64 by April. Manteo Alternative Education Programs, with over 17 secondary education sites across Pennsylvania reported a 68% drop in tardiness and a 43% drop in incident reports when instituting the model statewide. Lebanon High School in PA, serving over 1,400 urban students surveyed students quarterly after implementing the model, reports that 80% of students perceive the school to be safer and staff more invested in students. Resiliency Inc. has been contracted by the Pennsylvania Department of Education for eight years to work with secondary schools that are on corrective action to develop school climate plans. Myrna M. Delgado, Chief of Division of School Options and Safety as well as Teaching and Learning, reported that schools that have developed school climate plans make more progress in being removed from corrective action as compared to schools that have not.

Resiliency Inc. also provides an academic approach designed to improve the academic performance of the at-risk student to the gifted student. As an outcome of our model published in the 1998 Journal of Emotional and Behavioral Disorders, additional pilot reading programs were conducted in Wake County Public Schools. The pilots as well as the current academic program are based on well accepted reading research and infused with cognitive neuroscience,
Willie M. class members with severe emotional disorders, pattern of school failure, and reading at least three years below grade level were selected for the pilot. The students received one hour pullout reading instruction utilizing a range of validated reading curriculums delivered by certified reading specialists. Baseline reading evaluations were administered and reevaluations done quarterly. In addition, brain based strategies designed to improve long-term potentiation were utilized to increase memory and comprehension. For example, gesturing while reading helps children learn and retain lessons better (Goldin-Meadow 2010). The findings showed that at-risk students with a range of learning deficits could make at least 1.2 grade level gains in reading per year receiving one hour of one-to-one instruction daily. However, if the instruction stimulates multiple sensory inputs, students averaged 2.5 grade level gains with just one hour of one-to-one instruction daily.

This study was the foundation for the reading program instituted by Wake County Public Schools and was one of the contributing factors that closed the achievement gap. In 1995 only 40% of blacks and low income students were reading on grade level. After instituting the reading program 85% of black students were reading at or above grade level (New York Times, Feb 18, 2010). Resiliency Inc. continues to refine its academic approaches to help urban districts like Wake County in NC and Lebanon in PA make AYP.

The refinements produced the Resiliency Instructional Model (RIM). RIM is designed to help all students maximize their potential. Its focus on making core information automated has been determined not only crucial to helping underperforming students, but also to be the key element for all individuals who have become the most accomplished in their fields (Bloom 1986). It has been determined that only after a certain level of automation is the brain most capable of achieving comprehension and learning more advanced concepts. The result is a model that not only addresses core elements, but also allows advanced students to reach new heights by creating learning experiences that challenge learners to think and go beyond predetermined answers.

The concept of teaching advanced concepts through a technique called embodied cognition has been found to increase the rate of comprehension across all cognitive abilities. Research in embodied cognition discovered that information is not only processed in the brain but also through the senses. The findings concluded that how sensory inputs are manipulated have a direct correlation to how well the brain comprehends the information. The most crucial finding was that average to advanced learners engage in a level of embodied cognition subconsciously while learning abstract concepts. However, underperforming students tend not to do as much. For example, underperforming students when reading a passage tend not to make many subconscious movements when encountering emotional language, resulting in a very different interpretation of the passage. When instruction seeks to intentionally manipulate sensory inputs to the brain, increased comprehension occurs across cognitive abilities. By improving automation of core information and utilizing embodied cognition to teach advanced concepts, the natural outcome is increased higher level thinking (Bahrick and Shelly 1958; LaBerge and Samuels 1974). The remarkable outcome is that while low performing students will produce higher level thinking, the more advanced students can achieve connections that exceed traditional boundaries.
RIM’s foundation in neuroscience allows its approach to have a positive impact on the lowest to highest performing students. The strategies are all designed to be compatible with how the brain learns. Although each brain is uniquely different, it is the advancements in brain science that have proven that certain universal facts concerning learning are shared by the human brain. It is this foundation in neuroscience that allows students who have missed crucial blocks of learning to gain a foundation while maximizing comprehension and reducing frustration. These same strategies allow the average to advanced learner to increase their skills and capacity to make more advanced connections that produce higher level thinking. The gifted education program in Springfield Public Schools in Missouri implemented these strategies and determined that it allowed for further and faster advancements of their highest achieving students. Mary Potthoff, the Director of the Center for Gifted Education at Drury University in Missouri said, “The modifications made to the gifted program through the implementation of RIM have been nothing short of miraculous.”

