

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	
		Reading & Language Arts Centers, Inc.	
3. Name of Entity as you would like it to appear on the Approved List			
RLAC - Reading & Language Arts Centers, Inc.			
4. Entity Type:		5. Check the category that best describes your entity:	
<input checked="" type="checkbox"/> For-profit <input type="checkbox"/> Non-profit		<input checked="" type="checkbox"/> Business <input type="checkbox"/> Community-Based Organization <input type="checkbox"/> Educational Service Agency (e.g., RESA or ISD) <input type="checkbox"/> Institution of Higher Education <input type="checkbox"/> School District <input checked="" type="checkbox"/> Other (specify): <u>Educational Services</u>	
6. Applicant Contact Information			
Name of Contact Brigitte Crawford		Phone 248-645-9690	
Street Address 36700 Woodward Ave. Suite 20		Fax 248-645-2335	
E-Mail brigittep@rlac.com		City Bloomfield Hills	
		State MI	
		Zip 48304	
Website www.RLAC.com			
7. Local Contact Information (if different than information listed above)			
Name of Contact		Phone	
Street Address		Fax	
City		State	
E-Mail		Zip	
Website			
8. Service Area			
List the intermediate school district and each individual district in which you agree to provide services. Enter "Statewide" ONLY if you agree to provide services to any district in the State of Michigan.			
<input checked="" type="checkbox"/> Statewide			
Intermediate School District(s):		Name(s) of District(s):	

9. Conflict of Interest Disclosure

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

☐ Yes

☒ No

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

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

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

IMPORTANT NOTE: Once approved, providers must operate within the information identified in this application.

Changes in application information may be requested in writing to MDE. The request must include the rationale for the changes. All changes must receive written approval from MDE prior to implementation and will be determined on a case-by-case basis. This includes, but is not limited to, information changes in the following categories:

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

SECTION B: PROGRAM DELIVERY AND STAFF QUALIFICATION NARRATIVES

Instructions: Section B responses must be in narrative form. Provide data/documentation of previous achievements where applicable. All responses must comply with stated page limits. Figures such as tables, charts and graphs can be included in the narrative, but such information will be counted toward page limits. Text and figures beyond the stated page limit will not be considered and should not be submitted with the application. All references must be cited.

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

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

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

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

RLAC has over two decades of experience in providing high quality professional development. Our accredited, evidence-based, multisensory structured language methods ensure regulated consistency and exceptional quality of instruction. RLAC not only provides a framework to guide teacher collaboration but helps to build leadership capacity both at the teacher and administrator level. RLAC helps teachers develop specific instructional solutions based on students' varying needs. RLAC fosters a dynamic culture because our programs are diagnostic and can be utilized for remediation or enrichment. We adhere to the assurances issued by the National Institute of Child Health Human and Development (NICHD) longitudinal studies on reading skills as well as the National Reading Panel's (2000) recommendations. All of our strategies are taught in a logical order which allows students to be taught to mastery before introducing a new skill. In addition to our hands-on Professional Development courses, teachers are given instruction manuals that contain lesson plans and classroom materials to foster proper implementation. Our success is seen through daily oral drills, curriculum based measurements and standardized test scores. Our trained teachers are given opportunity's to work one-on-one with our Instructors to help increase proper implementation with their students. School administrators report that the knowledge and skills acquired in Phonics First™ provide a strong foundation that facilitates the learning of either their basal or literature based curriculums as well as other explicit systematic instruction approaches.

I. Support Systems to Ensure Student and Teacher Success and Sustained Improvement
RLAC provides a strong school improvement framework by utilizing five distinguishing components:

1. Enhanced teacher expertise in the science of teaching reading. This is accomplished through our intensive Phonics First™ Professional Development courses. This accredited program provides teachers with the proper skills to prevent reading failure. Our master instructors teach graduate level content to educators who are working with students reading above, on, or below grade level. This program will effectively prepare classroom teachers, resource room teachers, paraprofessionals, reading specialists, school psychologists or special education teachers for differentiation of instruction and proper implementation in the classroom. When all these educators have the same expertise it helps to foster consistency between grade levels.

