

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					
[REDACTED]		Scientific Learning Corporation					
3. Name of Entity as you would like it to appear on the Approved List							
Scientific 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 type="checkbox"/> Other (specify): _____	
6. Applicant Contact Information							
Name of Contact Cheryl Leatherbury		Phone 972-355-0187		Fax 972-355-1835			
Street Address 3425 Druid Way		City Flower Mound		State TX	Zip 75028		
E-Mail cleatherbury@scilearn.com		Website www.scientificlearning.com					
7. Local Contact Information (if different than information listed above)							
Name of Contact Jeff Tompkins		Phone 313-882-9970		Fax 313-882-9980			
Street Address 1887 Broadstone		City Grosse Pointe Woods		State MI	Zip 48236		
E-Mail jtompkins@scilearn.com		Website www.scientificlearning.com					
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: _____

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

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)

Scientific Learning Corporation offers the Fast ForWord and Reading Assistant educational software that combine computer technology and the latest advances in scientific research to help students develop the skills that form a strong foundation for reading and learning.

The Fast ForWord patented software uses scientifically proven, innovative strategies that adapt to each student's skill level and capture each keystroke the student registers as he/she uses the products. This data is gathered each day and downloaded through the internet to Scientific Learning's database which then sends it back to the school in the form of graphs or text documenting student progress.

The Fast ForWord and Reading Assistant products deliver their adaptive and intensive learning activities in just four to sixteen weeks, rather than years. Because the Fast ForWord products can be administered by trained coaches working in conjunction with instructional staff, and because Reading Assistant can be monitored by regular classroom teachers, reading specialists, or Special Education instructors, use of the products can occur throughout the day, during or outside of school hours, on weekends, during inter-sessions for year-round schools, and during the summer.

Fast ForWord Protocols

Neuroscience research confirms the importance of frequency and intensity of activity to build and strengthen new skills. Each Fast ForWord product includes research-based protocols that ensure students receive frequent and intense practice, while providing schools with the scheduling flexibility to meet their instructional programs' structure and objectives.

Each protocol specifies how much time students should spend with the product each day, and for how many weeks students should expect to use the product. Close adherence to an approved protocol correlates highly with good outcomes.

The different Fast ForWord protocols that are available show the flexibility of implementations. You can also divide the schedules for all the products into multiple sessions. Students can take breaks between exercises, but not during an exercise. Allow sufficient time in the school schedule for starting up and finishing the exercises and taking breaks.

Students proceed individually through the Fast ForWord family of products, so teachers and staff can arrange students in whatever size groupings that are the most convenient for scheduling. And, because Fast ForWord activity ends after a short, intensive, instructional period, many groups of students can use the Fast ForWord products throughout a single school year.

Reading Assistant Protocols

Reading Assistant includes protocols that ensure students receive frequent and intense practice, while providing schools with the scheduling flexibility to meet their instructional programs' structure and objectives.

Each protocol specifies how much time students should spend with the product each day, and for how many days per week students should expect to use the product. Close adherence to an approved protocol correlates highly with good outcomes.

The Fast ForWord and Reading Assistant products can be used jointly. As with the protocols for single product use, close adherence to an approved protocol correlates highly with good outcomes.

Scientific Learning Support Offerings

Scientific Learning's comprehensive professional development and training components provide school staff with information concerning the science behind the Fast ForWord and Reading Assistant products and practical guidance for their implementation. The ongoing assessment provided by Progress Tracker enables the classroom teacher to identify student needs and intervene with additional strategies.

Automatic Product Patches and Updates insure that schools always have the latest teacher tools, online help, and improved launch speed of the operating system, as well as minor product modifications and bug fixes.

Technical Support is provided by trained professionals with decades of experience who assist schools with all types of technical questions regarding the installation and use of Fast ForWord products. Scientific Learning's average phone response time for getting answers is less than a minute.

Instructional Support brings schools answers to all of their questions about using Fast ForWord software, motivating students, recognizing the signs of learning difficulties, and much more. The most successful implementations are the ones where Scientific Learning gets the highest rate of instructional support calls.

Progress Monitoring is an enhanced service available remotely by telephone to all active Gateway support customers. A school's assigned Fast ForWord Progress Monitor will coach them through a successful implementation and provide ongoing support between scheduled on-site training days.

Customer Connect Web Site offers a wealth of product and resource information available 24/7 for school staff. Its knowledge base is an easy to use, searchable database of technical and instructional materials, including links for software updates, technical resources, and important announcements for Fast ForWord software customers.

Online Training via WebEx sessions includes product training, implementation, and

best practices sessions. All sessions are designed to help schools and their students thrive with Fast ForWord products.

PROFESSIONAL DEVELOPMENT

Scientific Learning offers the following professional development services to ensure smooth implementation of the patented neuroscience based Fast ForWord intervention products and Reading Assistant. Scientific Learning will build an Implementation Offering tailored to the specific needs of each school district that chooses to implement the Fast ForWord and Reading Assistant products.

Product Teacher Manuals

Scientific Learning provides teachers with reading manuals for all of the Fast ForWord products. Each Fast ForWord Teacher Manual is also accompanied by a Resources for Teachers DVD, offering ideas and content for direct instruction activities and scaffolding instruction for General Education Students, English Language Learners, Special Education Students, and Struggling Readers. Reading Assistant includes a user's manual.

The Professional Development Training Workbook is a comprehensive guide for understanding the best practices in implementation, using our Gateway Data Management for enrollment of student data, and Progress Tracker, our online monitoring and evaluation tool. The Workbook has four sections: Best Practices and Coaching Tips, Progress Tracker Reports, Intervention Tips, and Product Resources. In addition, this workbook includes a quick guide on using each product, including the skills developed and instructions on using each exercise.

Besides the workbook, the training kit includes job aids for managing daily steps in the lab, a completion certificate for each participant, and a CD with resources for working with students.

ADDITIONAL PROFESSIONAL DEVELOPMENT

Virtual Academy

Virtual Academy is a Curriculum of On-Line, Self-Paced Instructional Modules. The Virtual Academy modules prepare school staff to use the Fast ForWord and Reading Assistant products to their full potential. It is an alternative to On-Site Training (when coupled with Web-Based Training) for several reasons:

- Training happens on staff's schedule - whenever they want.
- It is a cost effective solution.
- Training new staff becomes quick and easy.
- Lessons are always available online for later reference.
- An unlimited number of staff members may be trained.

STUDENT PROGRESS EVALUATION: PROGRESS TRACKER

The Progress Tracker component of the Fast ForWord and Reading Assistant products records each student's progress for that day and since the beginning of instruction. At the end of each day, coaches at each site use the Internet to transfer data about each student's performance to Scientific Learning's database.

