

Ashlock Consulting Response to RFP D23-089
SCHOOL IMPROVEMENT SERVICES
TO ADDRESS HAWAII STATE DEPARTMENT OF EDUCATION PRIORITIES
RFP D23-089

Appendix C
SUMMARY OFFER OF SERVICES AND PRICE LIST

Organizational Information:

Name of Provider: Ashlock Consulting, Inc.

Contact (include Title): Jennifer Ashlock, C.E.O.

Address (include street, city, state, zip code): P.O. Box 4515 Petaluma, CA 94955-4515

Telephone: (707) 658-2287

Fax: n/a

e-mail: admin@ashlockconsulting.com

Service Area:

- Needs Assessment
- Training in Leadership
- Training in Coaching and Support for Complex Area Personnel, Charter Commission Personnel, School Level Coaches, and Teachers
- Training in Specialized Areas
- Supporting Family-School-Community Partnerships

Description of Service (Including Delivery Method):

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Reading Academy—Series A: Focus on Foundational Skills

This 30-hour professional learning course is designed to provide participants with the skills needed to present Structured Literacy lessons connected to Foundational Skills Standards. Reading Academy Series A focuses on the current research and best instructional practices for Structured Literacy, specifically Phonology, Sound-Symbol, Syllables, Morphology, Syntax, and Semantics. For students to reach proficiency on state assessments, they need to reach proficiency in grade level standards for reading comprehension. This course focuses on building a **student's decoding skills**, the first part of The Simple View of Reading, which connects to a student's ability to comprehend grade level text. Our *Templates for Effective Instruction* are used throughout the course to demonstrate lessons that fall under a Structured Literacy model using scientifically-based reading research. The course is divided into workshops by topic as shown in the chart below.

Reading Academy—Series A Workshops by Topic	
A1	Overview
AD	Understanding and Recognizing Dyslexia
A2	Phonological Awareness
A3	Phonics/Word Recognition – Part 1
A4	Phonics/Word Recognition – Part 2
A5	Structural Analysis – Word Recognition – Part 1
A6	Structural Analysis – Word Recognition – Part 2
A7	Fluency
A8	Data-Driven Differentiated Instruction (Tier 2)
A9	Strengthening the Core with Practice Sets
A10	K-1 Intervention/Enrichment (Tier 2)

Workshops are organized by topic, and instruction typically follows this pattern:

- Explain topic connected to reading instruction
- Connect to key scientific research ideas related to topic
- Examples of effective instruction
- Models of effective instruction
- Practice and feedback for enrollees
- Compare Course learning to instructional materials
- Outline next steps to improve classroom instruction

Between these two courses, Series A and Series B, teachers understand how to provide the most essential instruction along with being able to monitor students' progress by identifying strengths and weakness within the essential components that lend to reading comprehension. These courses help teachers understand the shifts in standards-based instruction for English Language Arts.

This course, along with our Series B course, Analyzing Student Data course, and Science of Reading Research Anthology course, meets both categories A & B of Arizona's K-5 Literacy Endorsement. This course, along with our Series B course, also meets all three pillars of the Arizona state Dyslexia Training Designee requirement, including: (I) Reading Instruction, (II) Intensifying Instruction, and (III) Understanding and recognizing dyslexia. This course also meets the Oregon state Dyslexia-Related Training requirement for all three pillars.

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Cost / Cost Structure:			
READING ACADEMY SERIES A/B			
Pricing below is for one course (Series A or Series B).			
Option	Online Prerecorded (Asynchronous)	Online Live (Synchronous)	Onsite Live (Synchronous)
Group Size	Presented to any group size or an individual.	Online live webinars are presented to a group of up to 40 educators.	Onsite live training is presented to a group of up to 40 educators.
Access	Participants have full access to Course for 90 days.	Access to Course during live session only. No recording of sessions is allowed.	Access to Course during live session only. No recording of sessions is allowed.
Pace	Self-paced	5-day course	5-day course
Bundle Options	See Bundled Options summary pages.	See Bundled Options summary pages.	Bundled Options are not available for onsite training.
Cost	<p><u>Per enrollee pricing:</u></p> <ul style="list-style-type: none"> ▪ 1-25: \$575/enrollee <li style="padding-left: 20px;">– GET tax: \$25.88 (4.5%) Total cost: \$601 ▪ 26+: \$350/enrollee <li style="padding-left: 20px;">– GET tax: \$15.75 (4.5%) Total cost: \$366 <p><i>Cost/day does not apply due to single registration cost.</i></p>	<p><u>Per cohort pricing:</u> (up to 40 per cohort)</p> <ul style="list-style-type: none"> ▪ 1-4: \$14,875/cohort <li style="padding-left: 20px;">– GET tax: \$669.38 (4.5%) <li style="padding-left: 20px;">– Subtotal/cohort: \$15,544 Cost per day: \$3,109 ▪ 5+: \$13,875/cohort <li style="padding-left: 20px;">– GET tax: \$624.38 (4.5%) <li style="padding-left: 20px;">– Subtotal/cohort: \$14,499 Cost per day: \$2,900 	<p><u>Per cohort pricing:</u> (up to 40 per cohort)</p> <p>Consultant cost: \$2,975/day (5-day course): \$14,875/cohort</p> <ul style="list-style-type: none"> – Travel costs: \$5,625 – Subtotal/cohort: \$20,500 – GET tax: \$922.50 (4.5%) – Total/cohort: \$21,423 Cost per day: \$4,285
Materials Required or Offered (indicate cost, if applicable):			
MATERIALS			
Option	Online Prerecorded (Asynchronous)	Online Live (Synchronous)	Onsite Live (Synchronous)
Print Materials On Your Own	Enrollee access to limited Handouts in digital and printable formats	School agency access to limited Handouts in digital and printable formats	School agency access to limited Handouts in digital and printable formats
Ashlock Consulting Supplies Materials	Materials, shipping, and handling cost per enrollee: \$195.00/participant/course	Materials, shipping, and handling cost per enrollee: \$195.00/participant/course	Materials, shipping, and handling cost per enrollee: \$195.00/participant/course
<ul style="list-style-type: none"> ▪ *8% Shipping/Handling is for the Continental United States. For Hawaii Shipping/Handling costs could be up to 50%. We will work with you to get the best S/H pricing. ▪ GET tax: 4.5% of total cost for order 			
OPTIONAL ADD-ONS			
TEMPLATE CARD TUTORIAL			
Service	Online Recorded (Asynchronous)		
Bundled Options	Discount Bundle Options are available for COMPLEX or SITE implementation. See Bundled Options.		
Cost	<ul style="list-style-type: none"> ▪ Per school site pricing: \$425 per school site <li style="padding-left: 20px;">– GET tax: \$19.13 (4.5%) Total per school site: \$445 <p><i>Cost/day does not apply due to single registration cost.</i></p>		

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READING ACADEMY SERIES A/B OPTIONAL ADD-ONS (Continued)		
READING STRATEGY AND SKILL RESOURCE		
Product	This resource provides classrooms with a booklet that has explicit explanations for the most common Reading Strategies and Reading Skills. The minimum order is 100 books. If you have a special quantity need, contact Ashlock Consulting for more information.	
Bundled Options	Bundled Options are not available for Reading Strategy and Skill Resource.	
Cost	100+ books: \$24.99 per book	2,000+ books: \$15.99 per book
	1,000+ books: \$18.99 per book	2,500+ books: \$14.99 per book
	1,500+ books: \$17.99 per book	10,000+ books: \$9.99 per book
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ENGLISH LANGUAGE ARTS PRIORITY PLANS		
Option	Onsite Live (Synchronous)	Ask Ashlock Consulting about licensing to use our English Language Arts Priority Plans to include some or all of the components designed for General Education or Modified/SPED classrooms: <ul style="list-style-type: none"> ▪ Priority Reading Plans ▪ Priority Reading Standards Maps ▪ Practice Sets ▪ K-1 Star Lesson Plans ▪ K-1 Clipboard Checks ▪ Exit Tickets ▪ Priority Language Arts Plans
Group Size	Onsite live training is presented to a group of up to 40 educators.	
Access	Access to Course during live session only. No recording of sessions is allowed.	
Pace	10-day course	
Bundle Options	Bundled Options are not available for onsite training.	
Cost	<u>Per cohort pricing:</u> (up to 40 per cohort) Consultant cost: \$2,975/day (10-day course): \$29,750/cohort <ul style="list-style-type: none"> – Travel costs: \$11,250 – Subtotal/cohort: \$41,000 – GET tax: \$1,845 (4.5%) – Total/cohort: \$21,423 Cost per day: \$42,845	Ask Ashlock Consulting for a quote to meet the needs of your site or School Agency. The cost of licensing is per grade level, by component, and based on the number of school sites included in the licensing agreement. *See current costs.

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Recommended Target Participants:

The target participants are GENED and SPED K-8 teachers and administrators.

Evidence of Effectiveness:

We work with clients to develop a **Full Implementation Plan** that includes professional learning, technical assistance connected RtII planning under a Multi-Tier System of Support (MTSS), training/implementation support for administrators, professional learning communities/learning walks, coaching plans/training, and effective implementation of Tier 1 instructional materials using our English Language Arts Priority Plans (e.g., "Lesson Maps"). Our Full Implementation Plans yield the most effective results, as described below. Our **Bundled Options** are created to include the full scope of our implementation.

Ashlock Consulting's **Reading Academy—Series A** grew out of a project we were asked to work on for the National Center for Reading First Technical Assistance in 2006. Following the project, the University of Oregon used our Templates for Effective Instruction, Reading Academy training, and Lesson Maps as part of a grade 1 study (Project ECRI: Enhancing Core Reading Instruction in First Grade) that is now cited in the **What Works Database** (Examining the Efficacy of a Multitiered Intervention for At-risk Readers in Grade 1). We added Series B to expand on vocabulary and comprehension. We have continued to make our Reading Academy trainings part of a comprehensive implementation plan for school districts across the United States. Below are some highlights from clients showcasing our Evidence for Effectiveness. Please see attached **Client Testimonials/Evidence of Effectiveness** for additional information.

- **Anchorage School District** (Anchorage, AK): 26 Title I elementary schools; more than 50% minority students; 20% of students speak 110 languages.
 - ✓ 2008-2011: 26 Title I schools were trained in Reading Academy as part of their implementation plan. In three years, Title I schools performed as well as the non-Title I schools on the state assessment.
 - ✓ 2005-2008: After several years of implementation, Creekside Elementary (part of the initial Reading First project) improved on the state test and met state designation of Meeting Annual Yearly Progress.

- **McDowell County Schools** (Welch, WV): K-12 district of highest poverty in the state of WV at 100% low-SES; 42% of students are being raised by grandparents; district has seen as much as 50% turnover in some school years.
 - ✓ "Positive impacts have been made through the work of Ashlock Consulting at all schools!" - *Amanda F. Peyton, Federal Programs and School Improvement*
 - ✓ "Some consulting groups would look at our district as a risk - however Ashlock Consulting has firmly planted their feet with our district and continues to support our vast needs and look for sustainable ways in which to support our students, their families, and our staff." - *Amanda F. Peyton, Federal Programs and School Improvement*

- **Klamath County Schools** (Klamath Falls, OR): K-12 rural southern Oregon district; 63% poverty; 18 of 21 schools met poverty guidelines for Title IA; 5% EL, 11% SPED, 34% minority students.
 - ✓ "Positive impact was made at all schools." - *Jennifer Hawkins - Director of Elementary Curriculum, Principal*
 - ✓ "At Peterson, 18 months after beginning the reading training and supplement in grades 2-6, the number or necessary intervention groups dropped drastically. We went from teaching 14 intervention groups to 6 groups..." - *Jennifer Hawkins - Director of Elementary Curriculum, Principal*
 - ✓ "As the principal at Peterson, I documented gains in PSF, NWF, and ORF scores in the three years following implementation." - *Jennifer Hawkins - Director of Elementary Curriculum, Principal*
 - ✓ "Ashlock Consulting completed in-depth training with all special educators, including paraprofessionals, in the implementation of priority plans." - *Laura Blair, Director of Special Services*

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COVID-19 Implications:

All of Ashlock Consulting's courses have three options: recorded (asynchronous), online live webinars (synchronous), and in-person (synchronous). We have not stopped serving our clients during the pandemic. When going on-site is not optimal or safe, we provide drop-in Zoom trainings that consist of demonstrations in classrooms involving teachers and students, learning community sessions, and implementation support meetings with principals. All our employees work remotely and live across the United States. They are well trained in adapting to whatever situation is optimal and safe.

We have helped all our clients adapt and adjust their instruction based on the data of their students following the COVID-gap. We regularly work with grade-level teams and coaches to interpret data and create a plan to provide appropriate interventions, which includes developing a progress monitoring schedule for students receiving interventions. We also help schools build a Student-Centered Master Schedule with a coordinated and comprehensive WIN (What I Need) tier 2 intervention block. Many of our clients use our English Language Arts Priority Plans connected to their Tier 1 and Tier 2 instructional materials, which add explicit and evidence-based instructional routines for teachers and additional practice of essential skills, many opportunities to respond, and distributed practice over time for students. We work with the unique environment at individual schools to provide modified versions of instructional plans that target Special Education students and their needs according to their IEPs, and for student groups where data shows they are not reaching proficiency and indicate a need for more intensive Tier 1 and Tier 2 instruction, which has often been the case in the Covid-19 era.

Supporting Equity, Excellence, and Innovation in Effective Teaching and Learning in a School:

Ashlock Consulting works with site leadership to ensure no student population is overlooked when it comes to literacy. The first step in ensuring all student populations receive equitable instruction and opportunities to learn is to conduct a thorough analysis of all student data, determine what structures are or are not in place to support student learning, and determine the level of effective instruction and program implementation. To gather this information and determine next steps, our consultants meet with leadership teams to conduct data reviews and Implementation Snapshots to determine the baseline of instructional practices. We then create plans for those student populations who are being underserved and who need additional language support and appropriate interventions, such as EL students, students with SPED IEPs, gifted and talented students, and culturally diverse communities (some with dual language programs).

The content of our Reading Academy Courses falls under a Structured Literacy model. Series A: Focus on Foundational Skills is based on direct instruction and active engagement for all students. Multisensory instructional ideas are included for students when appropriate. Series B: Focus on Informational and Literature Standards is based on the Gradual Release of Responsibility Model (I DO, WE DO, Y'ALL DO & YOU DO). Discussion, higher order thinking questions, projects, and other creative ways of showing mastery towards standards is stressed. Student choice in grade-appropriate independent wide reading opportunities is encouraged. In addition, Ashlock Consulting is developing a Notebook as a part of our Reading Academy Courses to include Social Emotional Learning, English Learners, and Equity suggestions and quotes to give teachers extra support in these areas during delivery of instruction. In supporting improved instructional practices and building a Multi-Tiered System of Support (MTSS) at the school/district levels, these services support equity and inclusion for all students, ensuring every child has everything they need to be successful.

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Explain Capacity to Embed Service Provider Personnel in Hawaii:

Ashlock Consulting has provided services nationwide since 2005, including frequent on-site and remote support in Alaska, remote Bureau of Indian Affairs-areas of New Mexico, and Appalachian communities in West Virginia. We have a team of highly experienced staff that is uniquely qualified to work on-site and/or remote to improve the literacy of children in Hawaii. Our staff has hands-on experience working with multiple cultures and languages within school districts and focuses on implementation that builds over multiple years of instruction to give staff and students the tools to teach and learn literacy. Upon receiving an award, we work closely with school agencies and District staff to develop a schedule and model that is optimal for the client.

Geographic Areas of Service (List Islands or geographic areas. If all islands are covered note "All"):

Our services are open to **all islands**.

Additional Information Attached. Additional materials will not be considered for evaluation.