2. Peer-to-peer dialogue is made a priority to help teachers use data to drive instruction. RLAC Master Istructors facilitate grade-level meetings to allow teachers time to identify students needs and prevent students from falling farther behind. It allows for early intervention by identifying a students' deficits which gives the teacher the ability to differentiate their instruction.

3. On-Site Job Embedded Coaching ensures strong fidelity of the Phonics First™ teaching strategies. A dedicated RLAC Master Instructor observes how the strategies are being taught in the classroom and provides immediate feedback. Our Master Instructors provide face-to-face support monthly with the grade level teams as well as the administration. This can be done in each classroom at every building in the district. Once the model is stable, RLAC provides coaching to the building

administrator to help them execute a quality classroom walk-through process and know what to look for so teachers can be held accountable.

4. Academic Advantage™ brings the power of Phonics First™ directly to building or district during or after-school. Through a highly selective process, RLAC selects educators to deliver direct tutorial services to small groups of students using the Phonics First™ method. Tutoring services include high priority Title I students and students who are reading below grade level. The goal of the program is to increase phonemic awareness, phonics, vocabulary, fluency and reading comprehension skills. Goals are monitored through the acquisition of data using individualized assessments, progress reports and a program summary.

5. On-Site Phonics First™ Coaches or Trainers. RLAC provides leadership training to those strong instructional leaders to allow for in-house expertise. There are two models: On-Site Phonics First™ Coaches who are trained to facilitate their own peer-to-peer dialogue, grade level team meetings, classroom observations and lesson demonstrations. The other model is a Site Licensed Phonics First™ trainer, where a selected individual or group of individuals are trained to become Phonics First™ Coaches as well as Trainers of the program.

ANTICIPATED OUTCOMES. Schools that implement our Phonics First™ direct, explicit, systematic multisensory program with fidelity can see the following outcomes within a one to three year span:

- *Significant increase in students' overall reading accuracy and fluency.
- *Decrease in students being identified as at-risk before entering first grade.
- *Reduction of on-going difficulties in older struggling readers.
- *Students identified as learning disabled gain increased skills and confidence, allowing them to become successful readers and spellers.
- *Stronger commitment among teachers towards improving teacher effectiveness and long term increased student achievement.

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

Fostering a culture where teachers are given the opportunity to become reading experts ensures sustained improvement which in turn positively impacts student achievement. Heightened teacher expertise is the key component in this process.

Heightened Teacher Expertise; The critical component in the RLAC school improvement solution is teacher Professional Development experiences. The NICHD is clear that not only do teachers need to be versed in their basal and literature based reading programs, but they need to have mastery of direct instruction. It is a non-negotiable for teachers who work with struggling readers. We provide this direct instruction and teach to the level of mastery to ensure skills are taught with fidelity. Every key player including classroom teachers, Reading Specialists, Literacy Coaches, special education and Title I teachers receive 18 to 30 hours of intense hands-on, instructor led Professional Development courses. RLAC customizes how it is delivered based on the LEA's school improvement plan. RLAC master instructors also help with curriculum mapping as well as strategic planning. By giving teachers the necessary evidence-based expertise, Phonics First™ is often the

vehicle that leads to long term positive systemic change.

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

A teachers' ability to impact student learning is directly related to high-quality, sustained professional development in a collaborative and collegial learning community. RLAC develops a Coaching plan that complements a building's school improvement plan for literacy initiatives. This is accomplished through on-going professional learning opportunities. Our Phonics First™ Coaching is designed to ensure fidelity of implementation, sustainability and systemic change. The structure of the Phonics First™ coaching model is driven by the needs of the administrators, teachers and time allotted.