Because this data is available using the Internet, teachers and others who review students' progress with Progress Tracker can do so from any computer that can connect to the Internet. Reviewing students' performance using Progress Tracker on a daily or weekly basis is useful because it allows teachers, parents, coaches, and administrators to evaluate performance over time on various language and reading-based tasks, such as following directions or distinguishing subtle differences between words.

Progress Tracker provides clear, action-oriented information on individual, class, or group performance. This information is secure and accessible district-wide using the Internet. Automatic analysis, including diagnostic and prescriptive information, is displayed in graphs and tables. Timely and specific intervention guidance provides educators with recommendations to maximize the impact of classroom reading instruction and the effectiveness of the Fast ForWord and Reading Assistant products. Exercises are aligned to state standards.

Progress Tracker is an excellent formative assessment tool since teachers can use the constant feedback they will receive from Progress Tracker reports to adapt their teaching to student progress and needs. Daily or weekly reports can provide teachers with detailed information about how students are progressing in their use of the Fast ForWord and Reading Assistant products, any difficulties they are experiencing, and when and how to intervene. This powerful, student progress assessment tool can help teachers not only assess the effectiveness of their students' use of Scientific Learning's products, but can also help them accurately adjust their daily curriculum to the needs and skill levels of their students.

STUDENT ASSESSMENT

Reading Progress Indicator – Powered by Bookette

Developed by Scientific Learning and Bookette Software, Reading Progress Indicator is a nationally-normed, computerized assessment that rapidly measures Fast ForWord effectiveness, providing a clear picture of reading skills in terms of grade equivalents and percentile scores.

- Quickly assess four key skill areas: phonemic awareness, decoding, vocabulary and comprehension
- Automatically score assessments and report results to parents, teachers and administrators
- Access accurate progress information that correlates to nationally recognized normed assessments
- More precisely assess student performance with easy-to use, short, frequent assessments

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 Scientific Background of the Fast ForWord Products

The Fast ForWord products are based on over 30 years of scientific research into the way the brain learns the oral language and reading skills necessary for literacy. The products evolved from the work of noted research scientists Drs. Michael Merzenich and Bill Jenkins at the University of California, San Francisco, and Drs. Paula Tallal and Steven Miller at Rutgers University. Research-proven neuroscience techniques are built into each Fast ForWord exercise: frequency and intensity of trials; adaptivity of the levels to students' performance; simultaneous development of multiple skills; and timely motivation. By means of this optimal learning environment, the Fast ForWord products develop the basic cognitive skills – memory, attention, processing, and sequencing – which are keys to learning. The Fast ForWord products develop these cognitive abilities in the context of oral language and reading skills that students need to succeed academically, such as phonemic awareness, phonics, vocabulary, fluency, comprehension, syntax, grammar, and morphology.

The Research

Research on the Fast ForWord products falls into three general categories:

- Initial clinical study and original scientific research by the founders of the company conducted in the laboratories and clinics of Rutgers University and the University of California, San Francisco, and published in peer-reviewed publications, such as the Proceedings of the National Academy of Sciences and the journals Science and Nature;
- National Field Trials and School Pilot Study conducted "in the field" with children in private speech and language clinics, schools, institutions, or at home;
- Ongoing research, including longitudinal studies, at schools where Scientific Learning products have been implemented.

CASE STUDY USING STATE ASSESSMENT TEST

It has been found that groups of students who follow the product protocols realize greater benefit from the products than those who follow sporadic implementations. Case studies have shown significant improvements across a wide variety of students including students receiving services for special education, students from economically disadvantaged backgrounds, and students who are English language learners. In one example, students in the Everett Public Schools in Massachusetts used Fast ForWord products and were measured by the Massachusetts Comprehensive Assessment System (MCAS), the Massachusetts high stakes test for students in 3rd through 8th grade. The district chose to use the products with approximately 20% of their students. Of the 853 students who were assessed on the MCAS before and after Fast ForWord participation, 32% moved up one or more performance levels with overall student performance in all demographic groups analyzed making significant improvements.

DEMONSTRATED SIGNIFICANT IMPROVEMENT IN ADOLESCENT LITERACY USING THE FAST FORWARD PRODUCTS

A study investigated the effects of the Fast ForWord products on the reading achievement skills of middle and high school students who were in the Killeen Independent School District in Texas and who used the products within the curriculum in a school setting. The design of the study was a multiple school case study using the Gates-MacGinitie Reading Test.

Middle school students (n=193) included students in grades 7 and 8 (mean grade level of 7.3); all high school students (n=99) were ninth graders. On average, the students in both groups who used Fast ForWord products made significant improvements in reading achievement as measured by the Gates-MacGinitie Reading Test. At pre-test, each group of students was performing well below grade level in reading achievement. Post-test results revealed that both the middle school and the high school groups had attained significant improvements. A subset of students assessed two to three months after the post-test indicated that the accelerated learning continued.

SECONDARY LONGITUDINAL STUDY

Purpose: This study investigated the effects of the Fast ForWord products on the reading skills of students who used the products within the curriculum in a school setting between 2004 and 2007.

Study Design: The design of this study was a multi-year, multiple school case study using high stakes assessments. **Participants:** Study participants were 828 students attending middle and high schools in the Dallas Independent School District in Dallas, Texas.

Materials & Implementation: Following staff training on the Fast ForWord products, a group of students used the products during the 2004-2005, 2005-2006 or 2006-2007 school years and had their reading abilities assessed with the Texas Assessment of Knowledge and Skills (TAKS).

Results: After using Fast ForWord products, struggling readers, on average, made significant progress towards closing the achievement gap. Comparing the performance of students in the study with their peers statewide, the performance discrepancy decreased by 25% after Fast ForWord participation. The improvements in the TAKS scores were maintained longitudinally.

SIGNIFICANT READING GAINS FOR ELL LEARNERS

The following study investigated the effects of the Fast ForWord products on the reading skills of 16 high school students at Dallas Independent School District who were English Language Learners and who used the products within the curriculum in a school setting. On average, these students had a Normal Curve Equivalent (NCE) score of 3.63 before Fast ForWord use, over two standard deviations below the mean. After participating in the Fast ForWord products, students improved to an average NCE score of 25.8—gaining over one standard deviation in measures of reading ability (Table 1). In terms of grade equivalents, students gained over two years in reading grade level after using Fast ForWord products (Figure 1). Student reading ability was assessed with the Gates-MacGinitie Reading Tests (GMRT) before and after Fast ForWord product use,

Hicksville School District, Ohio 2006

Randomized Controlled Trial - 149 fifth and sixth graders from a rural elementary school (62 Fast ForWord; 87 comparison). On average, the Fast ForWord students at Hicksville Elementary School made gains in reading skills on the Gates-MacGinitie Reading Tests, gaining nearly a year in comprehension skills in just four months.