12/15:
A good deal of scientific data is listed, some of which is dated – as much as 50 years!
Exemplar 3: Job Embedded Professional Development (15 points possible)

Professional Development: Resiliency Inc. maintains that the most successful job-embedded professional development models not only support principals, school leadership teams, teachers, and support staff, but also support district leadership-- superintendents and central office instructional staff. If top leadership is not invested in the approach and committed to providing aligned supports, schools can implement effective programs and be headed in the right direction and have gains quickly lost. As a result, Resiliency Inc. developed an administrative coaching model to help ensure that change is sustained.

Administrative coaching focuses on the science of sustaining change – any change. Administrators learn strategies for managing people. Programmatic change is the ability to change human behavior. They also learn how to introduce a change, design supports, implement effective training approaches, and provide effective feedback based on data. Perhaps the most important lessons administrators become skilled at are the neurobiological principles of student discipline and learning. These principles are founded in neurological truths that provide a solid foundation to guide all future programming.

The administrative coaching process enabled Manteo’s alternative education programs for the first time in its twenty-seven year history to implement statewide programming, gain and maintain staff participation, establish and maintain a sustainability plan, and be driven by data to deploy resources and modifications. The Pennsylvania Department of Education found the administrative training so effective that it mandated coaching for some of its school districts that consistently have not made AYP.

School leadership teams consisting of principals, teachers representing each department, and individuals that will provide additional supports to teachers are all trained in the Resiliency Education Model. This model teaches participants to identify core information, principles and applications, and higher level thinking across the curriculum. Teachers are taught how to teach core information in a manner that improves long-term potentiation (the brain creating networks that advance quick recall). Core information must be accessed quickly or students will be unable to apply that information. Advance concepts, principles and applications, must be taught in a manner that helps students increase comprehension. The approach called “embodied cognition” allows for students with a range of learning styles to acquire knowledge through multiple approaches. Glenberg’s research determined that students who fail to learn through traditional approaches show vast improvements in learning by stimulating sensory input designed to help the body convey understanding. He says, “Teaching children to stimulate action while learning gives struggling students the boost they need to keep up with their more advanced peers.” The model teaches teachers these skills in a logical sequential manner that builds upon prior learning. This allows teachers to focus on mastering one skill before having to apply the next.

Teachers in the school leadership team learn new strategies and then quickly teach them to their peers in their department. An emphasis is placed on modeling as an essential component of quality instruction. Mirror neurons in the human brain were determined to establish visual templates of social practices that teach man behavior (Iacoboni 2008). However, mirror neurons can also play a very effective role in learning new skills as long as the strategy is seen repeatedly. When teachers on the school leadership team are taught strategies they learn the science and then it is modeled. Teachers in turn model the skills by teaching a lesson to peers on the leadership team. Once demonstrating accurate understanding, they will teach those in their department. Then teachers in each department will also model the skills with each other before applying the strategy in the classroom. Best practice research has determined that
teacher confidence when attempting new instructional strategies can impact the outcome. Having teachers comfortable with the skill before demonstrating it to students can improve outcomes.

Specific times during department meetings are designated to discuss how the implementation of strategies is going in the classroom. Teachers are given the opportunity to learn from each others’ successes and failures, and further refine the process. Administrators and teachers whose role is to provide support engage in supervision to identify teachers requiring further help in applying the strategy in the classroom and to gather data to determine when 80% of teachers are ready to move on to the next skill. Some schools of thought on education reform advocate for a dynamic change model in which programming is implemented on an expedited timeframe. However, the findings on how the human brain multitasks caution us against such an approach. Aggregate data is reported to staff as to their progress in reaching 80% proficiency. Positive reinforcement and rewards are given to departments as they achieve 80% participation. Visuals are posted that remind staff of the progress they are making toward achieving the identified 80% goal.

Teachers determined to be in need of further training based on the targeted supervision process will receive one-to-one training by individuals who provide support. Also, classroom coverage is provided so that teachers struggling to implement new practices can see the skills being modeled correctly by peers in a classroom setting. Consistent exposure to a skill done correctly helps develop the skills as long as capacity exists.

Praise and random rewards play a very important role in the model. Positive reinforcement has been found as a method for increasing the secretion of dopamine in the nucleus accumbens when engaging in a new task. It takes the secretion of dopamine in the nucleus accumbens in order for a new task to become a long-term practice.

Once the practices have been established, then teachers are simply asked to do to the students what was done to them. They are to implement the same instructional strategies used to train them with their students, praise and reward practices, and use data to identify students requiring additional approaches to internalize information.