RLAC Job Embedded Coaching consists of some or all of the following:

A. Consulting is highly customized. The RLAC team meets with key administrators and teachers to conduct a needs assessment and fully understand the school's strategic improvement plan. This plan will determine the amount of support and implementation needed.

RLAC provides administrators with on-going dialogue to further examine opportunities for sustainable change and student and teacher success. This includes, but is not limited to: providing support to administrators regarding implementation of Phonics First™ with fidelity, creating professional learning communities and future program development.

B. Collaborative Learning : RLAC facilitates collegial discussion and opportunities for reflective professional learning. Teachers share ideas and pose questions about Phonics First™ instruction, assess student outcomes and examine student achievement to ensure our program is responding to the needs of the teachers and students. Collaborative Learning communities can include both grade-specific and cross-grade groups as well as key school and district administrators.

C. Classroom Coaching: Teachers receive individualized coaching in the teaching environment to enhance practical application of Phonics First™ through active learning opportunities. Coaching can include support for all teachers or for a selected group. It includes lesson observations and demonstrations, co-teaching, feedback on lesson observations and accountability to maximize fidelity. Coaching sessions are typically one hour per teacher per visit with most teachers receiving a recommended four visits during the year.

D. Over time, Job Embedded Coaching can shift from RLAC Master Instructor's to certified school-based On-Site Phonics First™ Coaches. This allows for building and district capacity to sustain the RLAC school improvement solution over a long-term period.

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

Assessment: Screening and progress monitoring tools are incorporated to document student progress and program effectiveness. RLAC utilizes summative data with our Phonics First™ pre- and post-assessments. Additional assessment tools that RLAC

utilizes include, but are not limited to, the school's chosen progress monitoring or curriculum based measurement program such as Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Aimsweb, MLPP, and DRA. RLAC uses the Lexia Quick Reading Test for short cycle assessment. These assessment tools provide important screening and progress monitoring data on students immersed in the Phonics First™ reading program. The measures included in these assessments are phonemic awareness, decoding skills, and rate and accuracy in connected text reading. The frequency is determined by how well the students progress. Research supports that students exposed to these types of multisensory teaching strategies a minimum of 30 minutes per day three to four times a week are more likely to experience gains within a one to three year span. It is not unusual to see incremental gains earlier than year one. Those students that require more intensive instruction can be addressed early in their reading development as opposed to waiting until they are in middle school. RLAC also utilizes standardized test data to help interpret success over time as well as monitor value added outcomes.

EXAMPLE: Blanche Sims Elementary, Lake Orion Public Schools, Michigan. RLAC partnered with this school to provide Phonics First™ Foundations teacher training to their first grade and second grade classroom teachers and Learning Support Specialists (LSS). This group was targeted because 65% of students entering first grade were not at grade level in reading for the 2005-2006 school year. Students were identified for reading support based on their reading levels without regard to their specific skill deficits. The school took an alternative approach to reading and called for a reading and language arts instructional block. The entire school focused all their instructional efforts on reading and reading intervention during this "literacy lockdown". Students identified with reading deficits received Phonics First™ instruction one hour a day, five days a week. Instruction began in the fall of 2005. In just one school year, the number of first grade students reading at or above reading level increase by 29.6%. The number of students receiving additional reading instruction from the Literacy Support Staff at the beginning of 2005 school year had decreased by 18 students. The trend stayed consistent through subsequent years.

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)

Phonics First™ addresses phonics, one of the important components of reading instruction cited by the Report of the National Reading Panel (2000). The program's instructional content follows a continuum that develops progressively from each sound/symbol correspondence to more complex skills that involve spelling patterns, word structure including roots and affixes, and syllabication patterns. The systematic instruction and on-going review of previously taught skills are aligned with current reading research. Explicit teaching, scaffolding, and practice opportunities to support the student during instruction are emphasized throughout the Professional Development courses.