Washington Local School District, Ohio 2007

Randomized Controlled Trial - 152 seventh graders from an urban junior high school (84 Fast ForWord; 68 comparison). On average, the Fast ForWord students at Jefferson Junior High School made significant gains in reading skills on the Gates-MacGinitie Reading Tests, gaining over half a year in vocabulary and comprehension skills.

The Scientific Basis of Reading Assistant

Scientific Learning Reading Assistant derives its scientific basis from the 2000 National Reading Panel's endorsement of repeated guided oral reading as a research-proven method for improving fluency. Repeated guided oral reading involves having the student read a text aloud repeatedly to a supportive listener. Scientific Learning Reading Assistant incorporates guided oral reading into its structured student-computer interface. As students read aloud, the program acts as a supportive listener, providing guidance with correct pronunciations when students struggle. Additionally, students can listen to a professional narration of the selection, access vocabulary definitions, and are encouraged to re-read each passage to build fluency.

The National Reading Panel's analysis of guided oral reading procedures led to the conclusion that such procedures had a consistent and positive impact on word recognition, fluency, and comprehension as measured by a variety of test instruments and at a range of grade levels. Read-aloud sessions promote not just fluency, but also word recognition and comprehension. Although the benefits are substantial, the cost of such one-to-one reading support with a tutor is extremely high. Scientific Learning's Reading Assistant provides students with an effective one-on-one guided oral reading environment that is cost-effective and bypasses the need for expensive, live tutors providing one-on-one reading support.

Scientific Learning Reading Assistant is research tested to assess effectiveness. A four-month study was conducted in 2004 with mainstream grade 2-5 students to measure improvements in student reading fluency with the use of Scientific Learning Reading Assistant. Students saw an average 23% increase in fluency over the control group and an average 43% increase in fluency over Hasbrouck and Tindal's national norms for fluency gains. The project was sponsored by the Carlisle Foundation and NICHD.

Reading Assistant was reviewed by the Florida Center for Reading Research, and its report can be found at:

http://www.fcrr.org/FCRRReports/PDF/Scientific_Learning_Report_Final.pdf.

Reading Assistant received the Center's highest rating: +++ = "all aspects of this component taught and/or practiced" – for all three of the skills it develops: Fluency, Vocabulary, and Comprehension.

Michigan Department of Education
2010-11 Section 1003(g) School Improvement Grants
Preferred External Educational Services Provider Application

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).

FAST FORWARD PROFESSIONAL DEVELOPMENT PLAN

Fast ForWord implementations are not semester bound. The dates for each implementation activity will roll out when the student start dates are determined. The products rely upon protocols determined and proven through scientific research. Duration of Fast ForWord implementations range from 4 to 16 weeks, depending upon the protocol chosen. The following is Scientific Learning's proposed plan to successfully train teachers and administrators in how to properly integrate and use the Fast ForWord products as part of a campus' overall reading program.

Scientific Learning's plan for successfully training teachers and administrators in the proper integration and use of Fast ForWord products incorporates Professional Development and Implementation Management, both of which are critical components to the success of the implementation and student achievement.

Initial On-site Training

On-site initial training provides the lab coach and significant others in the building with a solid foundation to begin their Fast ForWord and/or Reading Assistant implementation.

On-site training includes:

- Instructor led training
- Hands-on time
- Training materials

Leadership & Accountability

Partnering with a designated District level person for the effective implementation of the Scientific Learning products is a key success factor. Leadership and Accountability provides the district with a series of meetings to review the implementation and provide strategies and analysis on the implementation at the individual sites. In addition to the reporting meetings, there will be recurring communication between our Scientific Learning Implementation Manager and the designated District Sponsor to ensure site fidelity throughout the term of the contract. This offering also provides a set of E-Learning blocks to allow all district level staff access to key information about their roles and responsibilities for the successful implementation.

Leadership and Accountability includes:

- Planning Meeting & Accountability Reviews
- 2 on-site meetings and 1 web based meeting
- Goal-setting, expectations, Best Practices
- Formative Review at 5-month point in contract
- Summative Review at 11-month point in contract
- Implementation Status Updates

Recurring district communications
Administrators E-Learning
E-learning modules for district Fast ForWord administrators
E-Learning 1- Providing Guidance to Principals
E-Learning 2- How to Monitor Your Implementations
E-Learning 3- Research and Assessment

Virtual Academy

Virtual Academy is an on-line learning academy for all school personnel to get a more complete understanding of Scientific Learning products and best practices. The 24/7 access also provides valuable start-up information and training for staff who will be dedicated to implementing the Scientific Learning products.

Web-Based Consulting

This offering consists of (3) live on-line learning & coaching sessions delivered by Scientific Learning service personnel. These sessions are designed to further the learning and meet the specific needs of school staff implementing the Scientific Learning products at a time that is convenient and least interruptive to students.

On-site Consulting

On-site consulting is available for instructional or technical installation. Our Scientific Learning personnel will address specific needs of the sites for this customized offering.

Virtual Leadership & Accountability (for Districts with 1-3 Schools)

Partnering with a designated District level person for the effective implementation of the Scientific Learning products is a key success factor. Our Web-delivered Leadership and Accountability offering provides the district with a series of web based meetings to review the implementation and provide strategies and analysis on the implementation at the individual sites. In addition to the virtual reporting meetings, there will be recurring communication between our Scientific Learning Implementation Manager and the designated District Sponsor to ensure site fidelity throughout the term of the contract. This offering also provides a set of E-Learning Blocks to allow all district level staff access to key information about our products, neuroscience and best practices for implementing Scientific Learning at the site level.

Web-delivered Leadership & Accountability includes:

- Planning Meeting & Accountability Reviews - ALL Web Based Delivery
- Goal-setting, expectations, Best Practices
- Formative Review at 5-month point in contract
- Summative Review at 11-month point in contract
- Implementation Status Updates
- Recurring district communications
- Administrators E-Learning

**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)

Scientific Learning and the School Improvement Grant

Scientific Learning has many years of experience in working with districts complying with federal requirements for specific funding sources. With more than ten years of school site studies of effectiveness, Scientific Learning's products have been shown to be proven intervention strategies for all schools, including those that are the lowest performing. The Fast ForWord Language and Literacy series have been used successfully by students in low performing schools in order to improve their cognitive, oral language and reading skills. Both software series provide intensive support in a short period of time, from 4-16 weeks, depending on the scientifically validated protocol used.