- Supplemental Narrative description—
- Other

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Appendix C
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Organizational Information:

Name of Provider: Ashlock Consulting, Inc.

Contact (include Title): Jennifer Ashlock, C.E.O.

Address (include street, city, state, zip code): P.O. Box 4515 Petaluma, CA 94955-4515

Telephone: (707) 658-2287

Fax: n/a

e-mail: admin@ashlockconsulting.com

Service Area:

- Needs Assessment
- Training in Leadership
- Training in Coaching and Support for Complex Area Personnel, Charter Commission Personnel, School Level Coaches, and Teachers
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- Supporting Family-School-Community Partnerships

Description of Service (Including Delivery Method):

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Reading Academy—Series B: Focus on Informational and Literature Standards

This 30-hour professional learning course is designed to provide participants with the skills needed to present Structured Literacy lessons connected to Literature and Informational Standards. Series B focuses on vocabulary and comprehension and instructs on the current research and best practices for teaching Informational and Literature Standards (Common Core State Standards and State-specific Standards). For students to reach proficiency on state assessments, they need to reach proficiency in grade level standards for reading comprehension. This course focuses on building a student's **language comprehension skills**, the second part of The Simple View of Reading. Our *Reading Strategy and Skill Resource* is used throughout the course to demonstrate lessons that fall under a Structured Literacy model using scientifically-based reading research connected to the Gradual Release of Responsibility. The course is divided into workshops by topic as shown in the chart below.

B1	Overview
B2	Vocabulary—Word Learning Strategy
B3	Vocabulary—Specific Word Instruction
B4	Comprehension—Story Structure
B5	Comprehension—Text/Graphic Features and Text Structure
B6	Comprehension—Draw Inferences and Note Key Details with Narrative Text
B7	Comprehension—Question and Question/Answer Relationships
B8	Comprehension—Topic, Main Idea, and Note Key Details with Informational Text
B9	Comprehension—Summarize
B10	Planning for Tier 1 Invitational Groups and Tier 2 Instruction

Workshops are organized by topic and instruction typically follows this pattern:

- Explain topic connected to reading instruction
- Connect to key scientific research ideas related to topic
- Examples of effective instruction
- Models of effective instruction
- Practice and feedback for enrollees
- Compare Course learning to instructional materials
- Outline next steps to improve classroom instruction

Between these two courses, Series A and Series B, teachers understand how to provide the most essential instruction along with being able to monitor students' progress by identifying strengths and weakness within the essential components that lend to reading comprehension. These courses help teachers understand the shifts in standards-based instruction for English Language Arts.

This course, along with our Series B course, Analyzing Student Data course, and Science of Reading Research Anthology course, meets both categories A & B of Arizona's K-5 Literacy Endorsement. This course, along with our Series B course, also meets all three pillars of the Arizona state Dyslexia Training Designee requirement, including: (I) Reading Instruction, (II) Intensifying Instruction, and (III) Understanding and recognizing dyslexia.

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Cost / Cost Structure:			
READING ACADEMY SERIES A/B			
Pricing below is for one course (Series A or Series B).			
Option	Online Prerecorded (Asynchronous)	Online Live (Synchronous)	Onsite Live (Synchronous)
Group Size	Presented to any group size or an individual.	Online live webinars are presented to a group of up to 40 educators.	Onsite live training is presented to a group of up to 40 educators.
Access	Participants have full access to Course for 90 days.	Access to Course during live session only. No recording of sessions is allowed.	Access to Course during live session only. No recording of sessions is allowed.
Pace	Self-paced	5-day course	5-day course
Bundle Options	See Bundled Options summary pages.	See Bundled Options summary pages.	Bundled Options are not available for onsite training.
Cost	<p><u>Per enrollee pricing:</u></p> <ul style="list-style-type: none"> ▪ 1-25: \$575/enrollee <li style="padding-left: 20px;">– GET tax: \$25.88 (4.5%) Total cost: \$601 ▪ 26+: \$350/enrollee <li style="padding-left: 20px;">– GET tax: \$15.75 (4.5%) Total cost: \$366 <p><i>Cost/day does not apply due to single registration cost.</i></p>	<p><u>Per cohort pricing:</u> (up to 40 per cohort)</p> <ul style="list-style-type: none"> ▪ 1-4: \$14,875/cohort <li style="padding-left: 20px;">– GET tax: \$669.38 (4.5%) <li style="padding-left: 20px;">– Subtotal/cohort: \$15,544 Cost per day: \$3,109 ▪ 5+: \$13,875/cohort <li style="padding-left: 20px;">– GET tax: \$624.38 (4.5%) <li style="padding-left: 20px;">– Subtotal/cohort: \$14,499 Cost per day: \$2,900 	<p><u>Per cohort pricing:</u> (up to 40 per cohort)</p> <p>Consultant cost: \$2,975/day (5-day course): \$14,875/cohort</p> <ul style="list-style-type: none"> – Travel costs: \$5,625 – Subtotal/cohort: \$20,500 – GET tax: \$922.50 (4.5%) – Total/cohort: \$21,423 Cost per day: \$4,285
Materials Required or Offered (indicate cost, if applicable):			
MATERIALS			
Option	Online Prerecorded (Asynchronous)	Online Live (Synchronous)	Onsite Live (Synchronous)
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OPTIONAL ADD-ONS			
TEMPLATE CARD TUTORIAL			
Service	Online Recorded (Asynchronous)		
Bundled Options	Discount Bundle Options are available for COMPLEX or SITE implementation. See Bundled Options.		
Cost	<ul style="list-style-type: none"> ▪ Per school site pricing: \$425 per school site <li style="padding-left: 20px;">– GET tax: \$19.13 (4.5%) Total per school site: \$445 <p><i>Cost/day does not apply due to single registration cost.</i></p>		

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Evidence of Effectiveness:

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 - ✓ "At Peterson, 18 months after beginning the reading training and supplement in grades 2-6, the number or necessary intervention groups dropped drastically. We went from teaching 14 intervention groups to 6 groups..." - *Jennifer Hawkins - Director of Elementary Curriculum, Principal*
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 - ✓ "Ashlock Consulting completed in-depth training with all special educators, including paraprofessionals, in the implementation of priority plans." - *Laura Blair, Director of Special Services*

Ashlock Consulting Response to RFP D23-089
SCHOOL IMPROVEMENT SERVICES
 TO ADDRESS HAWAII STATE DEPARTMENT OF EDUCATION PRIORITIES
 RFP D23-089

COVID-19 Implications:

All of Ashlock Consulting's courses have three options: recorded (asynchronous), online live webinars (synchronous), and in-person (synchronous). We have not stopped serving our clients during the pandemic. When going on-site is not optimal or safe, we provide drop-in Zoom trainings that consist of demonstrations in classrooms involving teachers and students, learning community sessions, and implementation support meetings with principals. All our employees work remotely and live across the United States. They are well trained in adapting to whatever situation is optimal and safe.

We have helped all our clients adapt and adjust their instruction based on the data of their students following the COVID-gap. We regularly work with grade-level teams and coaches to interpret data and create a plan to provide appropriate interventions, which includes developing a progress monitoring schedule for students receiving interventions. We also help schools build a Student-Centered Master Schedule with a coordinated and comprehensive WIN (What I Need) tier 2 intervention block. Many of our clients use our English Language Arts Priority Plans connected to their Tier 1 and Tier 2 instructional materials, which add explicit and evidence-based instructional routines for teachers and additional practice of essential skills, many opportunities to respond, and distributed practice over time for students. We work with the unique environment at individual schools to provide modified versions of instructional plans that target Special Education students and their needs according to their IEPs, and for student groups where data shows they are not reaching proficiency and indicate a need for more intensive Tier 1 and Tier 2 instruction, which has often been the case in the Covid-19 era.

Supporting Equity, Excellence, and Innovation in Effective Teaching and Learning in a School:

Ashlock Consulting works with site leadership to ensure no student population is overlooked when it comes to literacy. The first step in ensuring all student populations receive equitable instruction and opportunities to learn is to conduct a thorough analysis of all student data, determine what structures are or are not in place to support student learning, and determine the level of effective instruction and program implementation. To gather this information and determine next steps, our consultants meet with leadership teams to conduct data reviews and Implementation Snapshots to determine the baseline of instructional practices. We then create plans for those student populations who are being underserved and who need additional language support and appropriate interventions, such as EL students, students with SPED IEPs, gifted and talented students, and culturally diverse communities (some with dual language programs).

The content of our Reading Academy Courses falls under a Structured Literacy model. Series A: Focus on Foundational Skills is based on direct instruction and active engagement for all students. Multisensory instructional ideas are included for students when appropriate. Series B: Focus on Informational and Literature Standards is based on the Gradual Release of Responsibility Model (I DO, WE DO, Y'ALL DO & YOU DO). Discussion, higher order thinking questions, projects, and other creative ways of showing mastery towards standards is stressed. Student choice in grade-appropriate independent wide reading opportunities is encouraged. In addition, Ashlock Consulting is developing a Notebook as a part of Reading Academy Course to include Social Emotional Learning, English Learners, and Equity suggestions and quotes to give teachers extra support in these areas during delivery of instruction. In supporting improved instructional practices and building a Multi-Tiered System of Support (MTSS) at the school/district levels, these services support equity and inclusion for all student, ensuring every child has everything they need to be successful.

Ashlock Consulting Response to RFP D23-089
SCHOOL IMPROVEMENT SERVICES
TO ADDRESS HAWAII STATE DEPARTMENT OF EDUCATION PRIORITIES
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Explain Capacity to Embed Service Provider Personnel in Hawaii:

Ashlock Consulting has provided services nationwide since 2005, including frequent on-site and remote support in Alaska, remote, Bureau of Indian Affairs-areas of New Mexico, and Appalachian communities in West Virginia. We have a team of highly experienced staff that is uniquely qualified to work on-site and/or remote to improve the literacy of children in Hawaii. Our staff has hands-on experience working with multiple cultures and languages within school districts and focuses on implementation that builds over multiple years of instruction to give staff and students the tools to teach and learn literacy. Upon receiving an award, we work closely with school agencies and District staff to develop a schedule and model that is optimal for the client.

Geographic Areas of Service (List Islands or geographic areas. If all islands are covered note "All"):

Our services are open to **all islands**.

Additional Information Attached. Additional materials will not be considered for evaluation.

- Supplemental Narrative description
- Other

Ashlock Consulting Response to RFP D23-089
SCHOOL IMPROVEMENT SERVICES
TO ADDRESS HAWAII STATE DEPARTMENT OF EDUCATION PRIORITIES
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Appendix C
SUMMARY OFFER OF SERVICES AND PRICE LIST

Organizational Information:

Name of Provider: Ashlock Consulting, Inc.

Contact (include Title): Jennifer Ashlock, C.E.O.

Address (include street, city, state, zip code): P.O. Box 4515 Petaluma, CA 94955-4515

Telephone: (707) 658-2287

Fax: n/a

e-mail: admin@ashlockconsulting.com

Service Area:

- Needs Assessment
- Training in Leadership
- Training in Coaching and Support for Complex Area Personnel, Charter Commission Personnel, School Level Coaches, and Teachers
- Training in Specialized Areas
- Supporting Family-School-Community Partnerships

Description of Service (Including Delivery Method):

Ashlock Consulting Response to RFP D23-089
SCHOOL IMPROVEMENT SERVICES
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Expert Certification—Series A: Focus on Foundational Skills

Our **Expert Certification—Series A** course is intended to help a school agency take the information learned in Reading Academy and build sustainable capacity within their own system. Our Expert Certifications courses are taken in conjunction with our Reading Academy courses and utilize the same content with a focus on facilitating and implementing the Science of Reading research and high-impact instructional practices, which allows participants to build sustainability in their own school agencies. Participants also learn how to support the implementation of the MTSS success model in their own school agencies. Many of our Expert Certification enrollees serve as demonstration classrooms, grade level leads, site coaches, implementation support for principals, and are trained to be within-complex Reading Academy presenters (they can present our Reading Academy information to their School Agency).

Participants in Expert Certification receive access to more downloadable materials, which includes an instructional Notebook, and it's typical for a School Agency to train 2-3 Experts alongside a cohort of Reading Academy participants for full implementation of the materials covered. The course is divided into workshops by topic as shown in the chart below.

Reading Expert CERTIFICATION—Series A Focus on Foundational Skills		Presentation/ Implementation	Master License Agreement
Reading Academy—Series A Focus on Foundational Skills		Our Reading Expert CERTIFICATION is designed as a train the trainer course. The course includes all the content from our Reading Academy—Series A course and more. The course will provide the participant with Expert Note outlines and helpful suggestions for presenting and implementing the content. The participant will be licensed to reproduce the materials to train others based on our Master License Agreement.	
Workshops by Topic			
A/B1	Overview		
AD	Understanding and Recognizing Dyslexia		
A2	Phonological Awareness		
A3	Phonics/Word Recognition—Part 1		
A4	Phonics/Word Recognition—Part 2		
A5	Structural Analysis – Word Recognition—Part 1		
A6	Structural Analysis – Word Recognition—Part 2		
A7	Fluency		
A8	Data-Driven Differentiated Instruction (Tier 2)		
A9	Strengthening the Core with Practice Sets		
A10	K-1 Intervention/Enrichment (Tier 2)		
Review	Review and Assessment		

Workshops are organized by topic and instruction typically follows this pattern:

- Explain topic connected to reading instruction
- Connect to key scientific research ideas related to topic
- Examples of effective instruction
- Models of effective instruction
- Practice and feedback for enrollees
- Compare Course learning to instructional materials
- Outline next steps to improve classroom instruction

This course, along with our Series B course, Analyzing Student Data course, and Science of Reading Research Anthology course, meets both categories A & B of Arizona’s K-5 Literacy Endorsement. This course, along with our Series B course, also meets all three pillars of the Arizona state Dyslexia Training Designee requirement, including: (I) Reading Instruction, (II) Intensifying Instruction, and (III) Understanding and recognizing dyslexia. This course also meets the Oregon state Dyslexia-Related Training requirement for all three pillars.