The Phonics First™ program provides a strong scientific research-based program in phonics. The scope and sequence of the program teaches students skills in phonological awareness, matching sounds to letters, and then proceeds to systematically and explicitly teach students more advanced patterns of spelling-sound relationships contributing to increased sight word knowledge, a foundation for proficient reading. This comprehensive program also includes fluency, vocabulary, and comprehension components so that students are able to use the decoding skills they learn to comprehend what they are reading. Teachers with a strong foundation in the knowledge of the structure of English can significantly affect literacy learning in young children (McCutchen, et al., 2002). Phonics First™ provides a strong foundation for teachers, to support and enhance their teaching impact on struggling readers.

"Experts agree that children who initially are at risk for failure are saved, in most cases, by instruction that teaches directly the specific language skills on which proficient reading depends." (Moats, 1999, p. 20) Teachers who have been trained in Phonics First™ develop a deep knowledge base grounded in the science of reading that includes the essential components of the structure of language at all levels. This knowledge acquisition goes far beyond learning a curriculum. School administrators report that the knowledge and skills teachers learn when trained in Phonics First™, provide a strong foundation that facilitates the learning of other explicit/systematic instructional approaches.

The instructional model employed in Phonics First™ incorporates a multisensory approach. The program requires daily implementation at kindergarten and first grade, followed by 3-4 days a week at second grade and 3 days a week at third grade.

The Five-part lesson plan includes:

1. a three-part drill as a review of learned concepts,
2. an introduction to a new phonetic skill,
3. practice with decoding new and familiar words incorporating the newly learned concept,
4. practice with sight words, and
5. Oral reading to combine phonetic and non-phonetic skills taught.

This approach ensures that skills are systematically taught. Review, introduction of new skills, guided practice, and independent practice are lesson components that are supported in research on effective teaching. The Phonics First™ program

includes instructional models for teaching new concepts, applying new concepts, learning to decode through syllable types, and learning non-phonetically spelled words. Writing and reading comprehension skills are systematically integrated into the program as well.

Phonemic Awareness, Decoding, and Syllabication: Strong Predictors of Reading Success

There is ample evidence now that phonemic awareness is a strong predictor of reading success (e.g., Juel, 1988; Torgesen, 2004). When young children struggle with early reading skills and do not develop adequate phonemic awareness by the end of first grade, they rarely become strong readers. In Juel's longitudinal study, children who were weak in reading skills (including phonemic awareness) at the end of first grade had a .88 probability of remaining a weak reader by the end of fourth grade. In fact, the phenomenon of the "rich get richer" (those who learn to decode automatically accelerate in their reading growth), while the "poor get poorer", (those who do not learn to decode successfully fall further and further behind) is termed the "Matthew Effects" (Stanovich, 1986). The scope and sequence of Phonics First™ is designed to prevent children from falling further and further behind by providing the critical skills in the early grades that predict later reading success.

In Phonics First™, there are five levels of phonological awareness that reflect the research-based developmental sequence of phonological awareness skills. These important auditory skills begin with simple word parts such as two-part compound words, and then proceed to more complex skills ending with manipulation of sounds within patterns (auditory pathway engaged); i.e., consonant-vowel-consonant patterns are presented, building upon skills learned and introducing new more challenging concepts systematically and explicitly.

McCutchen, D., Abbott, R.D., Green, L.B., Beretvas, S.N., Cox, S., Potter, N.S., Quiroga, T., & Gray, A. (2002). Beginning literacy,: Links among teacher knowledge, teacher practice, and student learning. *Journal of Learning Disabilities*, 35, 69-86.

Moats, L. C. (1999). Teaching reading is rocket science: What expert teachers of reading should know and be able to do. Washington, D. C.: American Federation of Teachers.

Juel, C. (1988). Learning to read and write: A longitudinal study of 54 children from first to fourth grades. *Journal of Educational Psychology*, 80(4), 437-447.

Torgesen, J.K. (2004). Lessons learned from research on intervention for students with difficulty learning to read, in McCardle P, Chhabra V (Eds): *The Voice of Evidence in Reading Research*. (pp. 355-383). Baltimore, MD: Brookes Publishing.