Four Models of Turning Around Schools:

Turnaround Model: Implementing a new or revised instructional program - Fast ForWord and Reading Assistant fit well as part of a new or revised instructional program to use neuroscience based and proven learning techniques to turn around schools identified for improvement, corrective action or restructuring.

ReStart Model: Schools closed and restarting will need scientifically based and proven educational tools like Fast ForWord and Reading Assistant in order to start anew and provide their struggling students with the cognitive, oral language and reading skills that they need to succeed in all subject areas.

School Closure: Schools assimilating struggling students from closed schools will find that they need intervention products like Fast ForWord and Reading Assistant in order to help these students achieve grade level proficiency and assure that the school achieves or continues to achieve AYP.

Transformational Model: Implementing comprehensive instructional reform strategies - Fast ForWord and Reading Assistant fit well as part of or as a supplement to any comprehensive instructional reform strategy and the effects of the products are comprehensive, affective student performance in all subject areas. Scientific Learning's software can be implemented easily during extended hours so comply with the objective of extending learning time.

The Fast ForWord products have already helped many Title I students. The product's nature as intervention and supplemental products reinforce the regular school curriculum and help students falling behind attain grade level proficiency. While Fast ForWord Language, Language to Reading and Fast ForWord Reading Levels Readiness-3 focus on foundational skills for younger students, Fast ForWord Literacy, Fast ForWord Literacy Advanced, and Fast ForWord Reading, Levels 3-5, target middle and high school students and raise student reading achievement in those grades. The products improve the reading achievement of middle and high school students reading below grade level by using a strong, scientific, research base around specific strategies that improve adolescent literacy skills. The Fast ForWord products are built upon specific scientific strategies that improve

adolescent literacy skills.

Scientific Learning Reading Assistant is a valid use of Title I funds due to its sound scientific basis and proven ability to increase reading proficiency in struggling readers. Scientific Learning Reading Assistant derives its scientific basis from the 2000 National Reading Panel's endorsement of guided oral reading as an effective method for improving fluency. The program is research-tested to assess effectiveness. Scientific Learning Reading Assistant provides a private oral reading experience with a supportive listener who never passes judgment. Teachers and administrators can easily track students' progress using the network product's extensive reporting features. Reporting tools facilitate the annual growth and progress reporting component of accountability requirements.

Scientific Learning's Fast ForWord and Reading Assistant products have been proven to help Special Education and 504 students and, therefore, qualify for funding from various IDEA funding sources. Because Fast ForWord and Reading Assistant are intensive, targeted interventions that get at the root of the cognitive difficulties that many Special Education and 504 students experience, they are especially suited to helping these special needs students. The Fast ForWord products and Reading Assistant are specifically designed to be interventions for students with low achievement in reading. Through the Fast ForWord products, low-achieving students with specific learning disabilities in cognition, oral language, and reading will acquire the cognitive skills of working memory, attention, processing rate, and sequencing, while simultaneously developing oral language and reading skills such as phonemic awareness, phonics, vocabulary, fluency, and comprehension. Reading Assistant gives low-achieving students the opportunity to practice oral reading in a supportive and non-judgmental environment in order to develop their fluency, vocabulary, and comprehension.

Schools in Michigan using the Fast ForWord products have reported a reduction in Special Education referral rates when used as a pre-referral strategy. Several schools using Fast ForWord and/or Reading Assistant products also have seen improved MEAP scores and students who are better prepared to benefit from classroom instruction; students who are better able to capture, process and retain information.

The Scientific Learning products are aligned to the Michigan curriculum standards for grades Pre-K through 12 and that alignment can be found at <http://www.scilearn.com/k-12-educators/correlations-with-state-stars/>

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)

Scientific Learning offers a package of support services to help schools/districts implement the Fast ForWord products. A Sustainability Plan for the Scientific Learning products includes three primary components: 1. Perpetual Site License, 2. Service Contract, and 3. Grant and Funding Assistance.

1. Upon the purchase of a Scientific Learning Perpetual Site License, applicants will own the products, can run as many students as they want through the products, and the only recurring charge would be for services, support and any professional development needed each year. This license is the most cost effective and sustainable for schools desiring to make a significant impact on its students.

2. Scientific Learning has successfully provided support/facilitation since it was incorporated in 1997 to staff in almost 6,000 schools nationwide. Scientific Learning gives schools access to all of the expertise and resources they need to get the best results and to sustain those results from using Fast ForWord and Reading Assistant products in their school or district. Schools always have the latest teacher tools, online help, and improved launch speed of the operating system, as well as minor product modifications and bug fixes through our automatic update and patch system. Schools also have timely access through phone, email and chat to Technical Support for all types of technical questions regarding the installation and use of Fast ForWord products.

Instructional Support brings schools answers to all of their questions about using Fast ForWord software, motivating students, recognizing the signs of learning difficulties, and much more, also available via phone, email and chat. Through Instructional Support or Progress Tracker Support, schools can learn more about how to best assist students in the products and to determine the gains their students have achieved.

Progress Monitoring is available remotely by telephone to all active Gateway support customers and the school's assigned Fast ForWord Progress Monitor will coach them through a successful implementation and provide ongoing support between scheduled on-site training days. Schools also can access the Customer Connect Web Site, an easy to use, searchable database of technical and instructional materials, including links for software updates, technical resources, and important announcements for Fast ForWord software customers. Schools also receive help and Online Training via WebEx sessions that are designed to help schools and their students thrive with Fast ForWord products.

As part of the Leadership and Accountability service package, our Implementation Specialists work closely with school/district administrators to create a plan of action for the continued success of the implementation. Additional sustainability measures would include providing a Product Knowledge Workshop for principals, training and on-going consultation with the coaches and principals to ensure that the products are implemented correctly and that students are completing their exercises in a timely manner to obtain the best benefits. Leadership and Accountability also provides for mid-year and end-of-year reviews to discuss the project, analyze data and plan for the next phase of the project.