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Cost / Cost Structure:			
EXPERT CERTIFICATION SERIES A/B Pricing below is for one course (Series A or Series B).			
Option	Online Prerecorded (Asynchronous)	Online Live (Synchronous)	Onsite Live (Synchronous)
Group Size	Presented to any group size or an individual.	Online live webinars are presented to a group of up to 40 educators.	Onsite live training is presented to a group of up to 40 educators.
Access	Participants have full access to Course for 1 year.	Access to Course during live session only. No recording of sessions is allowed.	Access to Course during live session only. No recording of sessions is allowed.
Pace	Self-paced	3-day course	5-day minimum
Bundle Options	See Bundled Options summary pages.	See Bundled Options summary pages.	Bundled Options are not available for onsite training.
Cost	<u>Per enrollee pricing:</u> <ul style="list-style-type: none"> ▪ 1-25: \$400/enrollee <li style="padding-left: 20px;">– GET tax: \$18 (4.5%) Total Cost: \$418 ▪ 26+: \$350/enrollee <li style="padding-left: 20px;">– GET tax: \$15.75 (4.5%) Total cost: \$366 <p><i>Cost/day does not apply due to single registration cost.</i></p>	<u>Per cohort pricing:</u> (up to 40 per cohort) <ul style="list-style-type: none"> ▪ 1-4: \$8,925/cohort <li style="padding-left: 20px;">– GET tax: \$401.63 (4.5%) <li style="padding-left: 20px;">– Subtotal/cohort: \$9,327 Cost per day: \$3,109 ▪ 5+: \$8,325/cohort <li style="padding-left: 20px;">– GET tax: \$374.63 (4.5%) <li style="padding-left: 20px;">– Subtotal/cohort: \$8,700 Cost per day: \$2,900 	<u>Per cohort pricing:</u> (up to 40 per cohort) Consultant cost: \$2,975/day (5-day course): \$14,875/cohort <ul style="list-style-type: none"> – Travel costs: \$5,625 – Subtotal/cohort: \$20,500 – GET tax: \$922.50 (4.5%) – Total/cohort: \$21,423 Cost per day: \$4,285
Materials Required or Offered (indicate cost, if applicable):			
MATERIALS			
Option	Online Prerecorded (Asynchronous)	Online Live (Synchronous)	Onsite Live (Synchronous)
Print Materials On Your Own	Enrollee access to limited Handouts in digital and printable formats	School agency access to limited Handouts in digital and printable formats	School agency access to limited Handouts in digital and printable formats
Ashlock Consulting Supplies Materials	Materials, shipping, and handling cost per enrollee: \$250.00/participant/course	Materials, shipping, and handling cost per enrollee: \$250.00/participant/course	Materials, shipping, and handling cost per enrollee: \$250.00/participant/course
<ul style="list-style-type: none"> ▪ *8% Shipping/Handling is for the Continental United States. For Hawaii Shipping/Handling costs could be up to 50%. We will work with you to get the best S/H pricing. ▪ GET tax: 4.5% of total cost for order 			
OPTIONAL ADD-ONS			
TEMPLATE CARD TUTORIAL			
Service	Online Recorded (Asynchronous)		
Bundled Options	Discount Bundle Options are available for COMPLEX or SITE implementation. See Bundled Options.		
Cost	<ul style="list-style-type: none"> ▪ Per school site pricing: \$425 per school site <li style="padding-left: 20px;">– GET tax: \$19.13 (4.5%) Total per school site: \$445 <p><i>Cost/day does not apply due to single registration cost.</i></p>		

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EXPERT CERTIFICATION SERIES A/B OPTIONAL ADD-ONS (Continued)		
READING STRATEGY AND SKILL RESOURCE		
Product	This resource provides classrooms with a booklet that has explicit explanations for the most common Reading Strategies and Reading Skills. The minimum order is 100 books. If you have a special quantity need, contact Ashlock Consulting for more information.	
Bundled Options	Bundled Options are not available for Reading Strategy and Skill Resource.	
Cost	100+ books: \$24.99 per book	2,000+ books: \$15.99 per book
	1,000+ books: \$18.99 per book	2,500+ books: \$14.99 per book
	1,500+ books: \$17.99 per book	10,000+ books: \$9.99 per book
	<ul style="list-style-type: none"> ▪ 8% Shipping/Handling is for the Continental United States. For Hawaii Shipping/Handling costs could be up to 50%. We will work with you to get the best S/H pricing. ▪ GET tax: 4.5% of total cost for order 	
ENGLISH LANGUAGE ARTS PRIORITY PLANS		
Option	Onsite Live (Synchronous)	Ask Ashlock Consulting about licensing to use our English Language Arts Priority Plans to include some or all of the components designed for General Education or Modified/SPED classrooms: <ul style="list-style-type: none"> ▪ Priority Reading Plans ▪ Priority Reading Standards Maps ▪ Practice Sets ▪ K-1 Star Lesson Plans ▪ K-1 Clipboard Checks ▪ Exit Tickets ▪ Priority Language Arts Plans
Group Size	Onsite live training is presented to a group of up to 40 educators.	
Access	Access to Course during live session only. No recording of sessions is allowed.	
Pace	10-day course	
Bundle Options	Bundled Options are not available for onsite training.	
Cost	<u>Per cohort pricing:</u> (up to 40 per cohort) Consultant cost: \$2,975/day (10-day course): \$29,750/cohort <ul style="list-style-type: none"> – Travel costs: \$11,250 – Subtotal/cohort: \$41,000 – GET tax: \$1,845 (4.5%) – Total/cohort: \$21,423 Cost per day: \$42,845	Ask Ashlock Consulting for a quote to meet the needs of your site or School Agency. The cost of licensing is per grade level, by component, and based on the number of school sites included in the licensing agreement.

Recommended Target Participants:

The target participants are K-8 GENED and SPED teachers and administrators.

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Evidence of Effectiveness:

We work with clients to develop a **Full Implementation Plan** that includes professional learning, technical assistance connected RtII planning under a Multi-Tier System of Support, training/implementation support for administrators, professional learning communities/learning walks, coaching plans/training, and effective implementation of Tier 1 instructional materials using our English Language Arts Priority Plans (e.g., "Lesson Maps"). Our Full Implementation Plans yield the most effective results, as described below. Our **Bundled Options** are created to include the full scope of our implementation.

Ashlock Consulting's Expert Certification—Series A grew out of a project we were asked to work on for the National Center for Reading First Technical Assistance in 2006. Following the project, the University of Oregon used our Templates for Effective Instruction, Reading Academy training, and Lesson Maps as part of a grade 1 study (Project ECRI: Enhancing Core Reading Instruction in First Grade) that is now cited in the **What Works Database** (Examining the Efficacy of a Multitiered Intervention for At-risk Readers in Grade 1). We have continued to make our Reading Academy trainings part of a comprehensive implementation plan for school districts across the United States. Below are some highlights from clients showcasing our Evidence for Effectiveness. Please see attached client statements for additional information.

- **Anchorage School District** (Anchorage, AK): 26 Title I elementary schools; more than 50% minority students; 20% of students speak 110 languages.
 - ✓ 2008-2011: 26 Title I schools were trained in Reading Academy as part of their implementation plan. In three years, Title I schools performed as well as the non-Title I schools on the state assessment.
 - ✓ 2005-2008: After several years of implementation, Creekside Elementary (part of the initial Reading First project) improved on the state test and met state designation of Meeting Annual Yearly Progress.
- **McDowell County Schools** (Welch, WV): K-12 district of highest poverty in the state of WV at 100% low-SES; 42% of students are being raised by grandparents; district has seen as much as 50% turnover in some school years.
 - ✓ "Positive impacts have been made through the work of Ashlock Consulting at all schools!" - Amanda F. Peyton, *Federal Programs and School Improvement*
 - ✓ "Some consulting groups would look at our district as a risk - however Ashlock Consulting has firmly planted their feet with our district and continues to support our vast needs and look for sustainable ways in which to support our students, their families, and our staff." - *Amanda F. Peyton, Federal Programs and School Improvement*
- **Klamath County Schools** (Klamath Falls, OR): K-12 rural southern Oregon district; 63% poverty; 18 of 21 schools met poverty guidelines for Title IA; 5% EL, 11% SPED, 34% minority students.
 - ✓ "Positive impact was made at all schools." - *Jennifer Hawkins - Director of Elementary Curriculum, Principal*
 - ✓ "At Peterson, 18 months after beginning the reading training and supplement in grades 2-6, the number or necessary intervention groups dropped drastically. We went from teaching 14 intervention groups to 6 groups..." - *Jennifer Hawkins - Director of Elementary Curriculum, Principal*
 - ✓ "As the principal at Peterson, I documented gains in PSF, NWF, and ORF scores in the three years following implementation." - *Jennifer Hawkins - Director of Elementary Curriculum, Principal*
 - ✓ "Ashlock Consulting completed in-depth training with all special educators, including paraprofessionals, in the implementation of priority plans. This training started with instruction in reading acquisition and connecting the 'why' in teaching skills to implementation with fidelity." - *Laura Blair, Director of Special Services*
- **Nebraska Reading First** (Nebraska): Nebraska participated in our original project with State Expert training and use of Lesson Maps; Round 1 RF Grants: 21 schools, 262 teachers, 3,233 students; Round 2 RF Grants: 8 schools, 102 teachers, 1,151 students; Cluster 1: 55% FRL, 23% Minority, 7% ELL, 16% SpEd, Cluster 2: 35% FRL, 20% Minority, 2% ELL, 9% SpEd, Cluster 3: 73% FRL, 89% Minority, 14% FRL, 7% SpEd
 - ✓ "In 2006 the Nebraska Reading First Director/Coordinator and Professional Development Lead were trained by Jennifer Ashlock and supported by the Western Regional Technical Assistance Center. They provided Program Specific training to strengthen Houghton Mifflin and Macmillan-McGraw Hill core reading programs with a delivery with explicit routines and procedures to engage students in practicing critical reading content to build the skills in a systematic manner so that these skills were accurate and automatic to be able to improve reading and understand connected text, passages, content and new concepts independently." - *Lynette Block, Nebraska Reading First - Director & Coordinator, NDE*
 - ✓ Nebraska Reading First Comprehension Growth 2005-2008 Percent of Students at Grade Level

	2004-2005	2005-2006	2006-2007	2007-2008
First Grade	27%	64%	62%	83%
Second Grade	52%	59%	64%	63%
Third Grade	61%	65%	62%	63%

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Ashlock Consulting works with site leadership to ensure no student population is overlooked when it comes to literacy. The first step in ensuring all student populations receive equitable instruction and opportunities to learn is to conduct a thorough analysis of all student data, determine what structures are or are not in place to support student learning, and determine the level of effective instruction and program implementation. To gather this information and determine next steps, our consultants meet with leadership teams to conduct data reviews and Implementation Snapshots to determine the baseline of instructional practices. We then create plans for those student populations who are being underserved and who need additional language support and appropriate interventions, such as EL students, students with SPED IEPs, gifted and talented students, and culturally diverse communities (some with dual language programs).

The content of our Reading Academy Courses and Expert Certification Courses falls under a Structured Literacy model. Series A: Focus on Foundational Skills is based on direct instruction and active engagement for all students. Multisensory instructional ideas are included for students when appropriate. Series B: Focus on Informational and Literature Standards is based on the Gradual Release of Responsibility Model (I DO, WE DO, Y'ALL DO & YOU DO). Discussion, higher order thinking questions, projects, and other creative ways of showing mastery towards standards is stressed. Student choice in grade-appropriate independent wide reading opportunities is encouraged. In addition, Ashlock Consulting is developing a Notebook as a part of Reading Academy Course to include Social Emotional Learning, English Learners, and Equity suggestions and quotes to give teachers extra support in these areas during delivery of instruction. In supporting improved instructional practices and building a Multi-Tiered System of Support (MTSS) at the school/district levels, these services support equity and inclusion for all student, ensuring every child has everything they need to be successful.

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Explain Capacity to Embed Service Provider Personnel in Hawaii:

Ashlock Consulting has provided services nationwide since 2005, including frequent on-site and remote support in Alaska, remote Bureau of Indian Affairs-areas of New Mexico, and Appalachian communities in West Virginia. We have a team of highly experienced staff that is uniquely qualified to work on-site and/or remote to improve the literacy of children in Hawaii. Our staff has hands-on experience working with multiple cultures and languages within school districts and focuses on implementation that builds over multiple years of instruction to give staff and students the tools to teach and learn literacy. Upon receiving an award, we work closely with school agencies and District staff to develop a schedule and model that is optimal for the client.

Geographic Areas of Service (List Islands or geographic areas. If all islands are covered note "All"):

Our services are open to **all islands**.

Additional Information Attached. Additional materials will not be considered for evaluation.

- Supplemental Narrative description—
- Other

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SCHOOL IMPROVEMENT SERVICES
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Appendix C
SUMMARY OFFER OF SERVICES AND PRICE LIST

Organizational Information:

Name of Provider: Ashlock Consulting, Inc.

Contact (include Title): Jennifer Ashlock, C.E.O.

Address (include street, city, state, zip code): P.O. Box 4515 Petaluma, CA 94955-4515

Telephone: (707) 658-2287

Fax: n/a

e-mail: admin@ashlockconsulting.com

Service Area:

- Needs Assessment
- Training in Leadership
- Training in Coaching and Support for Complex Area Personnel, Charter Commission Personnel, School Level Coaches, and Teachers
- Training in Specialized Areas
- Supporting Family-School-Community Partnerships

Description of Service (Including Delivery Method):

Reading Expert Certification—Series B: Focus on Informational and Literature Standards

Our **Expert Certification—Series B** course is intended to help a school agency take the information learned in Reading Academy and build sustainable capacity within their own system. Our Expert Certifications courses are taken in conjunction with our Reading Academy courses and utilize the same content with a focus on facilitating and implementing the Science of Reading research and high-impact instructional practices, which allows participants to build sustainability in their own school agencies. Participants also learn how to support the implementation of the MTSS success model in their own school agencies. Many of our Expert Certification enrollees serve as demonstration classrooms, grade level leads, site coaches, implementation support for principals, and are trained to be within-complex Reading Academy presenters (they can present our Reading Academy information to their School Agency).

Participants in Expert Certification get access to more downloadable materials, which includes an instructional Notebook, and it's typical for a School Agency to train 2-3 Experts alongside a cohort of Reading Academy participants for full implementation of the materials covered. The course is divided into workshops by topic as shown in the chart below.

Reading Expert CERTIFICATION—Series B Focus on Informational Text and Literature Standards		
Reading Academy—Series B Focus on Informational Text and Literature Standards		Presentation/ Implementation
Workshops by Topic		Master License Agreement
A/B1	Overview	Our Reading Expert CERTIFICATION is designed as a train the trainer course. The course includes all the content from our Reading Academy—Series B course and more. The course will provide the participant with Expert Note outlines and helpful suggestions for presenting and implementing the content. The participant will be licensed to reproduce the materials to train others based on our Master License Agreement.
B2	Understanding and Recognizing Dyslexia	
B3	Phonological Awareness	
B4	Phonics/Word Recognition—Part 1	
B5	Phonics/Word Recognition—Part 2	
B6	Structural Analysis – Word Recognition—Part 1	
B7	Structural Analysis – Word Recognition—Part 2	
B8	Fluency	
B9	Data-Driven Differentiated Instruction (Tier 2)	
B10	Strengthening the Core with Practice Sets	
Review	Review and Assessment	

Workshops are organized by topic and instruction typically follows this pattern:

- Explain topic connected to reading instruction
- Connect to key scientific research ideas related to topic
- Examples of effective instruction
- Models of effective instruction
- Practice and feedback for enrollees
- Compare Course learning to instructional materials
- Outline next steps to improve classroom instruction

This course, along with our Series B course, Analyzing Student Data course, and Science of Reading Research Anthology course, meets both categories A & B of Arizona’s K-5 Literacy Endorsement. This course, along with our Series B course, also meets all three pillars of the Arizona state Dyslexia Training Designee requirement, including: (I) Reading Instruction, (II) Intensifying Instruction, and (III) Understanding and recognizing dyslexia.