Stanovich, K. E. (1986). Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. *Reading Research Quarterly*, 21, 360-406.

Past Performance

Wyandotte Public Schools: Lower middle class community mostly Caucasian. Implemented Phonics First™ as a District-wide K-3 initiative. After four years of using Phonics First™ in the classroom and direct tutorial services, state MEAP scores (fourth grade) continue to rise. In base year, all six elementary schools

were scoring in the 40-60% satisfactory range; after 4 years of partnership, all buildings scored within high 80-90% satisfactory range.

Contact Dr. Patricia Cole, Superintendent at 734-246-1008

Fleming Elementary: Detroit Public Schools, 75% African American, 15% Hmong, 5% other; 75% qualify for Title I. After just two months of adopting our direct tutorial services for preparation of fourth graders to take the MEAP, results went from 56.2% (before Phonics First™) to 82.8% (after Phonics First™ instruction). Eighty fourth-grade students received intense instruction in groups of three, twice weekly for 50 minutes. Instruction consisted primarily of phonics in order to increase fluency. Comprehension was also addressed.

RLAC Contact Mrs. Ruth Stallworth, Former Principal

Current Principal is Mr. Ronnie Sims 313-852-8557.

Flint Public Schools: Urban setting, mostly lower class African American population. Phonics First™ Professional Development initiative implemented for all K-12 educators in the district. Direct tutorial services were provided for 400 students over the course of one year. A 10% increase was seen with individualized assessments and over the course of 2 years, a 50% increase was seen in ELA MEAP scores.

RLAC Contact Dr. Larry Simpson, Former Special Education Director

Current President of the Board of Education is Ms. Vera Julie Perry 810-238-3724

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).

Phonics First™ Job-Embedded Coaching

Target Group: All teachers trained in Phonics First™.

A teacher's ability to impact student learning is directly related to high-quality, sustained professional development in a collaborative and collegial learning community. RLAC develops a Coaching plan that complements district literacy initiatives through on-going professional learning opportunities. Our Phonics First™ Coaching is designed to ensure fidelity of implementation, sustainability and systemic change. The structure of the Phonics First™ coaching is driven by the needs of the teachers and time allotted.

Coaching consists of some or all of the following:

A. Consulting: RLAC's Job-Embedded Phonics First™ Coaching is customized based on the needs of a school or district. The RLAC consultant meets with key administrators and teachers to conduct a needs assessment and create a strategic plan to help achieve goals of leadership, change and sustainability. This plan determines the amount of support and implementation needed for a district. The RLAC consultant provides administrators with on-going dialog to further examine opportunities for sustainable change and student and teacher success. This includes, but is not limited to: providing support to administrators regarding implementing Phonics First™ with fidelity, creating professional learning communities and future program development.

B. Collaborative Learning (Peer-to- Peer Dialog): The RLAC consultant facilitates collegial discussion and opportunities for reflective professional learning. Teachers share ideas and pose questions about Phonics First™ instruction, assess outcomes and examine student achievement to ensure program is responding to the needs of the teachers and students. Collaborative Learning communities can include both grade-specific and cross-grade groups as well as key school and district administrators.

C. Classroom Coaching: Teachers receive individualized coaching in the teaching environment to enhance practical application of Phonics First™ through active learning opportunities. Coaching can include supporting all teachers or supporting a selected few more intensely.

Coaching includes:

Demonstration and Co-teaching Lessons: The RLAC Coach collaborates with the teacher to plan and deliver demonstration and co-operative teaching lessons. Follow-up discussion allows for reflection on best instructional practices.

Lesson Observations and Feedback: The RLAC Coach observes teachers and provides guidance, suggestions and feedback to maximize Phonics First™ program fidelity.

Coaching sessions are typically one hour per teacher per visit with most teachers receiving a recommended four visits during the year.