As part of the Leadership and Accountability planning, the Implementation Specialist completes a Service Matrix to map out each year's meetings, trainings, start dates, etc. on a monthly basis. Included in the plan are specific items determined by school or district needs, including:

- ▶ Onsite Implementation Planning with district administrators and school building principals
- ▶ Onsite Tech Survey and Installation (if needed)
- ▶ Onsite 1 or 2-day Initial/refresher training Fast ForWord and Reading Assistant - (centralized for up to 15 attendees)
- ▶ Onsite Start-up Support
- ▶ Onsite 1-day Progress Tracker training (centralized for up to 15 attendees)
- ▶ Site-Based Initial Monitoring-- We Care Support Center (remote)
- ▶ Site-Based Progress Monitoring-- We Care Support Center (remote)
- ▶ Onsite consulting at individual schools
 - Progress Tracker follow-up – Review student data
 - Implementation review with interventions and motivations
 - Review upload, backup, archive, update, year-end procedures
 - Pre & Post-assessment activity
 - District User Group Meetings, Staff/Parent Awareness Session
 - Specialized consulting for struggling schools, as determined by collaboration of consultant and district
- ▶ Administrator E-Learning Modules (www.scilearn.com/support)
- ▶ Onsite Implementation Planning meeting with district administrators and school building principals
- ▶ Web-delivered Mid-year Formative Review Meeting
- ▶ Onsite Year-End Summative Review Meeting
- ▶ Ongoing District Monitoring & Progress Feedback (remote)
- ▶ Virtual Academy online training (www.SciLearnU.com)
- ▶ 60-day Fidelity Status Report for Principal
- ▶ 3 live Web Based Training sessions per school (up to 2 hrs each)
 - *First session may be used for building-level implementation planning meeting.*
- ▶ 2 Virtual User Group sessions (www.SciLearnU.com)
- ▶ Circle Of Learning Registration

The Scientific Learning Services and Support teams work diligently to help schools develop best practices to sustain strong ongoing implementations to ensure the highest levels of student success.

3. Also available for schools is grant and funding assistance. To find help with funding to enhance or further sustain the project, Scientific Learning has included information on its website – from government programs and foundations that support schools' goals for improving students' learning and reading skills in specific states. To access this information, go to <http://www.scilearn.com/resources/funding/>

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)

The Scientific Learning team consists of the Regional Director (Cheryl Leatherbury), a Service Manager (Shannon Stavinoha), Technical Engineer (Eric Ezekiel), Education Consultant (Cory Armes) and an Account Manager (Jeff Tompkins). Included are Implementation Specialists who work closely with the schools to ensure strong implementational practices - of whom Danielle Falcon and Linda Wittig are two of the best. Along with our Implementation Specialists are Implementation Consultants, Jeremiah Holden and Paul Link who also work with schools in training and follow up consultation. The majority of the team members are former educators or have many years of experience working with school districts.

QUALIFICATIONS OF SCIENTIFIC LEARNING TRAINERS

Scientific Learning has a staff of seasoned and well-trained implementation professionals that make sure that every Fast ForWord implementation is successful. Approximately 75% of our trainers and consultants have advanced degrees, and typically 60-80% of our staff at a given time have worked as educators in K-12 schools. Included among them are audiologists, Speech Language Pathologists, Special Education teachers, former administrators (site and district level), former teachers and Fast ForWord lab coaches.

All Scientific Learning trainers go through a certification process (Level 1) which incorporates content knowledge (products, neuroscience research, best practices for implementation) and a field observation piece. After certification, trainers are typically teamed with a more senior consultant for ongoing teaming and mentoring in the field. Scientific Learning has a new, second Level of Certification (Level 2) which is a professional development process designed to deepen product knowledge, expand presentation skills, and increase general knowledge about educators and effective consulting. Most of our consultants have completed some of the sub-modules in Level 2.

Scientific Learning online and phone support personnel go through several weeks of training on the technical/instructional and procedural aspects of working with Fast ForWord products and implementations in a variety of situations. This training includes a self-paced curriculum, certification test, and ongoing coaching and monitoring.

Cheryl N. Leatherbury
3425 Druid Way, Flower Mound, TC 75028
972-355-0187
cleatherbury@scilearn.com

WORK EXPERIENCE

Scientific Learning Corp, 2001-Present

2001-Present: Regional Sales Director Manages K-12 education business, sales force and resources in seventeen states and Canada making up the Great West Region; develops operating business plan for the region based on company's strategic goals and executes that plan; represents the company at state, regional, and national events; develops customer relationships with key accounts.

2000-2001: District Manager – Southwest Managed K-12 education business, sales force and resources in the six states of the company's Southwest Region; developed operating business plan for the region based on company's strategic goals and executed that plan; represented the company at state, regional, and national events; developed customer relationships with key accounts.

SchoolVision, Inc., Texas, 1993-2000

1995-2000: Vice President, Sales and Solutions Managed statewide (Texas) sales force of 10 sales professionals representing Apple Computer and over 50 software and peripheral companies to K-12 schools. Manage technical support team of four field engineers, a training division and two education consultants as well as dotted line to Inside Sales Organization. Maintain customer relations in support of sales effort. Develop proposals for services and sales support, and a solutions development model adopted by Apple Computer nationwide. Created a Training Division within the company now staffed with five full-time employees and large cadre of contract trainers. Developed Engineering Services as revenue stream, third-party vendor relations program, company strategy for providing consulting services. Created and organized two internal staff development camps annually for SchoolVision and Apple employees

1994-1997: Solutions Development Executive Supported the sales efforts of the company through expertise in products, technology and educational use. Developed and delivered presentations in areas of technology and instruction. Developed resource documents for customers and sales force. Trained field personnel in solutions and understanding the education market. Consulted with school divisions in areas of technology integration and planning.

1993-1994: Account Executive Responsible for Apple and third party sales to education customers; developed customer relationships in assigned accounts in Dallas/Fort Worth Metroplex.

Education

M.S., Library and Information Science

University of Texas at Austin, Austin, TX, 1977

B.S., Sec. Ed & Certification, School Library Media Specialist

Texas A&M University at Kingsville, Kingsville, TX, 1974

Michigan Department of Education

2010-11 Section 1003(g) School Improvement Grants

Preferred External Educational Services Provider Application

E. Shannon Stavinoha
10782 Oakland Road, San Antonio, TX 78240
(210) 561-2629
sstavinoha@scilearn.com

WORK EXPERIENCE

Scientific Learning Corporation, 1997- Present

2005-Present, Service Manager Monitor and manage performance of regional implementation consultants, implementation coordinators and trainers in execution of implementation management plans in suburban, rural and large urban school districts; coordinate assessment data collection for outcomes reports, present at local and national conferences.

2004- 2005, Customer Service Manager

Coordinated regional implementation consultants, implementation coordinators, technical project managers and trainers in execution of implementation management plans.

2003- 2004, Regional Services Manager

Monitored and managed performance of regional implementation consultants, implementation coordinators and technical project managers in execution of implementation management plans.

2002- 2003, Technical Services Manager; Interim Director of Implementation

Managed technical services department of technical project managers and implementation coordinators; monitored and managed combination onsite and outsourced instructional and technical support department and technical services department of technical project managers and implementation coordinators.

2000- 2002, Senior Technical Project Manager

Managed installation and implementation of school district computer-based resources, conducted pre-sales activities to assist school district technology department in planning the acquisition of a variety of technology resources to include software and staff development, scheduled outsourced resources.