The Resiliency Instructional Model takes an average of two years to implement. The implementation is designed to allow staff to master skills in stages that build upon each skill acquired. See attachment entitled “RIM Implementation – Exemplar 3” for description of implementation and timeframes.

10/15= Good overall presentation but is missing support team role!
Exemplar 4: Experience with State and Federal Requirements (15 points possible)

Resiliency Inc. has worked closely with schools and districts in multiple states including Michigan on developing and/or carrying out school improvement plans. Resiliency Inc. worked with the Pennsylvania Department of Education on making resiliency the foundation for their Standards Aligned System (SAS). This process consisted of developing a k-12 curriculum designed to help schools promote a resiliency assets model in order to facilitate emotionally healthier students. The premise is simple and valid; healthier students are more productive in all facets of their education. The agency worked closely with Dr. Regina Palubinsky, a Special Assistant to the Pennsylvania Secretary of Education, who was in charge of the project. Resiliency Inc. was also commissioned by the Pennsylvania Training and Technical Assistance Network (PaTTAN) to design the resiliency curriculum for SAS.

Resiliency Inc. was commissioned by the past Secretary of Education, Gerald Zahorchak to work closely with identified Intermediate Units to review and refine District and Individual School Improvement planning process. The Intermediate Units in the state of Pennsylvania provide technical assistance to districts in the development of school improvement plans. It is the belief of Resiliency Inc. that school improvement plans must become a living document that provide a map to ensure that programs and resources are aligned and directed toward one identified goal. Convincing schools of the value of such plans are essential to achieving improved outcomes.

Resiliency Inc. has a comprehensive understanding of the rules and reporting requirements that accompany Title I funding. The agency has helped hundreds of Title I schools adjust the delivery of instruction through academic assessments, accountability systems, teacher training, and instructional materials to ensure that they are aligned with state academic standards. Resiliency Inc. has also provided parent academies to help parents be better prepared to participate in the education of their children. A series of academies were conducted for parents for the Ann Arbor Public Schools at local community centers that became the best attended parent program for Title I schools ever sponsored by the district. Resiliency Inc. conducts parent academies in the nation’s high poverty schools across the country and has worked closely with black, Hispanic, and Native American communities.

Resiliency Inc. was commissioned by Ann Arbor Public Schools to conduct a study on the over identification of black male students in special education. An aspect of the study analyzed MEAP data going back five years. The agency has trained districts in Michigan on aligning their curriculum utilizing MEAP/MME released items to better determine core information, principles and applications, as well as higher level thinking. This was followed by helping teachers modify instruction for the elements that produce the best outcomes first.

Resiliency Inc. works closely with experts within school districts, local/ state consultants, and RESA staff within the state of Michigan to identify content standards in the GLCEs and HSCEs. These efforts are designed to ensure that all instructional efforts are focused on improving state and national assessment outcomes. It is through thoughtful alignment that teachers are better able to deploy new strategies that produce outcomes identified in the Michigan Merit Curriculum: that all graduating seniors meet the requirements and have the opportunity to go on to college or be able to successfully compete for employment in the 21st Century workplace.

Resiliency Inc. began as an agency that focused on the needs of students with special needs. The agency provides training on meeting IDEA regulations, conducts audits to help districts identify areas of non-compliance, and helps LEAs implement effective 504 programs. The resiliency based student assessment is an early screening instrument that helps students avoid the need for special education referral through better preventive planning. Resiliency Inc.’s
technology division designs tailor-made systems for school districts that provide automated prompts that help maintain compliance as well as monitor any data required to better meet federal and state program requirements. Resiliency Inc. can help schools design a range of technologies that help teachers receive accurate feedback on student performance and the effectiveness of instructional strategies.

Resiliency Inc. employs strategies that help schools and districts identify common goals in their school improvement plans, Title I (SW and TA) plans, technology plans, and other school and district guiding documents. The strategies help support the production and maintenance of a single plan that aligns with “One Common Voice-One Plan.” The focus is on having limited goals that focus on depth rather than multiple goals that have less prospect of great academic yield.

Resiliency Inc.’s program and process evaluation yields data that supports information for the schools’ Comprehensive Needs Assessment. Process data, perception data, and achievement data come out of data collected in the program. Teacher perception data is collected through surveys, interviews, and anecdotal reviews of the process, gains, successes, and challenges that are a part of the program.