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)

-RLAC has partnered with schools on strategic planning and helped them to embed Phonics First™ professional development within a district's School Improvement Framework. We have also partnered with schools to help with curriculum alignment and how to use Phonics First teaching strategies to differentiate instruction within a Response-to Intervention model.

-RLAC's Phonics First™ Foundations and Phonics First Structures reading assessments have been used as both pre- and post- data on the Comprehensive Needs Assessment with several partner schools. RLAC has been able to assist schools and districts to disaggregate data for specific sub-groups and bring attention to trends and discrepancies that occur within the data.

-RLAC has executed projects in Wayne county where the entire focus was how to effectively utilize these Phonics First™ teaching strategies throughout an entire district. Classroom teachers and special education teachers as well as support staff such as paraprofessionals in grades K-5 received professional development in Phonics First™ Foundations. Special education teachers and support staff at the middle and high school level received professional development in Phonics First™ Structures for Reading and Spelling. The administration in these select districts collaborated with the Phonics First™ Master Instructors and Education Consultants to create an implementation plan. This not only included training the staff but numerous hours of school site job embedded coaching.

-RLAC is well versed in the differences between Targeted Assistance and Schoolwide Title One programs, and has worked effectively with our partner schools to provide professional development to teachers and instructional staff working within Schoolwide programs, Title One classrooms (Targeted Assistance), and after-school tutorial programs. We understand the strict guidelines schools are met with, and the documentation that must be kept for students receiving services.

-Our staff understands the importance of state testing and how the assessment data is used for determining AYP. We have helped districts disaggregate MEAP and MME data, in order to find where curriculum needs to be reviewed and possibly updated, as well as identifying sub-groups that are in need of additional intervention services.

-The Phonics First™ Foundations program aligns directly to the GLEC's in grades K-2. We have assisted schools and districts, who have chosen to adopt our program as part of their K-2 reading curriculum, in mapping curriculum and ensuring that it properly aligns with GLEC's.

-At a high school level, our program is designed to deliver intervention for students who have deficiencies in foundational reading skills and limited vocabulary. We have used the HSCE's as a reference point in developing this program. We have also used the HSCE's to assist schools with identifying students who need intervention.

-The Michigan Merit Curriculum has been used by our company in much of the same ways the HSCE's have been. Our Phonics First™ Structures for Reading and Spelling program is infused with a comprehensive study of Greek and Latin Roots, which are necessary for a student to succeed with the rigorous curriculum at the middle and high school levels.

-Phonics First™ satisfies a wide range of both Section 504 and IDEA/IEP reading

requirements. Students gain in-depth instruction and practice with phonemic awareness, phonics (decoding and encoding) and fluency. The program is used successfully in all settings – general education, title programs and special education. In special education, however, the program's multisensory components become even more critical to helping the student understand and retain information.

Phonics First™ meets the needs of a variety of students including those with SLD and ADHD due to its flexibility as both a differentiation of instruction tool and as an accredited intensive intervention program.

Differentiated instruction is a proven method of closing the achievement gap for all children, including children identified under IDEA, Section 504 and at-risk children in the general education program. Teachers who implement Phonics First™ are able to provide continual assessment during each part of the lesson due to its sequential design. This enables teachers to immediately remediate when students struggle. Phonics First's™ strong science of teaching reading component and multisensory techniques allow for differentiation of instruction across the curriculum.

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)

Sustainable Model for Literacy

The reading skills of our students are central to every administrator, teacher and parent.

When students read to their potential, everyone's life is enriched. The Reading and Language Arts Centers (RLAC) has spent many years providing professional development for teachers that meets recommendations set forth by the National Institute of Child Health and Human Development (NICHD). Current scientific research from the National Reading Panel (NRP) has validated that our Phonics First™ Orton-Gillingham program is the most effective approach for both beginning and struggling students. Our Phonics First™ approach is further supported by the Reading First Initiative in the No Child Left Behind Act. The Initiative recommends teachers receive more extensive and rigorous training in teaching reading, especially in the area of systematic and sequential phonics.