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Cost / Cost Structure:			
EXPERT CERTIFICATION SERIES A/B Pricing below is for one course (Series A or Series B).			
Option	Online Prerecorded (Asynchronous)	Online Live (Synchronous)	Onsite Live (Synchronous)
Group Size	Presented to any group size or an individual.	Online live webinars are presented to a group of up to 40 educators.	Onsite live training is presented to a group of up to 40 educators.
Access	Participants have full access to Course for 1 year.	Access to Course during live session only. No recording of sessions is allowed.	Access to Course during live session only. No recording of sessions is allowed.
Pace	Self-paced	3-day course	5-day minimum
Bundle Options	See Bundled Options summary pages.	See Bundled Options summary pages.	Bundled Options are not available for onsite training.
Cost	<u>Per enrollee pricing:</u> <ul style="list-style-type: none"> ▪ 1-25: \$400/enrollee <li style="padding-left: 20px;">– GET tax: \$18 (4.5%) Total Cost: \$418 ▪ 26+: \$350/enrollee <li style="padding-left: 20px;">– GET tax: \$15.75 (4.5%) Total cost: \$366 <p><i>Cost/day does not apply due to single registration cost.</i></p>	<u>Per cohort pricing:</u> (up to 40 per cohort) <ul style="list-style-type: none"> ▪ 1-4: \$8,925/cohort <li style="padding-left: 20px;">– GET tax: \$401.63 (4.5%) <li style="padding-left: 20px;">– Subtotal/cohort: \$9,327 Cost per day: \$3,109 ▪ 5+: \$8,325/cohort <li style="padding-left: 20px;">– GET tax: \$374.63 (4.5%) <li style="padding-left: 20px;">– Subtotal/cohort: \$8,700 Cost per day: \$2,900 	<u>Per cohort pricing:</u> (up to 40 per cohort) <ul style="list-style-type: none"> Consultant cost: \$2,975/day (5-day course): \$14,875/cohort <li style="padding-left: 20px;">– Travel costs: \$5,625 <li style="padding-left: 20px;">– Subtotal/cohort: \$20,500 <li style="padding-left: 20px;">– GET tax: \$922.50 (4.5%) <li style="padding-left: 20px;">– Total/cohort: \$21,423 Cost per day: \$4,285
Materials Required or Offered (indicate cost, if applicable):			
MATERIALS			
Option	Online Prerecorded (Asynchronous)	Online Live (Synchronous)	Onsite Live (Synchronous)
Print Materials On Your Own	Enrollee access to limited Handouts in digital and printable formats	School agency access to limited Handouts in digital and printable formats	School agency access to limited Handouts in digital and printable formats
Ashlock Consulting Supplies Materials	Materials, shipping, and handling cost per enrollee: \$250.00/participant/course	Materials, shipping, and handling cost per enrollee: \$250.00/participant/course	Materials, shipping, and handling cost per enrollee: \$250.00/participant/course
<ul style="list-style-type: none"> ▪ *8% Shipping/Handling is for the Continental United States. For Hawaii Shipping/Handling costs could be up to 50%. We will work with you to get the best S/H pricing. ▪ GET tax: 4.5% of total cost for order 			
OPTIONAL ADD-ONS			
TEMPLATE CARD TUTORIAL			
Service	Online Recorded (Asynchronous)		
Bundled Options	Discount Bundle Options are available for COMPLEX or SITE implementation. See Bundled Options.		
Cost	<ul style="list-style-type: none"> ▪ Per school site pricing: \$425 per school site <li style="padding-left: 20px;">– GET tax: \$19.13 (4.5%) Total per school site: \$445 <p><i>Cost/day does not apply due to single registration cost.</i></p>		

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EXPERT CERTIFICATION SERIES A/B OPTIONAL ADD-ONS (Continued)		
READING STRATEGY AND SKILL RESOURCE		
Product	This resource provides classrooms with a booklet that has explicit explanations for the most common Reading Strategies and Reading Skills. The minimum order is 100 books. If you have a special quantity need, contact Ashlock Consulting for more information.	
Bundled Options	Bundled Options are not available for Reading Strategy and Skill Resource.	
Cost	100+ books: \$24.99 per book	2,000+ books: \$15.99 per book
	1,000+ books: \$18.99 per book	2,500+ books: \$14.99 per book
	1,500+ books: \$17.99 per book	10,000+ books: \$9.99 per book
	<ul style="list-style-type: none"> ▪ 8% Shipping/Handling is for the Continental United States. For Hawaii Shipping/Handling costs could be up to 50%. We will work with you to get the best S/H pricing. ▪ GET tax: 4.5% of total cost for order 	
ENGLISH LANGUAGE ARTS PRIORITY PLANS		
Option	Onsite Live (Synchronous)	Ask Ashlock Consulting about licensing to use our English Language Arts Priority Plans to include some or all of the components designed for General Education or Modified/SPED classrooms: <ul style="list-style-type: none"> ▪ Priority Reading Plans ▪ Priority Reading Standards Maps ▪ Practice Sets ▪ K-1 Star Lesson Plans ▪ K-1 Clipboard Checks ▪ Exit Tickets ▪ Priority Language Arts Plans
Group Size	Onsite live training is presented to a group of up to 40 educators.	
Access	Access to Course during live session only. No recording of sessions is allowed.	
Pace	10-day course	
Bundle Options	Bundled Options are not available for onsite training.	
Cost	<u>Per cohort pricing:</u> (up to 40 per cohort) Consultant cost: \$2,975/day (10-day course): \$29,750/cohort <ul style="list-style-type: none"> – Travel costs: \$11,250 – Subtotal/cohort: \$41,000 – GET tax: \$1,845 (4.5%) – Total/cohort: \$21,423 Cost per day: \$42,845	Ask Ashlock Consulting for a quote to meet the needs of your site or School Agency. The cost of licensing is per grade level, by component, and based on the number of school sites included in the licensing agreement.

Recommended Target Participants:

The target participants are K-8 GENED and SPED teachers and administrators

Ashlock Consulting Response to RFP D23-089
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Evidence of Effectiveness:

We work with clients to develop a **Full Implementation Plan** that includes professional learning, technical assistance connected RTII planning under a Multi-Tier System of Support, training/implementation support for administrators, professional learning communities/learning walks, coaching plans/training, and effective implementation of Tier 1 instructional materials using our English Language Arts Priority Plans (e.g., "Lesson Maps"). Our Full Implementation Plans yield the most effective results, as described below. Our **Bundled Options** are created to include the full scope of our implementation.

Ashlock Consulting's Reading Academy—Series A grew out of a project we were asked to work on for the National Center for Reading First Technical Assistance in 2006. Following the project, the University of Oregon used our Templates for Effective Instruction, Reading Academy training, and Lesson Maps as part of a grade 1 study (Project ECRI: Enhancing Core Reading Instruction in First Grade) that is now cited in the **What Works Database** (Examining the Efficacy of a Multitiered Intervention for At-risk Readers in Grade 1). We have continued to make our Reading Academy trainings part of a comprehensive implementation plan for school districts across the United States. Below are some highlights from clients showcasing our Evidence for Effectiveness. Please see attached client statements for additional information.

- **Anchorage School District** (Anchorage, AK): 26 Title I elementary schools; more than 50% minority students; 20% of students speak 110 languages.
 - ✓ 2008-2011: 26 Title I schools were trained in Reading Academy as part of their implementation plan. In three years, Title I schools performed as well as the non-Title I schools on the state assessment.
 - ✓ 2005-2008: After several years of implementation, Creekside Elementary (part of the initial Reading First project) improved on the state test and met state designation of Meeting Annual Yearly Progress.
- **McDowell County Schools** (Welch, WV): K-12 district of highest poverty in the state of WV at 100% low-SES; 42% of students are being raised by grandparents; district has seen as much as 50% turnover in some school years.
 - ✓ "Positive impacts have been made through the work of Ashlock Consulting at all schools!" - Amanda F. Peyton, *Federal Programs and School Improvement*
 - ✓ "Some consulting groups would look at our district as a risk - however Ashlock Consulting has firmly planted their feet with our district and continues to support our vast needs and look for sustainable ways in which to support our students, their families, and our staff." - *Amanda F. Peyton, Federal Programs and School Improvement*
- **Klamath County Schools** (Klamath Falls, OR): K-12 rural southern Oregon district; 63% poverty; 18 of 21 schools met poverty guidelines for Title IA; 5% EL, 11% SPED, 34% minority students.
 - ✓ "Positive impact was made at all schools." - *Jennifer Hawkins - Director of Elementary Curriculum, Principal*
 - ✓ "At Peterson, 18 months after beginning the reading training and supplement in grades 2-6, the number or necessary intervention groups dropped drastically. We went from teaching 14 intervention groups to 6 groups..." - *Jennifer Hawkins - Director of Elementary Curriculum, Principal*
 - ✓ "As the principal at Peterson, I documented gains in PSF, NWF, and ORF scores in the three years following implementation." - *Jennifer Hawkins - Director of Elementary Curriculum, Principal*
 - ✓ "Ashlock Consulting completed in-depth training with all special educators, including paraprofessionals, in the implementation of priority plans. This training started with instruction in reading acquisition and connecting the 'why' in teaching skills to implementation with fidelity." - *Laura Blair, Director of Special Services*
- **Nebraska Reading First** (Nebraska): Nebraska participated in our original project with State Expert training and use of Lesson Maps; Round 1 RF Grants: 21 schools, 262 teachers, 3,233 students; Round 2 RF Grants: 8 schools, 102 teachers, 1,151 students; Cluster 1: 55% FRL, 23% Minority, 7% ELL, 16% SpEd, Cluster 2: 35% FRL, 20% Minority, 2% ELL, 9% SpEd, Cluster 3: 73% FRL, 89% Minority, 14% FRL, 7% SpEd
 - ✓ "In 2006 the Nebraska Reading First Director/Coordinator and Professional Development Lead were trained by Jennifer Ashlock and supported by the Western Regional Technical Assistance Center. They provided Program Specific training to strengthen Houghton Mifflin and Macmillan-McGraw Hill core reading programs with a delivery with explicit routines and procedures to engage students in practicing critical reading content to build the skills in a systematic manner so that these skills were accurate and automatic to be able to improve reading and understand connected text, passages, content and new concepts independently." - *Lynette Block, Nebraska Reading First - Director & Coordinator, NDE*
 - ✓ Nebraska Reading First Comprehension Growth 2005-2008 Percent of Students at Grade Level

	2004-2005	2005-2006	2006-2007	2007-2008
First Grade	27%	64%	62%	83%
Second Grade	52%	59%	64%	63%
Third Grade	61%	65%	62%	63%

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COVID-19 Implications:

All of Ashlock Consulting's courses have three options: recorded (asynchronous), online live webinars (synchronous), and in-person (synchronous). We have not stopped serving our clients during the pandemic. When going on-site is not optimal or safe, we provide drop-in Zoom trainings that consist of demonstrations in classrooms involving teachers and students, learning community sessions, and implementation support meetings with principals. All our employees work remotely and live across the United States. They are well trained in adapting to whatever situation is optimal and safe.

We have helped all our clients adapt and adjust their instruction based on the data of their students following the COVID-gap. We regularly work with grade-level teams and coaches to interpret data and create a plan to provide appropriate interventions, which includes developing a progress monitoring schedule for students receiving interventions. We also help schools build a Student-Centered Master Schedule with a coordinated and comprehensive WIN (What I Need) tier 2 intervention block. Many of our clients use our English Language Arts Priority Plans connected to their Tier 1 and Tier 2 instructional materials, which add explicit and evidence-based instructional routines for teachers and additional practice of essential skills, many opportunities to respond, and distributed practice over time for students. We work with the unique environment at individual schools to provide modified versions of instructional plans that target Special Education students and their needs according to their IEPs, and for student groups where data shows they are not reaching proficiency and indicate a need for more intensive Tier 1 and Tier 2 instruction, which has often been the case in the Covid-19 era.

Supporting Equity, Excellence, and Innovation in Effective Teaching and Learning in a School:

Ashlock Consulting works with site leadership to ensure no student population is overlooked when it comes to literacy. The first step in ensuring all student populations receive equitable instruction and opportunities to learn is to conduct a thorough analysis of all student data, determine what structures are or are not in place to support student learning, and determine the level of effective instruction and program implementation. To gather this information and determine next steps, our consultants meet with leadership teams to conduct data reviews and Implementation Snapshots to determine the baseline of instructional practices. We then create plans for those student populations who are being underserved and who need additional language support and appropriate interventions, such as EL students, students with SPED IEPs, gifted and talented students, and culturally diverse communities (some with dual language programs).

The content of our Reading Academy Courses and Expert Certification courses falls under a Structured Literacy model. Series A: Focus on Foundational Skills is based on direct instruction and active engagement for all students. Multisensory instructional ideas are included for students when appropriate. Series B: Focus on Informational and Literature Standards is based on the Gradual Release of Responsibility Model (I DO, WE DO, Y'ALL DO & YOU DO). Discussion, higher order thinking questions, projects, and other creative ways of showing mastery towards standards is stressed. Student choice in grade-appropriate independent wide reading opportunities is encouraged. In addition, Ashlock Consulting is developing a Notebook as a part of Reading Academy Course to include Social Emotional Learning, English Learners, and Equity suggestions and quotes to give teachers extra support in these areas during delivery of instruction. In supporting improved instructional practices and building a Multi-Tiered System of Support (MTSS) at the school/district levels, these services support equity and inclusion for all student, ensuring every child has everything they need to be successful.

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Explain Capacity to Embed Service Provider Personnel in Hawaii:

Ashlock Consulting has provided services nationwide since 2005, including frequent on-site and remote support in Alaska, remote Bureau of Indian Affairs-areas of New Mexico, and Appalachian communities in West Virginia. We have a team of highly experienced staff that is uniquely qualified to work on-site and/or remote to improve the literacy of children in Hawaii. Our staff has hands-on experience working with multiple cultures and languages within school districts and focuses on implementation that builds over multiple years of instruction to give staff and students the tools to teach and learn literacy. Upon receiving an award, we work closely with school agencies and District staff to develop a schedule and model that is optimal for the client.

Geographic Areas of Service (List Islands or geographic areas. If all islands are covered note "All"):

Our services are open to **all islands**.

Additional Information Attached. Additional materials will not be considered for evaluation.

- Supplemental Narrative description—
- Other

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Appendix C
SUMMARY OFFER OF SERVICES AND PRICE LIST

Organizational Information:

Name of Provider: Ashlock Consulting, Inc.

Contact (include Title): Jennifer Ashlock, C.E.O.

Address (include street, city, state, zip code): P.O. Box 4515 Petaluma, CA 94955-4515

Telephone: (707) 658-2287

Fax: n/a

e-mail: admin@ashlockconsulting.com

Service Area:

- Needs Assessment
- Training in Leadership
- Training in Coaching and Support for Complex Area Personnel, Charter Commission Personnel, School Level Coaches, and Teachers
- Training in Specialized Areas
- Supporting Family-School-Community Partnerships

Description of Service (Including Delivery Method):

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Implementation Support for Series A
Part 1: Focus on Phonemic Awareness and Phonics
Part 2: Focus on Structural Analysis and Fluency

These **Implementation Support** courses dive deep into how to conduct data analysis, understand and implement the problem-solving model for data-based decision making, and provide monthly plans and goals, professional learning, and tools to improve instructional delivery methods and student outcomes. They develop an instructional leader’s knowledge in understanding Implementation Science, how to provide effective instructional feedback, build a culture focused on the whole child, develop comprehensive assessment plans, and how to lead to produce significant, enduring improvement.

Description for Series A—Part 1 and Part 2:

Each Part is a five-session, 10-hour professional learning course designed to provide ongoing implementation support for site administrators and Reading Experts (who have taken or are enrolled in our Expert Certification course) connected to Literature and Informational Standards. **Implementation Support for Series A—Part 1** focuses on a Phonemic Awareness and Phonics, along with research on effective instructional coaching and a coaching process to support implementation for administrators, coaches, teacher leads, and professional learning teams. **Implementation Support for Series A—Part 2** focuses on Structural Analysis and Fluency, along with coaching to improve teacher practices focused on effective coaching practices (Observation Modeling, Performance Feedback, and Relationship Building Strategies) for administrators, coaches, teacher leads, and professional learning teams.

Expert Certification enrollment is required for the asynchronous option. Expert Certification or Reading Academy teacher enrollment is required for synchronous options. The course is structured for site administrators and Reading Experts to view one session every four to six weeks. If the school site has enrolled teachers in Reading Academy and there is no Reading Expert enrollment, our consultants can facilitate that role with the site administrators in synchronous options.

Our *Templates for Effective Instruction* are used throughout each course to demonstrate lessons that fall under a Structured Literacy model using scientifically-based reading research, which are generic explicit routines for Foundational skills.

See the chart below for the content of Implementation Support course and how it follows the structure of Reading Academy—Series A.