The agency evolved to believe that the best way to help students with special needs is to impact general education. The trainings on school climate, student behavior, and academic achievement are all designed to help the underperforming to the highest performing students improve outcomes (see current list of educational agencies attached - “Exemplar 4 – List of Educational Agencies”). This approach helps teachers embrace new strategies because it emphasizes school-wide and whole class strategies first in order to reduce the need for targeted assistance. This improves the quality of targeted assistance because most students are able to access the general curriculum from their teachers in the classroom with their peers and not tax the limited service infrastructure.

13/15= 5 out of the 10 requirements are discussed
Exemplar 5: Sustainability Plan (15 points possible)

The goal of an effective sustainability plan (SP) is to create a long-term data driven model that is able to be adapted by outcomes and be modified to meet the ever changing school environment. The goal of any ethical and quality educational consultation and training firm is to provide assistance in a manner that its services will no longer be needed. Sustainability plans make sure that school personnel take on responsibility for all aspects of program maintenance at each step of development. Effective sustainability plans must also incorporate elements that schools often fail to consider as part of the SP. The plan that is being sustained must be rooted in science, research, and best practice to ensure that schools or districts are not actively fighting to maintain a flawed model. Sustainability plans must not only address how to sustain the current plan but also how to make sure future initiatives align and that the schools or districts can support new initiatives while maintaining existing programs.

Alignment: Successful change requires that initiatives are not only independently valid but align with overall district goals as well as past initiatives. Staff need to hear how a new initiative relates to the established goals and how it will further enhance ongoing efforts. The brain processes new information based on what it already knows. Therefore, initiatives that are clearly related to one another will increase the brain’s ability to accept change. This is why in the administrative training process school systems develop specific overarching goals that are concrete. Every initiative must clearly relate to this goal. All new initiatives implemented must be reviewed to see if they meet universal criteria of an effective program model based on a set of standards established from validated science, research, and best practice. Resiliency Inc.’s sustainability planning process helps schools identify the universal elements required to successfully implement a new initiative or modify an existing one for sustainability.

Not every best practice program regardless of outcomes provides a valid model for change. For example, some outcomes from best practice programs are a result of a convergence of factors that simultaneously occurred during the pilot study. Individuals implementing these programs in other settings are unaware of the importance of these co-occurring factors. They then implement the exact program but will never replicate the outcomes. This wasted effort could be avoided if the screening process ensures that identified universal standards for effective programming are present. When these key elements are missing the district can then determine to avoid the initiative or modify it so that it can be more successful. Having criteria for selection of initiatives that are rooted in universal standards for success will prevent selecting programs that will not align or be successful.

Change Capacity: The sustainability plan must also address the issue of capacity. School districts have a limited amount of resources: financial, human, and time. Districts will establish a capacity index. A capacity index determines the resources at their disposal, evaluates how those resources are currently being used, and determines when there is sufficient resources to appropriately implement and support a new initiative. This approach ensures that no new initiative begins until enough capacity is available to improve the probability for success. Even needed initiatives should not be ventured upon unless it can be appropriately implemented and supported. Districts often fail to have a realistic plan for how established changes can be successfully maintained. In many systems the focus shifts to the latest initiative. This approach often jeopardizes successful programs that produce good outcomes. The sustainability plan will identify the specific allotments of resources allocated to the initiative based on data. The standard tapering back of the identified resources will occur in order to continue to make future improvements. However, some resources can never be eliminated, just modified: such as...
training for new staff on existing initiatives, assessing the rate of staff participation in existing initiatives, and maintaining outcome data on existing initiatives.

**The Science of Sustaining Change:** During the administrative coaching process, district administrators were all trained on the science of sustaining change (See Exemplar 3). Upon implementing the Resiliency Education Model at the school level, a maintenance of effort team comprised of administrators, teachers from each department and key support staff is established. The school administrator is already versed in the process because it mirrors the plan the leadership developed during the administrative coaching process. The plan includes how to build rapport with the leaders at the school to help them see how the changes align to their values; creating interview questions to ensure that new staff hired support the direction of school programming; develop an orientation and training program for new staff members on existing initiatives; data gathering, consistent communication and feedback concerning specific actions identified in the plan.

**Feedback:** Feedback should also have a predictable and consistent timeframe. Effective feedback consists of both updates as to short-term indicators as well as long-term outcomes. This helps staff maintain focus on the initiative.

- A calendar for reporting both short-term and long-term indicators should be established at the point of instituting a new initiative.
- Each department reviews outcome data weekly on the impact that instructional interventions are having on student outcomes.
- The school reviews aggregate data on the percentage of staff implementing identified classroom strategies at each staff meeting.
- The Maintenance of Effort Team reviews overall school progress on implementation, makes modifications based on data, and determines the appropriate time to implement new phases of the plan.