1998- 2000, Senior Field Service Engineer

Managed installation and implementation of school district computer-based resources, conducted pre-sales activities to assist school district technology department in planning the acquisition of a variety of technology resources to include software and staff development, scheduled outsourced resources.

1997- 1998, Technical Support Representative; Technical Services Coordinator

Provided in-depth technical product support for speech-language pathologists.

Education

Hampshire College, Amherst, MA

Antioch College, Yellow Springs, OH

B.A. in English

Summa Cum Laude, all-university high academic honors, achievement award for academic excellence, San Francisco State University, San Francisco, CA

Michigan Department of Education

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Preferred External Educational Services Provider Application

Eric Ezekiel
217 Hyde Park #C, Houston, TX 77006
713-528-0862 eezekiel@scilearn.com

WORK EXPERIENCE

Scientific Learning Corporation, Oakland CA, 1997-Present:

Technical Manager-Provide technical leadership and management to regional staff, collaborate with account managers, and work with critical and key accounts ensuring customer satisfaction in pre and post sales environment; monitor and manage performance of regional Technical Engineers; coordinate activity related to the training and on-going performance of new per diem contractors; participate with sales on the pre-implementation process; work with customers during the sales process to ensure technical requirements are understood and implemented; identify and escalate critical accounts to Service Director; deliver revenue activity as appropriate; assist with delivery of Train the Trainer program at customer.

Senior Technical Project Manager Provide start-to-finish management of the technical rollout of the Fast ForWord family of programs; technology assessment and recommendations; pre and post-sale technical consulting services; providing technical assistance and training to field sales force; following established policies and procedures in conduction on-site installation and testing of software to ensure proper working order; coordinating internal and external resources to ensure high level of customer satisfaction; training customer personnel in operation and maintenance of Scientific Learning products; representing the company in dealings with customer and assume responsibility of customers' satisfaction with installation and on-site technical service; preparing records and reports of work performed.

System Administration Supervisor Supervised a staff of 5 system administrators responsible for all aspects of multi- platform LAN; support for hardware, software, and internet connectivity for multiple users; respond to computer problems and questions through Help Desk Request; proactively communicate technical issues to employees; setup and configure new employee computers and work systems; document policies and procedures for System Administration; data backup of file servers, web servers, and client machines; provide basic training on companies standardized software; maintained legality of company software; provided onsite technical assistance; maintained inventory of all computer systems.

Merit Behavioral Care Corp, South San Francisco, CA 1993-1997:

LAN Support Tech Hardware setup, configuration, and multi-platform network support for facility consisting of 65 IBM and 25 Macintosh computer systems; maintained daily DAT backups of mission critical file servers; coordinated off site storage of backup media; installed, upgraded and trained personnel; evaluated, submitted and tracked all hardware and software purchases; maintained inventory.

Customer Service Representative Informed, advised and educated clients on the benefits of their medical insurance; adjudicated medical claims; research and corrected inaccuracies.

CERTIFICATIONS

Microsoft Certified Product Specialist, Windows 2000 Server, May 2001

Microsoft Certified Product Specialist, Windows 95, May 1997

Michigan Department of Education

2010-11 Section 1003(g) School Improvement Grants

Preferred External Educational Services Provider Application

Cory Armes
2239 Merritt Way Arlington, TX, 76018
817-468-4935
carmes@scilearn.com

WORK EXPERIENCE

Scientific Learning Corporation, 2000- Present:

Education Consultant (2007) Support staff in the field through identifying education initiatives, training, sales support, marketing support, funding activities and coordinating speakers and presentations. Activities will be in collaboration with the Regional Sales Directors, corporate marketing, product management and the Education Department. Activities will be focused on increasing sales and sales productivity.

Account Consultant (2001-2007) Engage in a variety of qualified pre and post sales activities with specific opportunities as identified by the Regional Sales Director; secure renewals from existing schools currently utilizing FFWD; expand implementation to other schools in existing district; assist Account Managers in securing new schools in new districts not currently utilizing SLc products and services; and sell training/support services/products to existing and new customers. Project Manager (2000- 2001) Responsible for coordinating project management support with school districts/sites implementing Fast ForWord. Responsible for renewals, additional sales and expansion of current accounts. Conducted product awareness sessions, training and sales presentations. Provided support for sales and sales plan achievement. Maintained effective communication with both school districts and sales team to maximize performance of each.

Crowley ISD 08/94 – 02/00: Educational Diagnostician

Responsible for all assessment and report writing for students receiving or referred for special education services. Conducted ARD/IEP meetings and served as liaison for administrators, parents and students. Assisted teachers with materials, teaching strategies, behavior plans and other classroom and student needs. Also served as the Early Childhood Intervention coordinator and Fast ForWord coordinator for the district.

Crowley ISD 08/91 – 08/94: Special Education Teacher

Responsible for full-day academic programs for students with special needs in grades 1-6. Worked with students in self-contained classroom and developed mainstreaming programs. Assisted general education teachers with modifications and adaptations for materials and with the development of behavior plans.

EDUCATION

B.S. in Elementary and Special Education with Certification in five areas of General and Special Education

East Texas State University, 1976

M. Ed in Special Education with Certification as an Educational Diagnostician

North Texas State University, 1991

Mid-Management Certification

North Texas State University, 1993

Michigan Department of Education

2010-11 Section 1003(g) School Improvement Grants

Preferred External Educational Services Provider Application

Jeffrey M. Tompkins
1887 Broadstone
Grosse Pointe Woods, MI 48236-1950

Home Phone 313-640-9323
Mobile Phone 313-942-9614

Professional Experience:

Scientific Learning
Oakland, CA

Senior Account Manager (June 04-present)

Responsible for the sales and marketing of the Fast ForWord neuroscience based learning intervention tools for the k-12 marketplace in Michigan. Product suite consists of the Fast ForWord Language Series, Literacy Series and Early Reading and Intermediate Reading Series. Target audience is Superintendents, Assistant Superintendents, Directors of Curriculum and Special Education Directors.

NCS Learn, a Pearson Business
Mesa, AZ

Senior Account Executive (Jan 00 through June 04)

Responsible for the sales and marketing of our administrative applications for the k-12 schools throughout Michigan and Indiana. Products included SASIxp, CIMS, InteGrade Pro, ParrentConnectxp and Educational Structures. Consistently meeting with Superintendents, Assistant Superintendents, Directors of Curriculum and Special Education Directors. Surpassed \$1,000,000 in sales in 2001. Consistently near or exceeding sales quota.