Each session includes the following:

- Principal Implementation Checklist
- Reading Expert Implementation Checklist
- Recommended Demonstration/Coaching Assignments
- Principal/Reading Expert Discussion Assignments
- Principal Walkthrough Forms
- Instructional Observation Forms

Reading Expert CERTIFICATION—Series A		
Focus on Foundational Skills		
Reading Academy—Series A	Presentation/	Master License
Focus on Foundational Skills	Implementation	Agreement
Workshops by Topic		
A/B1	Overview	Our Reading Expert CERTIFICATION is designed as a train the trainer course. This course includes all the content from our Reading Academy—Series A course and more. The course will provide the participant with Expert Note outlines and helpful suggestions for presenting and implementing the content. The participant will be licensed to reproduce the materials to train others based on our Master License Agreement.
AD	Understanding and Recognizing Dyslexia	
A2	Phonological Awareness	
A3	Phonics/Word Recognition—Part 1	
A4	Phonics/Word Recognition—Part 2	
A5	Structural Analysis – Word Recognition—Part 1	
A6	Structural Analysis – Word Recognition—Part 2	
A7	Fluency	
A8	Data-Driven Differentiated Instruction (Tier 2)	
A9	Strengthening the Core with Practice Sets	
A10	K-1 Intervention/Enrichment (Tier 2)	
Review	Review and Assessment	

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Cost / Cost Structure:

IMPLEMENTATION SUPPORT SERIES A/B			
Pricing below is for one course (Series A or Series B).			
Option	Online Prerecorded (Asynchronous)	Online Live (Synchronous)	Onsite Live (Synchronous)
Group Size	Presented to any group size or an individual.	Online live webinars are presented to a group of up to 40 educators.	Onsite live training is presented to a group of up to 40 educators.
Access	Participants have full access to Course for 1 year.	Access to Course during live session only. No recording of sessions is allowed.	Access to Course during live session only. No recording of sessions is allowed.
Pace	Self-paced	Daily cost	5-day minimum
Bundle Options	See Bundled Options summary pages.	See Bundled Options summary pages	Bundled Options are not available for onsite training.
Cost	<u>Per enrollee pricing:</u> <ul style="list-style-type: none"> ▪ 1-25: \$225/enrollee <li style="padding-left: 20px;">– GET tax: \$10.13 (4.5%) Total Cost: \$235 ▪ 26+: \$150/enrollee <li style="padding-left: 20px;">– GET tax: \$6.75 (4.5%) Total cost: \$157 <i>Cost/day does not apply due to single registration cost.</i>	<u>Per cohort pricing:</u> (up to 40 per cohort) <ul style="list-style-type: none"> ▪ 1-4: \$ \$2,975/day <li style="padding-left: 20px;">– GET tax: \$133.88 (4.5%) Cost per day: \$3,109 ▪ 5+: \$2,775/day <li style="padding-left: 20px;">– GET tax: \$624.38 (4.5%) Cost per day: \$2,900 	<u>Per cohort pricing:</u> (up to 40 per cohort) <ul style="list-style-type: none"> Consultant cost: \$2,975/day (5-day trip): \$14,875/cohort – Travel costs: \$5,625 – GET tax: \$922.50 (4.5%) – Subtotal/cohort: \$20,500 – Total/cohort: \$21,423 Cost per day: \$4,285

Materials Required or Offered (indicate cost, if applicable):

MATERIALS			
Option	Online Prerecorded (Asynchronous)	Online Live (Synchronous)	Onsite Live (Synchronous)
Print Materials On Your Own	Enrollee access to limited Handouts in digital and printable formats	School agency access to limited Handouts in digital and printable formats	School agency access to limited Handouts in digital and printable formats
Ashlock Consulting Supplies Materials	n/a	n/a	n/a

OPTIONAL ADD-ONS**TEMPLATE CARD TUTORIAL**

Service	Online Recorded (Asynchronous)
Bundled Options	Discount Bundle Options are available for COMPLEX or SITE implementation. See Bundled Options.
Cost	<ul style="list-style-type: none"> ▪ Per school site pricing: \$425 per school site <li style="padding-left: 20px;">– GET tax: \$19.13 (4.5%) Total per school site: \$445 <i>Cost/day does not apply due to single registration cost.</i>

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IMPLEMENTATION SUPPORT SERIES A/B OPTIONAL ADD-ONS (Continued)		
READING STRATEGY AND SKILL RESOURCE		
Product	This resource provides classrooms with a booklet that has explicit explanations for the most common Reading Strategies and Reading Skills. The minimum order is 100 books. If you have a special quantity need, contact Ashlock Consulting for more information.	
Bundled Options	Bundled Options are not available for Reading Strategy and Skill Resource.	
Cost	100+ books: \$24.99 per book	2,000+ books: \$15.99 per book
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	1,500+ books: \$17.99 per book	10,000+ books: \$9.99 per book
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ENGLISH LANGUAGE ARTS PRIORITY PLANS		
Option	Onsite Live (Synchronous)	Ask Ashlock Consulting about licensing to use our English Language Arts Priority Plans to include some or all of the components designed for General Education or Modified/SPED classrooms: <ul style="list-style-type: none"> ▪ Priority Reading Plans ▪ Priority Reading Standards Maps ▪ Practice Sets ▪ K-1 Star Lesson Plans ▪ K-1 Clipboard Checks ▪ Exit Tickets ▪ Priority Language Arts Plans
Group Size	Onsite live training is presented to a group of up to 40 educators.	
Access	Access to Course during live session only. No recording of sessions is allowed.	
Pace	10-day course	
Bundle Options	Bundled Options are not available for onsite training.	
Cost	<u>Per cohort pricing:</u> (up to 40 per cohort) Consultant cost: \$2,975/day (10-day course): \$29,750/cohort <ul style="list-style-type: none"> – Travel costs: \$11,250 – Subtotal/cohort: \$41,000 – GET tax: \$1,845 (4.5%) – Total/cohort: \$21,423 Cost per day: \$42,845	Ask Ashlock Consulting for a quote to meet the needs of your site or School Agency. The cost of licensing is per grade level, by component, and based on the number of school sites included in the licensing agreement. *See current costs.

Recommended Target Participants:

The target participants are GENED and SPED K-8 coaches, administrators, teacher leads, and PLC teams.

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Evidence of Effectiveness:

We work with clients to develop a **Full Implementation Plan** that includes professional development, technical assistance connected RtII planning under a Multi-Tier System of Support, training/implementation support for administrators, professional learning communities/learning walks, coaching plans/training, and effective implementation of Tier 1 instructional materials using our English Language Arts Priority Plans (e.g., "Lesson Maps"). Our Full Implementation Plans yield the most effective results, as described below. Our **Bundled Options** are created to include the full scope of our implementation.

Ashlock Consulting's **Implementation Support** courses grew out of a project we were asked to work on for the National Center for Reading First Technical Assistance in 2006. Following the project, the University of Oregon used our Templates for Effective Instruction, Reading Academy training, and Lesson Maps as part of a grade 1 study (Project ECRI: Enhancing Core Reading Instruction in First Grade) that is now cited in the **What Works Database** (Examining the Efficacy of a Multitiered Intervention for At-risk Readers in Grade 1). We have continued to provide **implementation support** for our Reading Academy trainings as part of a comprehensive implementation plan for school districts across the United States. Below are some highlights from clients showcasing our Evidence for Effectiveness. Please see attached client statements for additional information.

- **Anchorage School District** (Anchorage, AK): 26 Title I elementary schools; more than 50% minority students; 20% of students speak 110 languages.
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 - ✓ "Positive impact was made at all schools." - *Jennifer Hawkins - Director of Elementary Curriculum, Principal*
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 - ✓ "As the principal at Peterson, I documented gains in PSF, NWF, and ORF scores in the three years following implementation." - *Jennifer Hawkins - Director of Elementary Curriculum, Principal*
 - ✓ "Ashlock Consulting completed in-depth training with all special educators, including paraprofessionals, in the implementation of priority plans." - *Laura Blair, Director of Special Services*

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COVID-19 Implications:

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Supporting Equity, Excellence, and Innovation in Effective Teaching and Learning in a School:

Ashlock Consulting works with site leadership to ensure no student population is overlooked when it comes to literacy. The first step in ensuring all student populations receive equitable instruction and opportunities to learn is to conduct a thorough analysis of all student data, determine what structures are or are not in place to support student learning, and determine the level of effective instruction and program implementation. To gather this information and determine next steps, our consultants meet with leadership teams to conduct data reviews and Implementation Snapshots to determine the baseline of instructional practices. We then create plans for those student populations who are being underserved and who need additional language support and appropriate interventions, such as EL students, students with SPED IEPs, gifted and talented students, and culturally diverse communities (some with dual language programs).

Through our Reading Academy and Expert Courses, Implementation Courses, and Technical Assistance visits we address and support training in assessing and improving the delivery of services to meet the needs of targeted groups of students. By ensuring that all stakeholders know and understand best evidence-based instructional practices, a comprehensive assessment system, and the school improvement model, and then commit to sustainable long-term change for improvement to student outcomes, then targeted groups of students will be equitably served and their outcomes will improve. In addition, modeling instruction, observing instruction and giving feedback, answering questions, problem solving, helping teachers interpret data, and facilitating PLCs all support the school-wide goal of academic achievement.

Explain Capacity to Embed Service Provider Personnel in Hawaii:

Ashlock Consulting has provided services nationwide since 2005, including frequent on-site and remote support in Alaska, remote Bureau of Indian Affairs-areas of New Mexico, and Appalachian communities in West Virginia. We have a team of highly experienced staff that is uniquely qualified to work on-site and/or remote to improve the literacy of children in Hawaii. Our staff has hands-on experience working with multiple cultures and languages within school districts and focuses on implementation that builds over multiple years of instruction to give staff and students the tools to teach and learn literacy. Upon receiving an award, we work closely with school agencies and District staff to develop a schedule and model that is optimal for the client.

Geographic Areas of Service (List Islands or geographic areas. If all islands are covered note "All"):

Our services are open to **all islands**.

Additional Information Attached. Additional materials will not be considered for evaluation.

- Supplemental Narrative description—
- Other

Ashlock Consulting Response to RFP D23-089
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Appendix C
SUMMARY OFFER OF SERVICES AND PRICE LIST

Organizational Information:

Name of Provider: Ashlock Consulting, Inc.

Contact (include Title): Jennifer Ashlock, C.E.O.

Address (include street, city, state, zip code): P.O. Box 4515 Petaluma, CA 94955-4515

Telephone: (707) 658-2287

Fax: n/a

e-mail: admin@ashlockconsulting.com

Service Area:

- Needs Assessment
- Training in Leadership
- Training in Coaching and Support for Complex Area Personnel, Charter Commission Personnel, School Level Coaches, and Teachers
- Training in Specialized Areas
- Supporting Family-School-Community Partnerships

Description of Service (Including Delivery Method):

Ashlock Consulting Response to RFP D23-089
SCHOOL IMPROVEMENT SERVICES
 TO ADDRESS HAWAII STATE DEPARTMENT OF EDUCATION PRIORITIES
 RFP D23-089

Implementation Support for Series B
Part 1: Focus on Informational Standards
Part 2: Focus on Literature Standards

These **Implementation Support** courses dive deep into how to conduct data analysis, understand, and implement the problem-solving model for data-based decision making, and provide monthly plans and goals, professional learning, and tools to improve instructional delivery methods and student outcomes. They develop an instructional leader's knowledge in understanding Implementation Science, how to provide effective instructional feedback, build a culture focused on the whole child, develop comprehensive assessment plans, and how to lead to produce significant, enduring improvement.

Description for Series B—Part 1 and Part 2:

Each Part is a five-session, 10-hour professional learning course designed to provide ongoing implementation support for site administrators and Reading Experts (who have taken or are enrolled in our Expert Certification course) connected to Literature and Informational Standards. The Series B Implementation Support courses focuses on vocabulary and comprehension and instruct participants on the current research and best practices for teaching Informational and Literature Standards (Common Core State Standards and State-specific Standards).

Implementation Support Series B—Part 1 focuses on Informational Text Standards, Vocabulary and Comprehension, along with coaching through implementation challenges for administrators, coaches, teacher leads, and professional learning teams. **Implementation Support Series B—Part 2** focuses on Literature Standards, Vocabulary and Comprehension, along with coaching support connected to wide reading across content area for administrators, coaches, teacher leads, and professional learning teams.

Expert Certification enrollment is required for the asynchronous option. Expert Certification or Reading Academy teacher enrollment is required for synchronous options. The course is structured for site administrators and Reading Experts to view one session every four to six weeks. If the school site has enrolled teachers in Reading Academy and there is no Reading Expert enrollment, our consultants can facilitate that role with the site administrators in synchronous options.

Our Reading Strategy and Skill Resource is used throughout the course to demonstrate lessons that fall under a Structured Literacy model using scientifically-based reading research connected to the Gradual Release of Responsibility.

See the chart below for the content of Implementation Support course and how it follows the structure of Reading Academy—Series B.

Each session includes the following:

- Principal Implementation Checklist
- Reading Expert Implementation Checklist
- Recommended Demonstration/Coaching Assignments
- Principal/Reading Expert Discussion Assignments
- Principal Walkthrough Forms
- Instructional Observation Forms

Reading Expert CERTIFICATION—Series B Focus on Informational Text and Literature Standards			
Reading Academy—Series B Focus on Informational Text and Literature Standards		Presentation/ Implementation	Master License Agreement
Workshops by Topic			Our Reading Expert CERTIFICATION is designed as a train the trainer course. The course includes all the content from our Reading Academy—Series B course and more. The course will provide the participant with Expert Note outlines and helpful suggestions for presenting and implementing the content. The participant will be licensed to reproduce the materials to train others based on our Master License Agreement.
A/B1	Overview		
B2	Understanding and Recognizing Dyslexia		
B3	Phonological Awareness		
B4	Phonics/Word Recognition—Part 1		
B5	Phonics/Word Recognition—Part 2		
B6	Structural Analysis – Word Recognition—Part 1		
B7	Structural Analysis – Word Recognition—Part 2		
B8	Fluency		
B9	Data-Driven Differentiated Instruction (Tier 2)		
B10	Strengthening the Core with Practice Sets		
Review	Review and Assessment		

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Cost / Cost Structure:

IMPLEMENTATION SUPPORT SERIES A/B			
Pricing below is for one course (Series A or Series B).			
Option	Online Prerecorded (Asynchronous)	Online Live (Synchronous)	Onsite Live (Synchronous)
Group Size	Presented to any group size or an individual.	Online live webinars are presented to a group of up to 40 educators.	Onsite live training is presented to a group of up to 40 educators.
Access	Participants have full access to Course for 1 year.	Access to Course during live session only. No recording of sessions is allowed.	Access to Course during live session only. No recording of sessions is allowed.
Pace	Self-paced	Daily cost	5-day minimum
Bundle Options	See Bundled Options summary pages.	See Bundled Options summary pages	Bundled Options are not available for onsite training.
Cost	<u>Per enrollee pricing:</u> <ul style="list-style-type: none"> ▪ 1-25: \$225/enrollee <ul style="list-style-type: none"> – GET tax: \$10.13 (4.5%) Total Cost: \$235 ▪ 26+: \$150/enrollee <ul style="list-style-type: none"> – GET tax: \$6.75 (4.5%) Total cost: \$157 <p><i>Cost/day does not apply due to single registration cost.</i></p>	<u>Per cohort pricing:</u> (up to 40 per cohort) <ul style="list-style-type: none"> ▪ 1-4: \$ \$2,975/day <ul style="list-style-type: none"> – GET tax: \$133.88 (4.5%) Cost per day: \$3,109 ▪ 5+: \$2,775/day <ul style="list-style-type: none"> – GET tax: \$624.38 (4.5%) Cost per day: \$2,900 	<u>Per cohort pricing:</u> (up to 40 per cohort) <ul style="list-style-type: none"> Consultant cost: \$2,975/day (5-day trip): \$14,875/cohort – Travel costs: \$5,625 – GET tax: \$922.50 (4.5%) – Subtotal/cohort: \$20,500 – Total/cohort: \$21,423 Cost per day: \$4,285