**Evidence:** Resiliency Inc. has successfully lead schools and districts in designing and implementing effective sustainability plans. For example, in individual schools such as Freedom High School, the SP process lead a school team to design a plan that would improve the school climate program by gaining and sustaining staff support, gathering data, and instituting a consistent feedback process. The plan produced a drop in classroom tardiness, office referrals, and suspensions. We have helped agencies such as Manito have comprehensive sustainability plans that enable them to maintain one model statewide. The plan has allowed Manito to establish a program in seventeen sites by establishing an effective training model, data gathering instruments that implement supports and corrective action. Resiliency Inc. has also led districts in developing sustainability plans. Lebanon Public Schools received training in establishing school climate, student discipline, and brain-based instruction. Each school team developed maintenance of effort plans to ensure that strides made will not be lost.

The process of implementation utilized by Resiliency Inc. **seeks to release control of the program to the school at each phase.** This is accomplished by having the school team take what they have learned and spearhead change. At each phase, the school team has to demonstrate cognitive knowledge, the ability to apply new skills, and the capacity to train others. It is the school team that trains and supports staff through the implementation of the program. This allows the school to develop capacity and confidence and avoid becoming dependent on outside support. The goal is to **build resident experts and continue to cultivate a high level of expertise in all staff.** After the program is fully implemented, the school team develops a long-term sustainability plan. This plan helps teams maintain staff focus on the changes that have been implemented, gather and analyze data to continually improve the model, and implement ongoing corrective action rather than waiting for issues to become more significant. The objective is a self sustaining and corrective model that can continue to adapt to
the ever-changing school environment and to the needs of students. See an example of how maintenance planning can be seamlessly achieved while implementing the Resiliency Instructional Model (RIM) in the attachment entitled, *Maintenance Planning Exemplar 5.*

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\text{15/15} = \text{Good job}
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Exemplar 6:  **Staff Qualifications** (15 points possible)

Resiliency Inc. does not seek to employ a large number of full time staff. However, it has under contract some of the most skilled individuals in their field who are so dedicated to the agency’s scientific reform approaches that they gladly prioritize projects scheduled by Resiliency Inc. These individuals possess a Master’s degree or PhD in education or related fields. They not only completed the Resiliency Train-the-Trainers Program but also have successfully implemented resiliency programs statewide, district wide, or within a school. This approach allows the greatest flexibility in meeting the needs of educational agencies anywhere in the nation by assembling the highest quality professionals possessing the required skills. This infrastructure allows the company to grow continually while keeping daily overhead down since it is not limited by traditional budgetary constraints. To learn more about Resiliency Inc., visit [www.resiliencyinc.com](http://www.resiliencyinc.com). The following list the resumes attached:

**Regina C. S. Palubinsky, Ed. D** developed and implemented the statewide Resiliency Social-Emotional Wellness incorporated it as the foundation of the PA’s Standards-Aligned System. Also, was a facilitator on Resiliency Model training for Distinguished Educators in PA and trains in all educational area for Resiliency Inc.

**Patricia Neff Kardambikis Ph.D.** led district wide implementation of resiliency climate model and administrative coach in the Aliquippa School District and trains in climate, behavioral, and academic models for Resiliency Inc.

**Robert C. Whitmore, D.Ed.** led the implementation of the Resiliency Model in seventeen alternative education sites across PA. Provides training on climate, discipline, and administrative coaching models for Resiliency Inc.

**Susan Lynne Tarasevich Ed.D** led independent research studies on Resiliency Inc.’s Administrative Coach, Climate, and Assessment Instruments. She provides training in all Resiliency Inc. programs as well as data based design.

**David Pixley MBA** Resiliency Inc. Technologies Project Manager has deployed the full array of hosted systems designed by Resiliency Inc. including the Brief Resiliency Assessment Instrument, Climate Assessment, tailor-made educational systems, and data gathering and reporting tools that assist LEAs in meeting the needs of state, federal, and grant programs.

**Horacio Sanchez CEO** Established the nation’s first resiliency based mental health and educational service model in public sector and is the co-developer of the nation’s first validated resiliency assessment instrument for children and adolescents. He was a Consultant at the NC Department of Education in the area of Special Education and is a consultant to the PA Department of Education on Resiliency Wellness Model, school climate, and brain-based instruction.

5/15= **No Resumes attached!** They can increase those points with a resume for the lead person and a short explanation of how persons will be selected to work w/i this company!
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.
• **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.