Scantron Quality Computers, subsidiary of Scantron
St. Clair Shores, MI

Various Roles (Oct 91-Dec 99)

Senior Account Executive (Feb 98 through Dec 99)

Responsible for educational technology sales into the k-12 market throughout the state of Michigan and also for growth and management of Corporate Development Accounts nationwide. This position included overnight travel, presentations, attendance at regional and national conferences and cold calling to k-12 schools. 1999 YTD sales approximately 10% over quota. This division was dissolved through acquisition by Classroom Connect 12/99

National Sales Manager (Nov 92 through Feb 98)

Directly responsible for a team of 14 sales professional selling to the k-12 market nationwide. Duties included developing compensation plans, coordinating and attending national and regional conferences, hiring, training, accurate forecasting, implementing incentive programs, plus daily management tasks.

Merrill Lynch
Detroit, MI

Administrative Sales Assistant (June 89 through Oct 91)

Performed administrative duties for 2 top performing Vice Presidents while completing undergraduate studies.

Educational Experience:

Bachelor of Science, Marketing Management
University of Detroit, 1991

Michigan Department of Education
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Preferred External Educational Services Provider Application

Danielle Falcon
6373 E. Tanque Verde Rd. #260, Tucson, AZ 85715
520-917-1203
dfalcon@scilearn.com

WORK EXPERIENCE

Scientific Learning Corporation, 8/22/06-Present: Implementation Consultant
Work with the school district and resources within the company to create an implementation master plan; conduct implementation planning meeting and support the district in making decisions about issues including scheduling, environment, and motivational economy; participate in training; assist schools with enrollment and be onsite for initial start-up if appropriate; follow-up with districts during implementation. Maintain relationships with districts/schools to ensure successful implementations; help determine the technical readiness of the school/district; provide SLc Training and Technical groups district profile information for training and implementation; provide Service Director with updated information on account activities on an ongoing basis; track and analyze student data; act as primary consultant in key accounts; communicates customer activity through Implementation Coordinator and required paperwork.

Catalina Foothills High School, Tucson AZ, 2005-2006: English Teacher
Instructed and developed unit plans for 9th and 10th grade Literature and Writing classes; collaborated with a team of English teachers to develop and implement a remediation program for academically at-risk students; member of a data team that employed writing portfolios to track student growth in the areas of writing and comprehension; researched, proposed, and presented nonfiction texts that were adopted for a department wide nonfiction unit.

Lowndes County High School, Valdosta, GA, 2002-2005: English Teacher
Instructed and designed curriculum for Literature and Writing classes in grades 9-12; created and implemented department wide senior research project; worked with a team of English teachers to revise district wide writing and literature curriculum; sponsored student literary and art magazine and established fundraisers that funded both the magazine and student trips to journalism conferences.

Valdosta State University, Valdosta, GA, 2000-2001: Graduate Assistant

Hamlin Middle School, Corpus Christi, TX, 1998-2000: Language Arts Teacher
Long term planning and logistic skills honed while instructing sixth grade Language Arts classes using a standards based curriculum; assisted in the organization and implementation of student lead conferences; organized and executed numerous off campus activities as an extra curricular sponsor; used innovative strategies in an after school tutoring and standards remediation program to increase at-risk students' academic success.

EDUCATION

MS, Sociology, Valdosta State University, GA
BA, English with teacher certification, Texas A&M University - Corpus Christi, TX
Michigan Department of Education
2010-11 Section 1003(g) School Improvement Grants
Preferred External Educational Services Provider Application

Linda R. Wittig
704 Park Drive
Flossmoor, IL 60422
Telephone: 708.922.2928

CAREER EXPERIENCE

IMPLEMENTATION SPECIALIST/CONSULTANT 2006- present

SCIENTIFIC LEARNING CORPORATION

- Successfully fulfill client expectations by delivering implementation in the form of on-site training as well as account management and consultation in the Midwest
- Participate in client provisions for growth and in client requests to take part in special projects

CURRICULUM ADVANTAGE 1996-2005

(Formerly Classwell Learning Group, a division of Houghton Mifflin)

EDUCATIONAL CONSULTANT

- Designed, developed and delivered training and implementation programs to schools throughout the United States
- Maintained expertise in client relationship management
- Collaborated with sales team in pre-sales activities leading to sales
- Effectively presented concept seminars at national and regional tradeshows
- Provided a needs assessment of the success indicators for product implementation
- Collaborated to design and develop Classworks University from concept through delivery to customers, increasing the training department revenue by \$100,000
- Recorded voice over sessions for online follow up support
- Created training materials including step-by-step directions for handouts and manuals
- Actively participated in the product evaluation team to drive future product development

COMPUTERTOTS, INC., Chicago, IL 1992-1996

TEACHER MANAGER

- Supervised a staff of 11 teachers supplying computer classes to multiple daycare centers
- Hired and trained teachers to utilize pre-school educational software programs

SCHOOL DISTRICT 161, Flossmoor, IL 1990-1992

CLASSROOM AIDE and TEAM TEACHER

- Assisted the Learning Leader in classroom management and with team teaching opportunities
- Worked with individuals and groups of children in learning key skills as stated in the lesson plans, particularly reading interventions

XEROX CORPORATION, Louisville, KY

CUSTOMER SERVICE REPRESENTATIVE

- Trained customers in operational and maintenance procedures for office machines in compliance with the clients' contractual agreement
- Coordinated and conducted training classes on both corporate and customer location sites

Michigan Department of Education

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Preferred External Educational Services Provider Application

FAYETTE COUNTY SCHOOL DISTRICT, Lexington, KY

CLASSROOM TEACHER

- Delivered instruction in language, math, social studies and science to third and fourth grade students
- Provided for varied learning styles while following district guidelines

EDUCATION

Bachelor of Arts, cum laude: Georgetown College

Georgetown, KY; Major: Elementary Education

LICENSE

Certified Teacher, State of Illinois, Type 03; K-9

CERTIFICATIONS

Certified Trainer Scientific Learning Corporation

Developing Management Skills

Keys to Effective Editing

Fostering Phonemic Awareness in Young Children

AWARDS

Classworks Regional Account Manager of the Year

Outstanding Customer Service Award

Volunteer Service Award-National Kidney Foundation

PROFESSIONAL AFFILIATION

American Society for Training and Development

CIVIC ACTIVITIES

Former Supervisor, WBBM-TV – Call for Action

PADS Homeless Shelter

National Kidney Foundation (former speaker, Fund-raiser, Coordinator of organ donation programs and health fairs)