Materials Required or Offered (indicate cost, if applicable):

MATERIALS			
Option	Online Prerecorded (Asynchronous)	Online Live (Synchronous)	Onsite Live (Synchronous)
Print Materials On Your Own	Enrollee access to limited Handouts in digital and printable formats	School agency access to limited Handouts in digital and printable formats	School agency access to limited Handouts in digital and printable formats
Ashlock Consulting Supplies Materials	n/a	n/a	n/a

OPTIONAL ADD-ONS**TEMPLATE CARD TUTORIAL**

Service	Online Recorded (Asynchronous)
Bundled Options	Discount Bundle Options are available for COMPLEX or SITE implementation. See Bundled Options.
Cost	<ul style="list-style-type: none"> ▪ Per school site pricing: \$425 per school site <ul style="list-style-type: none"> – GET tax: \$19.13 (4.5%) Total per school site: \$445 <p><i>Cost/day does not apply due to single registration cost.</i></p>

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IMPLEMENTATION SUPPORT SERIES A/B OPTIONAL ADD-ONS (Continued)		
READING STRATEGY AND SKILL RESOURCE		
Product	This resource provides classrooms with a booklet that has explicit explanations for the most common Reading Strategies and Reading Skills. The minimum order is 100 books. If you have a special quantity need, contact Ashlock Consulting for more information.	
Bundled Options	Bundled Options are not available for Reading Strategy and Skill Resource.	
Cost	100+ books: \$24.99 per book	2,000+ books: \$15.99 per book
	1,000+ books: \$18.99 per book	2,500+ books: \$14.99 per book
	1,500+ books: \$17.99 per book	10,000+ books: \$9.99 per book
	<ul style="list-style-type: none"> ▪ 8% Shipping/Handling is for the Continental United States. For Hawaii Shipping/Handling costs could be up to 50%. We will work with you to get the best S/H pricing. ▪ GET tax: 4.5% of total cost for order 	
ENGLISH LANGUAGE ARTS PRIORITY PLANS		
Option	Onsite Live (Synchronous)	Ask Ashlock Consulting about licensing to use our English Language Arts Priority Plans to include some or all of the components designed for General Education or Modified/SPED classrooms: <ul style="list-style-type: none"> ▪ Priority Reading Plans ▪ Priority Reading Standards Maps ▪ Practice Sets ▪ K-1 Star Lesson Plans ▪ K-1 Clipboard Checks ▪ Exit Tickets ▪ Priority Language Arts Plans
Group Size	Onsite live training is presented to a group of up to 40 educators.	
Access	Access to Course during live session only. No recording of sessions is allowed.	
Pace	10-day course	
Bundle Options	Bundled Options are not available for onsite training.	
Cost	<u>Per cohort pricing:</u> (up to 40 per cohort) Consultant cost: \$2,975/day (10-day course): \$29,750/cohort <ul style="list-style-type: none"> – Travel costs: \$11,250 – Subtotal/cohort: \$41,000 – GET tax: \$1,845 (4.5%) – Total/cohort: \$21,423 Cost per day: \$42,845	Ask Ashlock Consulting for a quote to meet the needs of your site or School Agency. The cost of licensing is per grade level, by component, and based on the number of school sites included in the licensing agreement. *See current costs.

Recommended Target Participants:

The target participants are GENED and SPED K-8 coaches, administrators, teacher leads, and PLC teams.

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Evidence of Effectiveness:

We work with clients to develop a **Full Implementation Plan** that includes professional learning, technical assistance connected RtII planning under a Multi-Tier System of Support, training/implementation support for administrators, professional learning communities/learning walks, coaching plans/training, and effective implementation of Tier 1 instructional materials using our English Language Arts Priority Plans (e.g., "Lesson Maps"). Our Full Implementation Plans yield the most effective results, as described below. Our **Bundled Options** are created to include the full scope of our implementation.

Ashlock Consulting's Implementation Support courses grew out of a project we were asked to work on for the National Center for Reading First Technical Assistance in 2006. Following the project, the University of Oregon used our Templates for Effective Instruction, Reading Academy training, and Lesson Maps as part of a grade 1 study (Project ECRI: Enhancing Core Reading Instruction in First Grade) that is now cited in the **What Works Database** (Examining the Efficacy of a Multitiered Intervention for At-risk Readers in Grade 1). We have continued to provide **implementation support** for our Reading Academy trainings as part of a comprehensive implementation plan for school districts across the United States. Below are some highlights from clients showcasing our Evidence for Effectiveness. Please see attached client statements for additional information.

- **Anchorage School District** (Anchorage, AK): 26 Title I elementary schools; more than 50% minority students; 20% of students speak 110 languages.
 - ✓ 2008-2011: 26 Title I schools were trained in Reading Academy as part of their implementation plan. In three years, Title I schools performed as well as the non-Title I schools on the state assessment.
 - ✓ 2005-2008: After several years of implementation, Creekside Elementary (part of the initial Reading First project) improved on the state test and met state designation of Meeting Annual Yearly Progress.

- **McDowell County Schools** (Welch, WV): K-12 district of highest poverty in the state of WV at 100% low-SES; 42% of students are being raised by grandparents; district has seen as much as 50% turnover in some school years.
 - ✓ "Positive impacts have been made through the work of Ashlock Consulting at all schools!" - *Amanda F. Peyton, Federal Programs and School Improvement*
 - ✓ "Some consulting groups would look at our district as a risk - however Ashlock Consulting has firmly planted their feet with our district and continues to support our vast needs and look for sustainable ways in which to support our students, their families, and our staff." - *Amanda F. Peyton, Federal Programs and School Improvement*

- **Klamath County Schools** (Klamath Falls, OR): K-12 rural southern Oregon district; 63% poverty; 18 of 21 schools met poverty guidelines for Title IA; 5% EL, 11% SPED, 34% minority students.
 - ✓ "Positive impact was made at all schools." - *Jennifer Hawkins - Director of Elementary Curriculum, Principal*
 - ✓ "At Peterson, 18 months after beginning the reading training and supplement in grades 2-6, the number of necessary intervention groups dropped drastically. We went from teaching 14 intervention groups to 6 groups..." - *Jennifer Hawkins - Director of Elementary Curriculum, Principal*
 - ✓ "As the principal at Peterson, I documented gains in PSF, NWF, and ORF scores in the three years following implementation." - *Jennifer Hawkins - Director of Elementary Curriculum, Principal*
 - ✓ "Ashlock Consulting completed in-depth training with all special educators, including paraprofessionals, in the implementation of priority plans." - *Laura Blair, Director of Special Services*

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COVID-19 Implications:

All of Ashlock Consulting's courses have three options: recorded (asynchronous), online live webinars (synchronous), and in-person (synchronous). We have not stopped serving our clients during the pandemic. When going on-site is not optimal or safe, we provide drop-in Zoom trainings that consist of demonstrations in classrooms involving teachers and students, learning community sessions, and implementation support meetings with principals. All our employees work remotely and live across the United States. They are well trained in adapting to whatever situation is optimal and safe.

We have helped all our clients adapt and adjust their instruction based on the data of their students following the COVID-gap. We regularly work with grade-level teams and coaches to interpret data and create a plan to provide appropriate interventions, which includes developing a progress monitoring schedule for students receiving interventions. We also help schools build a Student-Centered Master Schedule with a coordinated and comprehensive WIN (What I Need) tier 2 intervention block. Many of our clients use our English Language Arts Priority Plans connected to their Tier 1 and Tier 2 instructional materials, which add explicit and evidence-based instructional routines for teachers and additional practice of essential skills, many opportunities to respond, and distributed practice over time for students. We work with the unique environment at individual schools to provide modified versions of instructional plans that target Special Education students and their needs according to their IEPs, and for student groups where data shows they are not reaching proficiency and indicate a need for more intensive Tier 1 and Tier 2 instruction, which has often been the case in the Covid-19 era.

Supporting Equity, Excellence, and Innovation in Effective Teaching and Learning in a School:

Ashlock Consulting works with site leadership to ensure no student population is overlooked when it comes to literacy. The first step in ensuring all student populations receive equitable instruction and opportunities to learn is to conduct a thorough analysis of all student data, determine what structures are or are not in place to support student learning, and determine the level of effective instruction and program implementation. To gather this information and determine next steps, our consultants meet with leadership teams to conduct data reviews and Implementation Snapshots to determine the baseline of instructional practices. We then create plans for those student populations who are being underserved and who need additional language support and appropriate interventions, such as EL students, students with SPED IEPs, gifted and talented students, and culturally diverse communities (some with dual language programs).

Through our Reading Academy and Expert Courses, Implementation Courses, and Technical Assistance visits we address and support training in assessing and improving the delivery of services to meet the needs of targeted groups of students. By ensuring that all stakeholders know and understand best evidence-based instructional practices, a comprehensive assessment system, and the school improvement model, and then commit to sustainable long-term change for improvement to student outcomes, then targeted groups of students will be equitably served and their outcomes will improve. In addition, modeling instruction, observing instruction and giving feedback, answering questions, problem solving, helping teachers interpret data, and facilitating PLCs all support the school-wide goal of academic achievement.

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Explain Capacity to Embed Service Provider Personnel in Hawaii:

Ashlock Consulting has provided services nationwide since 2005, including frequent on-site and remote support in Alaska, remote Bureau of Indian Affairs-areas of New Mexico, and Appalachian communities in West Virginia. We have a team of highly experienced staff that is uniquely qualified to work on-site and/or remote to improve the literacy of children in Hawaii. Our staff has hands-on experience working with multiple cultures and languages within school districts and focuses on implementation that builds over multiple years of instruction to give staff and students the tools to teach and learn literacy. Upon receiving an award, we work closely with school agencies and District staff to develop a schedule and model that is optimal for the client.

Geographic Areas of Service (List Islands or geographic areas. If all islands are covered note "All"):

Our services are open to **all islands**.

- Additional Information Attached. Additional materials will not be considered for evaluation.**
- Supplemental Narrative description
 - Other

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Appendix C
SUMMARY OFFER OF SERVICES AND PRICE LIST

Organizational Information:

Name of Provider: Ashlock Consulting, Inc.

Contact (include Title): Jennifer Ashlock, C.E.O.

Address (include street, city, state, zip code): P.O. Box 4515 Petaluma, CA 94955-4515

Telephone: (707) 658-2287

Fax: n/a

e-mail: admin@ashlockconsulting.com

Service Area:

- Needs Assessment
- Training in Leadership
- Training in Coaching and Support for Complex Area Personnel, Charter Commission Personnel, School Level Coaches, and Teachers
- Training in Specialized Areas
- Supporting Family-School-Community Partnerships

Description of Service (Including Delivery Method):

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Technical Assistance

Technical Assistance visits, whether in person or remote, enhance the professional learning experience through a hands-on approach and build confidence for both staff and administration in the understanding of school reform and improved academic outcomes for students. These technical assistance visits support the breakdown of all the necessary components in building an infrastructure that addresses the needs of all learners (e.g., English Learners, identified gifted and talented, identified SPED) using a Multi-Tiered System of Support (MTSS) and Response to Instruction and Intervention (RtII) model. Some examples of our Technical Assistance include:

1. Supporting School Agencies with their English language arts curriculum adoption by training them how to prioritize the Science of Reading, or the “must do” instruction provided for all students.
2. Providing lesson modeling of effective instruction.
3. Observing lessons with the intention of improving and refining teacher practices.
4. Using instructional Rubrics to emphasize standards-based instruction connected to strategies, skills, and oral language development.

Through the MTSS model, the professional learning courses, and our Technical Assistance, we deliver a comprehensive support system for school agencies that provide guidance and clarity in supporting the implementation of school reform to reach the overall goal of school improvement.

Technical assistance visits may include, but are not limited to:

- Lesson observations and demonstration of instruction
- Support with comprehensive assessment plans including data analysis reviews in analyzing multiple pieces of data to determine next instructional moves
- Assisting with facilitating Professional Learning Community (PLCs), Implementation Snapshots, and Instructional Learning Walks.
- Support with instructional coaching: setting up a plan for observing, modeling, providing performance feedback, and relationship-building strategies.
- Use of instructional Rubrics to refine instruction.
- Use of observation tools to refine and evaluate instruction.

Each school site is a unique environment with unique student and staff needs. Technical assistance at school sites is a key component of a successful implementation and is best when combined with site enrollment in Reading Academy and/or Expert Certification.

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Cost / Cost Structure:			
TECHNICAL ASSISTANCE			
Option	Online Live (Synchronous)	Onsite Live (Synchronous)	
Group Size	Online live webinars are presented to a group of up to 40 educators.	Onsite live training is presented to a group of up to 40 educators.	
Access	Access to Course during live session only. No recording of sessions is allowed.	Access to Course during live session only. No recording of sessions is allowed.	
Pace	Daily cost	5-day minimum	
Bundle Options	See Bundled Options summary pages	Bundled Options are not available for onsite training.	
Cost	<u>Per cohort pricing:</u> (up to 40 per cohort) <ul style="list-style-type: none"> ▪ 1-4: \$ \$2,975/day <ul style="list-style-type: none"> – GET tax: \$133.88 (4.5%) Cost per day: \$3,109 ▪ 5+: \$2,775/day <ul style="list-style-type: none"> – GET tax: \$624.38 (4.5%) Cost per day: \$2,900 	<u>Per cohort pricing:</u> (up to 40 per cohort) <ul style="list-style-type: none"> Consultant cost: \$2,975/day (5-day trip): \$14,875/cohort <ul style="list-style-type: none"> – Travel costs: \$5,625 – GET tax: \$922.50 (4.5%) – Subtotal/cohort: \$20,500 – Total/cohort: \$21,423 Cost per day: \$4,285 	
Materials Required or Offered (indicate cost, if applicable):			
MATERIALS			
Option	Online Prerecorded (Asynchronous)	Online Live (Synchronous)	Onsite Live (Synchronous)
Print Materials On Your Own	Enrollee access to limited Handouts in digital and printable formats	School agency access to limited Handouts in digital and printable formats	School agency access to limited Handouts in digital and printable formats
Ashlock Consulting Supplies Materials	n/a	n/a	n/a
OPTIONAL ADD-ONS			
TEMPLATE CARD TUTORIAL			
Service	Online Recorded (Asynchronous)		
Bundled Options	Discount Bundle Options are available for COMPLEX or SITE implementation. See Bundled Options.		
Cost	<ul style="list-style-type: none"> ▪ Per school site pricing: \$425 per school site <ul style="list-style-type: none"> – GET tax: \$19.13 (4.5%) Total per school site: \$445 <i>Cost/day does not apply due to single registration cost.</i>		

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TECHNICAL ASSISTANCE OPTIONAL ADD-ONS (Continued)		
READING STRATEGY AND SKILL RESOURCE		
Product	This resource provides classrooms with a booklet that has explicit explanations for the most common Reading Strategies and Reading Skills. The minimum order is 100 books. If you have a special quantity need, contact Ashlock Consulting for more information.	
Bundled Options	Bundled Options are not available for Reading Strategy and Skill Resource.	
Cost	100+ books: \$24.99 per book	2,000+ books: \$15.99 per book
	1,000+ books: \$18.99 per book	2,500+ books: \$14.99 per book
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	<ul style="list-style-type: none"> ▪ 8% Shipping/Handling is for the Continental United States. For Hawaii Shipping/Handling costs could be up to 50%. We will work with you to get the best S/H pricing. ▪ GET tax: 4.5% of total cost for order 	
ENGLISH LANGUAGE ARTS PRIORITY PLANS		
Option	Onsite Live (Synchronous)	Ask Ashlock Consulting about licensing to use our English Language Arts Priority Plans to include some or all of the components designed for General Education or Modified/SPED classrooms: <ul style="list-style-type: none"> ▪ Priority Reading Plans ▪ Priority Reading Standards Maps ▪ Practice Sets ▪ K-1 Star Lesson Plans ▪ K-1 Clipboard Checks ▪ Exit Tickets ▪ Priority Language Arts Plans
Group Size	Onsite live training is presented to a group of up to 40 educators.	
Access	Access to Course during live session only. No recording of sessions is allowed.	
Pace	10-day course	
Bundle Options	Bundled Options are not available for onsite training.	
Cost	<u>Per cohort pricing:</u> (up to 40 per cohort) Consultant cost: \$2,975/day (10-day course): \$29,750/cohort <ul style="list-style-type: none"> – Travel costs: \$11,250 – Subtotal/cohort: \$41,000 – GET tax: \$1,845 (4.5%) – Total/cohort: \$21,423 Cost per day: \$42,845	Ask Ashlock Consulting for a quote to meet the needs of your site or School Agency. The cost of licensing is per grade level, by component, and based on the number of school sites included in the licensing agreement. *See current costs.
Recommended Target Participants:		
The target participants are K-12 teachers and administrators.		