What does a district need in order to implement a successful literacy program? A long-term, sustainable model for successfully teaching reading to all learners. Challenges for administrators and teachers are growing daily with increased pressure to improve reading skills, while receiving students who may not be adequately prepared for formal instruction. Research shows, however, that there are scientifically proven instructional techniques that will reach most students. We now clearly know that a systematic and structured code-emphasis approach is instrumental for both beginning readers and for those struggling with the reading process. We are faced with the reality that many of our teachers are not adequately trained to teach reading in this way (AFT, 1999). RLAC, through years of working together with schools to significantly impact reading skills, has canvassed successful schools to determine which elements are directly responsible for a school district's success.

Our successful schools cite at least seven of the following ten reasons for their laudatory gains:

- 1) Concerted focus at all levels, from administrators to teachers to assistants, on reading improvement;
- 2) Strong willingness by at least 80% of school personnel to commit to work hard to make positive changes in teaching reading;
- 3) Preliminary needs assessment to determine the necessary actions for achievement;
- 4) Consistent implementation of Phonics First™ as the key element for teaching both beginning and struggling readers;
- 5) Frequent use of Phonics First™ reading software to support the reading initiative;
- 6) Open acceptance of a variety of instructional models, including team teaching, grouping and looping;
- 7) Strong leadership component with ongoing support including time for teacher

dialogue;

- 8) Regular use of expert Phonics First™ Coaches to inspire, excite and enhance teachers' skills
- 9) Small-group instruction using the Phonics First™-Academic Advantage program for further remediation of struggling students;
- 10) Periodic communication with parents and/or a summer reading program.

RLAC collaborates with schools to prepare a plan and provides assistance in creating a long-term literacy initiative that is unique to every school's needs, thereby ensuring its success.

RLAC and a school or district collaboratively evaluate needs to determine if our program is the long-term solution they have been searching for.

Schools with a keen interest in a long-term solution for literacy in their schools work with RLAC on an initial needs assessment. RLAC provides feedback on which elements of our program will prove beneficial based entirely on the needs of each individual district or building. Our professional development courses and support services are customized to meet the needs of that specific situation.

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)

Qualification of Firm:

RLAC maintains accreditation from the International Multisensory Structured Language Education Council (IMSLEC). Accreditation is based on the standards set forth by the Academic Language Therapy Association and upheld by the competencies demonstrated in the Alliance Registration Exam for Multisensory Structured Language Education. The culture that is maintained at RLAC is one built on the foundation of consciousness towards the actions and attitudes we and others represent. Achievement of this culture requires a genuine sense of passion for changing the lives of ourselves, our customers, and ultimately our students. To sustain this culture, we must commit to making a difference in this world through continual growth toward personal and professional excellence.

Qualification of Staff:

Each and every team member of RLAC is held accountable for upholding the qualifications and culture set forth by the standards that determine the qualification of the corporation. All RLAC educational providers, including employees and subcontractors, must complete the individual certification process set forth by IMSLEC. Course graduates are required to maintain active certification thereafter. Certification renewal is monitored by the IMSLEC ad hoc CEU committee through a compilation of ways for course graduates to obtain CEUs including attendance at IDA/ALTA sponsored conferences, IMSLEC course workshops and graduate level university and college courses. RLAC instructors are chosen based on their education, experience and understanding of reading curriculum. Only the most highly qualified candidates are considered for pursuit of Phonics First™ certification.

Examples of our Phonics First™ Instructional Staff Include:

Ingrid Hartig: MAT, Reading Education, Saginaw Valley State University; BS Elementary Education, Major: Language Arts and Minor: Math, Oakland University, Rochester, MI
Mandy Patouhas: BS in Communication, School of Interpersonal Communication, Ohio University; Secondary Teacher Certification, College of Education, English Major, Speech Minor, Wayne State University.

Kim Kelly: BA History, Minor Early Childhood Education. Massachusetts Teacher Certification History Grades 5-9

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.