Active in Church programs from governing boards to service capacities

Appointed to Alumni Advisory Board for Georgetown College

JEREMIAH I. HOLDEN

504 8th St. Ann Arbor, MI 48103 (734) 255-9123 remi.holden@gmail.com

RELEVANT SKILLS and ACCOMPLISHMENTS

EDUCATION

University of Michigan-Flint/Geneva, Switzerland 2007 - 2008

MA in Educational Technology GPA: 4.0/4.0

Founding cohort, Global Program: Technology in Education

Thesis Title: One Game and Two Stories; First Wind, Our Second Simulation – Thematic Dialogues Concerning a Simulation-Game

Pace University, New York, New York 2005 - 2007

New York State Childhood Education Certificate GPA: 4.0/4.0

Earlham College, Richmond, Indiana 2001 - 2005

BA in Human Development and Social Relations Major GPA: 4.0/4.0

Phi Beta Kappa Honor Society Cumulative GPA: 3.98/4.0

EMPLOYMENT HISTORY

Program Coordinator, YouthAction NYC 2007 - 2009

Citizens' Committee for Children of New York, Inc., New York, NY

Directed three civic youth engagement programs for child advocacy organization, training 150 students from over 50 public and private high schools in fact-based advocacy, public policy and budget analysis, and fostering an ethic of active citizenship and participation in political processes. Developed program capacity and curricular resources to support youth leadership and community-based political advocacy, facilitating engagement and advocacy with New York City and New York State elected and appointed government officials and government agencies. Managed and trained volunteer staff of 10 board members to support youth civic engagement curriculum, program development and evaluation, and advocacy skill-building capacity. Assisted fiscal development with attainment of \$200,000 in funding through grant proposals.

5th, 6th, and 7th Grade Math Teacher, Voice is Power Academy 2005 - 2007

Teach For America Corps Member at MS 22, Bronx, NY

Served as member of nationally distinguished corps of recent college graduates working to close education achievement gap through life-long leadership and the pursuit of educational equality. Created and administered Voice is Power (VIP) Academy, a college and arts-focused "schoolwithin-a-school" serving 100 5th, 6th, and 7th grade students, and interviewed, hired, trained, and evaluated VIP Academy math, science, and art teachers. Developed and implemented three highly-individualized math curricula resulting in above average mastery of state standards and dramatic improvement on state mathematics exam.

Intern, Net Impact Fall 2004, San Francisco, CA

Developed and implemented corporate-level marketing strategy through newsletters and other communication tools, helping to increase membership, brand recognition, and funding. Conducted market research concerning expansion of membership services, leading to a proposed design of new services, including internet tools, career resources, and networking opportunities

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Preferred External Educational Services Provider Application

Male Unit Head, Camp Al-Gon-Quian Summer 2003/2004

YMCA of Ann Arbor, MI at Burt Lake, MI

Served on five-member camp administration, facilitated staff development and evaluation, organized programming, and supervised staff of 20 counselors in supporting character development education for 200 campers aimed at increasing personal responsibility, outdoor education skills, and environmental consciousness. Directed Counselor-in-Training Program that instructed and evaluated 60 trainees over two years.

PROFESSIONAL PRESENTATIONS

National Honors Society Induction Ceremony, Baruch College Campus High School, Spring 2009:

Presented personal reflections concerning leadership and education to engage youth, educators, and

community leaders committed to active citizenship and youth civic engagement.

Nonprofit Leadership Panel, Teach For America•New York City, Spring 2009: Shared best practices

related to nonprofit employment, professional development, and organizational leadership.

Civic Youth Engagement Professional Development Workshop, Little Red School House, Elisabeth

Irwin High School, Winter 2009: Trained 100+ educators in strategies for incorporating civic engagement

ethic and activities into classroom culture, teaching pedagogy, and curricula.

AWARDS and PROFESSIONAL MEMBERSHIPS

Phi Beta Kappa honors society

Rosa Parks Scholar

Registered New York State lobbyist

PAUL L. LINK
7416 Country Trail
Holland, Ohio 43528
419-866-2133

Most recent administrative position: Principal, McGregor Elementary School,
Washington Local Schools, Toledo, Ohio, 2002 - 2006

Education:

Bachelor of Education, University of Toledo, 1972

Masters of Education, Educational Administration and Supervision, University of
Toledo, 1974

Education Specialist Degree, Educational Administration and Supervision, University
of Toledo, 1978

Certification:

English and Social Studies (7-12) Permanent
Elementary Principal 5-Year License

Past Professional Organizations:

Supervisors and Administrators Association of Washington Local Schools

Ohio Association of Elementary School Administrators

National Association of Elementary School Principals

Experience: 2006 – Present

Training Consultant for Scientific Learning Corp. and the Fast ForWord Family of
Products and Reading Assistant

2002-2006

Principal, McGregor Elementary School, Washington Local Schools

2000-2002

Supervising Student Teachers for Bowling Green State University and The
University of Toledo

1995-2000

Principal, McGregor Elementary School, Washington Local Schools

1988-1995:

Associate Principal, Washington Junior High School, Washington Local Schools

1972-1988:

Eighth grade English teacher and Dean on a Special Assignment Washington Junior
High School and Jefferson Junior High School, Washington Local Schools

Coaching:

-Assistant Football Whitmer High School 4 years

-Assistant Track and Field Whitmer High School 11 years

-Elementary Wrestling and Basketball 3 years

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Preferred External Educational Services Provider Application

Skills: Instructional:

- Designing and interpreting instructional programs and courses of study
- Developing, interpreting, and revising curriculum
- Textbook evaluation and selection
- Supervision of teachers
- Pathwise trained and experience in evaluating teachers with this instrument
- District and building representative on IEP teams
- District technology planning committee
- Headed implementation of Fast ForWord Family of Products in Grades K – 6 at McGregor Elementary

Management:

- Professional Rights and Responsibilities Committee
- Chairman, Teachers Grievance Review Committee
- Associate Principal handling attendance and discipline at Washington Junior High School
- Served as Acting Principal at the junior high level for extended periods of time building master schedule, scheduling of students, and performing all other duties inherent with the position
- Principal at the elementary level for over 9 years
- Team Building Skills: Introduced and Chaired IBMFE at McGregor Elementary, Chaired and Designed Continuous Improvement Plan Team at McGregor, Chaired Building IAT
- Proficient on IBM PC's, and Macintosh Computer Systems
- Active member of McGregor Parents' Club
- Arranged for all classroom teachers and proficiency tutors to be trained in the Fast ForWord Products
- Developed the Building Schedule for the Fast ForWord Program at McGregor School
- Planned and implemented a new computer laboratory at McGregor
- Trained teachers, administrators, and paraprofessionals on the Fast ForWord and Reading Assistant Products

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.

**LICENSURE AND INSURANCE
DOCUMENTS ARE ON FILE WITH
MDE**