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Evidence of Effectiveness:

We work with clients to develop a **Full Implementation Plan** that includes professional learning, technical assistance connected to RtII planning under a Multi-Tier System of Support, training/implementation support for administrators, professional learning communities/learning walks, coaching plans/training, and effective implementation of Tier 1 instructional materials using our English Language Arts Priority Plans (e.g., "Lesson Maps"). Our Full Implementation Plans yield the most effective results, as described below. Our **Bundled Options** are created to include the full scope of our implementation.

Ashlock Consulting's **Technical Assistance** implementation support grew out of a project we were asked to work on for the National Center for Reading First Technical Assistance in 2006. Following the project, the University of Oregon used our Templates for Effective Instruction, Reading Academy training, and Lesson Maps as part of a grade 1 study (Project ECRI: Enhancing Core Reading Instruction in First Grade) that is now cited in the **What Works Database** (Examining the Efficacy of a Multitiered Intervention for At-risk Readers in Grade 1). We have continued to provide site/complex based **Technical Assistance** for implementation support for our clients as part of a comprehensive implementation plan for school districts across the United States. Below are some highlights from clients showcasing our Evidence for Effectiveness. Please see attached **Client Testimonials/Evidence of Effectiveness** for additional information.

- **Anchorage School District** (Anchorage, AK): 26 Title I elementary schools; more than 50% minority students; 20% of students speak 110 languages.
 - ✓ 2008-2011: 26 Title I schools were trained in Reading Academy as part of their implementation plan. In three years, Title I schools performed as well as the non-Title I schools on the state assessment.
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 - ✓ "As the principal at Peterson, I documented gains in PSF, NWF, and ORF scores in the three years following implementation." - *Jennifer Hawkins - Director of Elementary Curriculum, Principal*
 - ✓ "Ashlock Consulting completed in-depth training with all special educators, including paraprofessionals, in the implementation of priority plans." - *Laura Blair, Director of Special Services*

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COVID-19 Implications:

Ashlock Consulting's Technical Assistance is offered in two options: online live webinars and trainings (synchronous) and in-person trainings (synchronous). We have not stopped serving our clients during the pandemic. When going on-site is not optimal or safe, we provide drop-in Zoom trainings that consist of demonstrations in classrooms involving teachers and students, learning community sessions, and implementation support meetings with principals. All our employees work remotely and live across the United States. They are well trained in adapting to whatever situation is optimal and safe.

We have helped all our clients adapt and adjust their instruction based on the data of their students following the COVID-gap. We regularly work with grade-level teams and coaches to interpret data and create a plan to provide appropriate interventions, which includes developing a progress monitoring schedule for students receiving interventions. We also help schools build a Student-Centered Master Schedule with a coordinated and comprehensive WIN (What I Need) tier 2 intervention block. Many of our clients use our English Language Arts Priority Plans connected to their Tier 1 and Tier 2 instructional materials, which add explicit and evidence-based instructional routines for teachers and additional practice of essential skills, many opportunities to respond, and distributed practice over time for students. We work with the unique environment at individual schools to provide modified versions of instructional plans that target Special Education students and their needs according to their IEPs, and for student groups where data shows they are not reaching proficiency and indicate a need for more intensive Tier 1 and Tier 2 instruction, which has often been the case in the Covid-19 era.

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Supporting Equity, Excellence, and Innovation in Effective Teaching and Learning in a School:

Through our Reading Academy and Expert Courses, Implementation Courses, and Technical Assistance visits we address and support training in assessing and improving the delivery of services to meet the needs of targeted groups of students. By ensuring that all stakeholders know and understand best evidence-based instructional practices, a comprehensive assessment system, and the school improvement model, and then commit to sustainable long-term change for improvement to student outcomes, then targeted groups of students will be equitably served and their outcomes will improve. In addition, modeling instruction, observing instruction and giving feedback, answering questions, problem solving, helping teachers interpret data, and facilitating PLCs all support the school-wide goal of academic achievement.

Through our services we share current research regarding the necessities in setting up structures to ensure all students are serviced and meet their individual needs by learning and understanding what a Multi-Tiered System of Support (MTSS) is and how it is implemented into a school setting. We make sure all train staff, from teachers to school agency administrators, knows and understands all three levels of support, what instructional strategies and levels of intensity are needed for all levels of support, what instruction looks like at each level of support, how to allocate staffing within the framework, how to analyze data, determine the needs of all students, and utilize the problem-solving model for data-based decision making to determine the schoolwide implementation plan based on school needs.

We use Technical Assistance to address many specialized areas, including model instruction, observe instruction and give feedback, answer questions, problem solve, help teachers interpret data, and facilitate PLCs. Our consultants model lessons such as using a plot diagram to recount a story; finding the topic and main idea of an article and noting supporting key details; teaching a word learning strategy using context clues, syntactic clues, and word structure; explicit phonics lessons including phonemic awareness, blending of words, and reading decodable text.

Explain Capacity to Embed Service Provider Personnel in Hawaii:

Ashlock Consulting has provided services nationwide since 2005, including frequent on-site and remote support in Alaska, remote Bureau of Indian Affairs-areas of New Mexico, and Appalachian communities in West Virginia. We have a team of highly experienced staff that is uniquely qualified to work on-site and/or remote to improve the literacy of children in Hawaii. Our staff has hands-on experience working with multiple cultures and languages within school districts and focuses on implementation that builds over multiple years of instruction to give staff and students the tools to teach and learn literacy. Upon receiving an award, we work closely with school agencies and District staff to develop a schedule and model that is optimal for the client.

Geographic Areas of Service (List Islands or geographic areas. If all islands are covered note "All"):

Our services are open to **all islands**.

Additional Information Attached. Additional materials will not be considered for evaluation.

- Supplemental Narrative description—
- Other

Ashlock Consulting Response to RFP D23-089
SCHOOL IMPROVEMENT SERVICES
 TO ADDRESS HAWAII STATE DEPARTMENT OF EDUCATION PRIORITIES
 RFP D23-089

Appendix C
 SUMMARY OFFER OF SERVICES AND PRICE LIST

Organizational Information:

Name of Provider: Ashlock Consulting, Inc.

Contact (include Title): Jennifer Ashlock, C.E.O.

Address (include street, city, state, zip code): P.O. Box 4515 Petaluma, CA 94955-4515

Telephone: (707) 658-2287

Fax: n/a

e-mail: admin@ashlockconsulting.com

Service Area:

- Needs Assessment
- Training in Leadership
- Training in Coaching and Support for Complex Area Personnel, Charter Commission Personnel, School Level Coaches, and Teachers
- Training in Specialized Areas
- Supporting Family-School-Community Partnerships

Description of Service (Including Delivery Method):

Analyzing Student Data

A comprehensive assessment system, part of a Multi-Tiered System of Support (MTSS), is an essential component of the whole process to achieve improved outcomes for students. Teaching teachers how to use multiple pieces of data, including valid and reliable screening and diagnostic assessments, is the focus of our **Analyzing Student Data course**.

This course uses a variety of data samples (formal and informal) to show participants how to analyze, understand, and determine those students at risk or at some risk, and what interventions are necessary for those identified students. Participants practice analyzing sample data (including Foundational Skills, spelling inventories, comprehension, and vocabulary Exit Tickets, and writing samples with rubrics) and then are asked to apply what they have learned by analyzing real data and identifying any changes, adjustments or specific instruction/interventions that are needed as a result of that data analysis to improve student outcomes.

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Cost / Cost Structure:

ANALYZING STUDENT DATA			
Option	Online Prerecorded (Asynchronous)	Online Live (Synchronous)	Onsite Live (Synchronous)
Group Size	Presented to any group size or an individual.	Online live webinars are presented to a group of up to 40 educators.	Onsite live training is presented to a group of up to 40 educators.
Access	Participants have full access to Course for 90 days.	Access to Course during live session only. No recording of sessions is allowed.	Access to Course during live session only. No recording of sessions is allowed.
Pace	Self-paced	3-day course	5-day minimum
Bundle Options	See Bundled Options summary pages.	See Bundled Options summary pages.	Bundled Options are not available for onsite training.
Cost	<u>Per enrollee pricing:</u> <ul style="list-style-type: none"> ▪ 1-25: \$295/enrollee <li style="padding-left: 20px;">– GET tax: \$13.28 (4.5%) Total Cost: \$308 <ul style="list-style-type: none"> ▪ 26+: \$195/enrollee <li style="padding-left: 20px;">– GET tax: \$8.78 (4.5%) Total cost: \$204 <i>Cost/day does not apply due to single registration cost.</i>	<u>Per cohort pricing:</u> (up to 40 per cohort) <ul style="list-style-type: none"> ▪ 1-4: \$8,925/cohort <li style="padding-left: 20px;">– GET tax: \$401.63 (4.5%) <li style="padding-left: 20px;">– Subtotal/cohort: \$9,327 Cost per day: \$3,109 <ul style="list-style-type: none"> ▪ 5+: \$8,325/cohort <li style="padding-left: 20px;">– GET tax: \$374.63 (4.5%) <li style="padding-left: 20px;">– Subtotal/cohort: \$8,700 Cost per day: \$2,900	<u>Per cohort pricing:</u> (up to 40 per cohort) Consultant cost: \$2,975/day (5-day course): \$14,875/cohort <ul style="list-style-type: none"> – Travel costs: \$5,625 – Subtotal/cohort: \$20,500 – GET tax: \$922.50 (4.5%) – Total/cohort: \$21,423 Cost per day: \$4,285

Materials Required or Offered (indicate cost, if applicable):

MATERIALS			
Option	Online Prerecorded (Asynchronous)	Online Live (Synchronous)	Onsite Live (Synchronous)
Print Materials On Your Own	Enrollee access to limited Handouts in digital and printable formats	School agency access to limited Handouts in digital and printable formats	School agency access to limited Handouts in digital and printable formats
Ashlock Consulting Supplies Materials	n/a	n/a	n/a

Recommended Target Participants:

The target participants are:
 K-8 GENED and SPED teachers and administrators

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Evidence of Effectiveness:

We work with clients to develop a **Full Implementation Plan** that includes professional learning, technical assistance connected to RtII planning under a Multi-Tier System of Support, training/implementation support for administrators, professional learning communities/learning walks, coaching plans/training, and effective implementation of Tier 1 instructional materials using our English Language Arts Priority Plans (e.g., "Lesson Maps"). Our Full Implementation Plans yield the most effective results, as described below. Our **Bundled Options** are created to include the full scope of our implementation.

Ashlock Consulting's **Technical Assistance** implementation support grew out of a project we were asked to work on for the National Center for Reading First Technical Assistance in 2006. Following the project, the University of Oregon used our Templates for Effective Instruction, Reading Academy training, and Lesson Maps as part of a grade 1 study (Project ECRI: Enhancing Core Reading Instruction in First Grade) that is now cited in the **What Works Database** (Examining the Efficacy of a Multitiered Intervention for At-risk Readers in Grade 1). We have continued to provide site/complex based **Technical Assistance** for implementation support for our clients as part of a comprehensive implementation plan for school districts across the United States. Below are some highlights from clients showcasing our Evidence for Effectiveness. Please see attached **Client Testimonials/Evidence of Effectiveness** for additional information.

- **Anchorage School District** (Anchorage, AK): 26 Title I elementary schools; more than 50% minority students; 20% of students speak 110 languages.
 - ✓ 2008-2011: 26 Title I schools were trained in Reading Academy as part of their implementation plan. In three years, Title I schools performed as well as the non-Title I schools on the state assessment.
 - ✓ 2005-2008: After several years of implementation, Creekside Elementary (part of the initial Reading First project) improved on the state test and met state designation of Meeting Annual Yearly Progress.
- **McDowell County Schools** (Welch, WV): K-12 district of highest poverty in the state of WV at 100% low-SES; 42% of students are being raised by grandparents; district has seen as much as 50% turnover in some school years.
 - ✓ "Positive impacts have been made through the work of Ashlock Consulting at all schools!" - *Amanda F. Peyton Federal Programs and School Improvement*
 - ✓ "Some consulting groups would look at our district as a risk - however Ashlock Consulting has firmly planted their feet with our district and continues to support our vast needs and look for sustainable ways in which to support our students, their families, and our staff." - *Amanda F. Peyton, Federal Programs and School Improvement*
- **Klamath County Schools** (Klamath Falls, OR): K-12 rural southern Oregon district; 63% poverty; 18 of 21 schools met poverty guidelines for Title IA; 5% EL, 11% SPED, 34% minority students.
 - ✓ "Positive impact was made at all schools." - *Jennifer Hawkins - Director of Elementary Curriculum, Principal*
 - ✓ "At Peterson, 18 months after beginning the reading training and supplement in grades 2-6, the number of necessary intervention groups dropped drastically. We went from teaching 14 intervention groups to 6 groups..." - *Jennifer Hawkins - Director of Elementary Curriculum, Principal*
 - ✓ "As the principal at Peterson, I documented gains in PSF, NWF, and ORF scores in the three years following implementation." - *Jennifer Hawkins - Director of Elementary Curriculum, Principal*
 - ✓ "Ashlock Consulting completed in-depth training with all special educators, including paraprofessionals, in the implementation of priority plans." - *Laura Blair, Director of Special Services*

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COVID-19 Implications:

Ashlock Consulting's Technical Assistance is offered in two options: online live webinars and trainings (synchronous) and in-person trainings (synchronous). We have not stopped serving our clients during the pandemic. When going on-site is not optimal or safe, we provide drop-in Zoom trainings that consist of demonstrations in classrooms involving teachers and students, learning community sessions, and implementation support meetings with principals. All our employees work remotely and live across the United States. They are well trained in adapting to whatever situation is optimal and safe.

We have helped all our clients adapt and adjust their instruction based on the data of their students following the COVID-gap. We regularly work with grade-level teams and coaches to interpret data and create a plan to provide appropriate interventions, which includes developing a progress monitoring schedule for students receiving interventions. We also help schools build a Student-Centered Master Schedule with a coordinated and comprehensive WIN (What I Need) tier 2 intervention block. Many of our clients use our English Language Arts Priority Plans connected to their Tier 1 and Tier 2 instructional materials, which add explicit and evidence-based instructional routines for teachers and additional practice of essential skills, many opportunities to respond, and distributed practice over time for students. We work with the unique environment at individual schools to provide modified versions of instructional plans that target Special Education students and their needs according to their IEPs, and for student groups where data shows they are not reaching proficiency and indicate a need for more intensive Tier 1 and Tier 2 instruction, which has often been the case in the Covid-19 era.

Supporting Equity, Excellence, and Innovation in Effective Teaching and Learning in a School:

Ashlock Consulting works with site leadership to ensure no student population is overlooked when it comes to literacy. The first step in ensuring all student populations receive equitable instruction and opportunities to learn is to conduct a thorough analysis of all student data, determine what structures are or are not in place to support student learning, and determine the level of effective instruction and program implementation. To gather this information and determine next steps, our consultants meet with leadership teams to conduct data reviews and Implementation Snapshots to determine the baseline of instructional practices. We then create plans for those student populations who are being underserved and who need additional language support and appropriate interventions, such as EL students, students with SPED IEPs, gifted and talented students, and culturally diverse communities (some with dual language programs).

The content of our Student Analysis Course focuses on a comprehensive data analysis and determination of services needed for all students. This deep data dive examines student's strengths and weaknesses in order for small, flexible groups to be determined by their targeted instructional need and flexible group so that all students receive exactly what they need to achieve proficiency.

Additionally, through our other services offered, we share current research regarding the necessities in setting up structures to ensure all students are serviced and meet their individual needs by learning and understanding what a Multi-Tiered System of Support (MTSS) is and how it is implemented into a school setting. We make sure all train staff, from teachers to school agency administrators, knows and understands all three levels of support, what instructional strategies and levels of intensity are needed for all levels of support, what instruction looks like at each level of support, how to allocate staffing within the framework, how to analyze data, determine the needs of all students, and utilize the problem-solving model for data-based decision making to determine the schoolwide implementation plan based on school needs.

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Explain Capacity to Embed Service Provider Personnel in Hawaii:

Ashlock Consulting has provided services nationwide since 2005, including frequent on-site and remote support in Alaska, remote Bureau of Indian Affairs-areas of New Mexico, and Appalachian communities in West Virginia. We have a team of highly experienced staff that is uniquely qualified to work on-site and/or remote to improve the literacy of children in Hawaii. Our staff has hands-on experience working with multiple cultures and languages within school districts and focuses on implementation that builds over multiple years of instruction to give staff and students the tools to teach and learn literacy. Upon receiving an award, we work closely with school agencies and District staff to develop a schedule and model that is optimal for the client.

Geographic Areas of Service (List Islands or geographic areas. If all islands are covered note "All"):

Our services are open to **all islands**.

Additional Information Attached. Additional materials will not be considered for evaluation.

- Supplemental Narrative description
- Other

Ashlock Consulting Response to RFP D23-089
SCHOOL IMPROVEMENT SERVICES
 TO ADDRESS HAWAII STATE DEPARTMENT OF EDUCATION PRIORITIES
 RFP D23-089

Appendix C
 SUMMARY OFFER OF SERVICES AND PRICE LIST

Organizational Information:

Name of Provider: Ashlock Consulting, Inc.

Contact (include Title): Jennifer Ashlock, C.E.O.

Address (include street, city, state, zip code): P.O. Box 4515 Petaluma, CA 94955-4515

Telephone: (707) 658-2287

Fax: n/a

e-mail: admin@ashlockconsulting.com

Service Area:

- Needs Assessment
- Training in Leadership
- Training in Coaching and Support for Complex Area Personnel, Charter Commission Personnel, School Level Coaches, and Teachers
- Training in Specialized Areas
- Supporting Family-School-Community Partnerships

Description of Service (Including Delivery Method):

Virtual Coaching

We offer **Virtual Coaching** sessions for school site/complex Coaches, Reading Experts (currently or previously enrolled in Ashlock Consulting's Reading Academy Course or Expert Certification Course), classroom teachers, and paraprofessionals. Our consultants will review short video clips of instruction recorded on a Virtual Coaching Platform of your choice* and provide written and/or video feedback. Ashlock Consulting recommends the school/complex subscribe to a student-safe platform approved by your school agency that allows video libraries to be posted and viewed as models of good instruction. A secure virtual coaching platform allows us to provide time specific feedback that educators can review over time to refine instruction. This is a perfect tool to use for Professional Learning Communities. This virtual coaching support also aligns with current research in that coaching should rely continuously upon the effective and reflective practices of observation, modeling, and providing feedback to receive intended outcomes.

*There are a variety of platforms that can be used. The cost for school or complex to use a virtual coaching platform is not part of this service. We will work with the system you have that has been approved by your school agency. If you need a place to start, ask us for examples.

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Cost / Cost Structure:

Service and Pricing			
Cost Comparison of Sample Number of Segments			
Service	Online Recorded (Asynchronous)		
Bundle Options	Discount Bundle Options are available for COMPLEX or SITE implementation. See Bundled Options.		
Cost	Per 20-minute segment pricing:		
	<ul style="list-style-type: none"> ▪ 1-10 segments: \$100.00/20-minute segment ▪ 11-30 segments: \$95.00/20-minute segment ▪ 30+ segments: \$90.00/20-minute segment 		
	# of 20 min. Segments	Sample Cost	
	10	\$1,000	
	20	\$1,900	
	30	\$2,700	

Materials Required or Offered (indicate cost, if applicable):

n/a

Recommended Target Participants:

The target participants are: K-12 teachers and administrators
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Evidence of Effectiveness:

We work with clients to develop a **Full Implementation Plan** that includes professional development, technical assistance connected RtII planning under a Multi-Tier System of Support, training/implementation support for administrators, professional learning communities/learning walks, coaching plans/training, and effective implementation of Tier 1 instructional materials using our English Language Arts Priority Plans (e.g., "Lesson Maps"). Our Full Implementation Plans yield the most effective results, as described below. Our **Bundled Options** are created to include the full scope of our implementation.

Ashlock Consulting's **Virtual Coaching** implementation support grew out of a project we were asked to work on for the National Center for Reading First Technical Assistance in 2006. Following the project, the University of Oregon used our Templates for Effective Instruction, Reading Academy training, and Lesson Maps as part of a grade 1 study (Project ECRI: Enhancing Core Reading Instruction in First Grade) that is now cited in the **What Works Database** (Examining the Efficacy of a Multitiered Intervention for At-risk Readers in Grade 1). We have continued to provide site/complex based **implementation support** for our clients as part of a comprehensive implementation plan for school districts across the United States. This support can be provided through live Technical Assistance or recorded **Virtual Coaching**. Below are some highlights from clients showcasing our Evidence for Effectiveness. Please see attached **Client Testimonials/Evidence of Effectiveness** for additional information.

- **Anchorage School District** (Anchorage, AK): 26 Title I elementary schools; more than 50% minority students; 20% of students speak 110 languages.
 - ✓ 2008-2011: 26 Title I schools were trained in Reading Academy as part of their implementation plan. In three years, Title I schools performed as well as the non-Title I schools on the state assessment.
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COVID-19 Implications:

Ashlock Consulting Virtual Coaching course is provided through an online asynchronous delivery model.

We have helped all our clients adapt and adjust their instruction based on the data of their students following the COVID-gap. We regularly work with grade-level teams and coaches to interpret data and create a plan to provide appropriate interventions, which includes developing a progress monitoring schedule for students receiving interventions. We also help schools build a Student-Centered Master Schedule with a coordinated and comprehensive WIN (What I Need) tier 2 intervention block. Many of our clients use our English Language Arts Priority Plans connected to their Tier 1 and Tier 2 instructional materials, which add explicit and evidence-based instructional routines for teachers and additional practice of essential skills, many opportunities to respond, and distributed practice over time for students. We work with the unique environment at individual schools to provide modified versions of instructional plans that target Special Education students and their needs according to their IEPs, and for student groups where data shows they are not reaching proficiency and indicate a need for more intensive Tier 1 and Tier 2 instruction, which has often been the case in the Covid-19 era.

Supporting Equity, Excellence, and Innovation in Effective Teaching and Learning in a School:

Ashlock Consulting works with site leadership to ensure no student population is overlooked when it comes to literacy. The first step in ensuring all student populations receive equitable instruction and opportunities to learn is to conduct a thorough analysis of all student data, determine what structures are or are not in place to support student learning, and determine the level of effective instruction and program implementation. To gather this information and determine next steps, our consultants meet with leadership teams to conduct data reviews and Implementation Snapshots to determine the baseline of instructional practices. We then create plans for those student populations who are being underserved and who need additional language support and appropriate interventions, such as EL students, students with SPED IEPs, gifted and talented students, and culturally diverse communities (some with dual language programs).

Through our many services, including Virtual Coaching, we address and support training in assessing and improving the delivery of services to meet the needs of targeted groups of students. By ensuring that all stakeholders know and understand best evidence-based instructional practices, a comprehensive assessment system, and the school improvement model, and then commit to sustainable long-term change for improvement to student outcomes, then targeted groups of students will be equitably served and their outcomes will improve. In addition, modeling instruction, observing instruction, and giving feedback, answering questions, problem solving, helping teachers interpret data, and facilitating PLCs all support the school-wide goal of academic achievement.

Explain Capacity to Embed Service Provider Personnel in Hawaii:

Ashlock Consulting has provided services nationwide since 2005, including frequent on-site and remote support in Alaska, remote, Bureau of Indian Affairs-areas of New Mexico, and Appalachian communities in West Virginia. We have a team of highly experienced staff that is uniquely qualified to work on-site and/or remote to improve the literacy of children in Hawaii. Our staff has hands-on experience working with multiple cultures and languages within school districts and focuses on implementation that builds over multiple years of instruction to give staff and students the tools to teach and learn literacy. Upon receiving an award, we work closely with school agencies and District staff to develop a schedule and model that is optimal for the client.

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Geographic Areas of Service (List Islands or geographic areas. If all islands are covered note "All"):

Our services are open to **all islands**.

Additional Information Attached. Additional materials will not be considered for evaluation.

- Supplemental Narrative description—
- Other

Ashlock Consulting Response to RFP D23-089
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Appendix C
 SUMMARY OFFER OF SERVICES AND PRICE LIST

Organizational Information:

Name of Provider: Ashlock Consulting, Inc.

Contact (include Title): Jennifer Ashlock, C.E.O.

Address (include street, city, state, zip code): P.O. Box 4515 Petaluma, CA 94955-4515

Telephone: (707) 658-2287

Fax: n/a

e-mail: admin@ashlockconsulting.com

Service Area:

- Needs Assessment
- Training in Leadership
- Training in Coaching and Support for Complex Area Personnel, Charter Commission Personnel, School Level Coaches, and Teachers
- Training in Specialized Areas
- Supporting Family-School-Community Partnerships

Description of Service (Including Delivery Method):

Bundled Options

We offer three Bundled Options for Full Implementation Support. Our **Full Implementation Plan** can include professional development, technical assistance connected RtII planning under a Multi-Tier System of Support (MTSS), training/implementation support for administrators, professional learning communities/learning walks, coaching plans/training, and effective implementation of Tier 1 instructional materials using our English Language Arts Priority Plans (e.g., "Lesson Maps"). Our **Full Implementation Plans yields the most effective results**, as described below.

The client can choose from a variety of options for their delivery method. See the individual Summary Offer of Services pages for quantity pricing for school sites and complexes. Many of our services offer asynchronous online and synchronous online and onsite options. **Bundled Options are specific to delivery methods.**

Each **Bundled Option** has required products or services to receive the discount and optional products or services that can be included to receive the discount. We will work with you to help you choose the best plan for your school site or complex.

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Cost / Cost Structure:

BUNDLED OPTIONS—FULL IMPLEMENTATION PLAN

BUNDLED OPTION #1

The individual Summary Offer of Services sheets already provide quantity pricing for school sites or complex awards. The Bundled Options offer an additional discount for individual school sites or complexes.

A **20% discount** will apply to all services/products in Bundle Option #1 excluding onsite services, GET tax, and shipping/handling costs.

Required Services for Bundle #1:

- **Reading Academy** (Series A and/or Series B)—Asynchronous Online Course
- **Expert Certification** (minimum 2 enrollees)—Asynchronous Online Course
- **Implementation Support Course** (Series A and/or Series B, Part 1 and/or Part 2)—Asynchronous Online Course
- **Technical Assistance** (minimum 10 days)—Synchronous Online Webinar Zoom Sessions
- **Template Card Tutorial** (all school sites involved)—Asynchronous Online Tutorial
- **Reading Strategy and Skill Resource** (minimum 200 books)

BUNDLED OPTION #2

The individual Summary Offer of Services sheets already provide quantity pricing for school sites or complex awards. The Bundled Options offer an additional discount for individual school sites or complexes.

A **15% discount** will apply to all services/products in Bundle Option #2 excluding onsite services, GET tax, and shipping/handling costs.

Required Services for Bundle #2:

- **Reading Academy** (Series A and/or Series B)—Synchronous Online Webinar Course
- **Expert Certification** (2 enrollees)—Asynchronous Online Course
- **Implementation Support Course** (Series A and/or Series B, Part 1 and/or Part 2)—Asynchronous Online Course
- **Technical Assistance** (minimum 10 days)—Synchronous Online Webinar Zoom Sessions
- **Template Card Tutorial** (all school sites involved)—Asynchronous Online Tutorial
- **Reading Strategy and Skill Resource** (minimum 200 books)

BUNDLED OPTION #3

The individual Summary Offer of Services sheets already provide quantity pricing for school sites or complex awards. The Bundled Options offer an additional discount for individual school sites or complexes.

A **10% discount** will apply to all services/products in Bundle Option #3 excluding onsite services, GET tax, and shipping/handling costs.

Required Services for Bundle #3:

- **Reading Academy** (Series A and/or Series B)—Asynchronous Online Course
- **Expert Certification** (2 enrollees)—Asynchronous Online Course
- **Implementation Support Course** (Series A and/or Series B, Part 1 and/or Part 2)—Asynchronous Online Course
- **Technical Assistance** (minimum 10 days)—Onsite
- **Template Card Tutorial** (all school sites involved)—Asynchronous Online Tutorial
- **Reading Strategy and Skill Resource** (minimum 200 books)

OPTIONAL/RECOMMENDED FOR BUNDLES

- Virtual Coaching for Expert Certification enrollees
- Template Card Tutorial
- English Language Arts Priority Plans Licensing

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Materials Required or Offered (*indicate cost, if applicable*):

Bundle #1	Online Prerecorded (Asynchronous)	Online Live (Synchronous)	Onsite Live (Synchronous)
Bundle Option #1	Enrollee access to limited Handouts in digital and printable formats.		
Bundle Option #2	Enrollee access to limited Handouts in digital and printable formats.	Enrollee access to limited Handouts in digital and printable formats.	
Bundle Option #2	Enrollee access to limited Handouts in digital and printable formats.	Enrollee access to limited Handouts in digital and printable formats.	The client will provide the school agency with the needed materials for them to print on their own in advance for onsite Technical Assistance visits.

Recommended Target Participants:

The target participants are:
 K-12 GENED and SPED teachers and administrators

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Evidence of Effectiveness:

We work with clients to develop a **Full Implementation Plan** that includes professional development, technical assistance connected RtII planning under a Multi-Tier System of Support, training/implementation support for administrators, professional learning communities/learning walks, coaching plans/training, and effective implementation of Tier 1 instructional materials using our English Language Arts Priority Plans (e.g., "Lesson Maps"). Our Full Implementation Plans yields the most effective results, as described below. Our **Bundled Options** are created to include the full scope of our implementation.

Ashlock Consulting's Reading Academy—Series A grew out of a project we were asked to work on for the National Center for Reading First Technical Assistance in 2006. Following the project, the University of Oregon used our Templates for Effective Instruction, Reading Academy training, and Lesson Maps as part of a grade 1 study (Project ECRI: Enhancing Core Reading Instruction in First Grade) that is now cited in the **What Works Database** (Examining the Efficacy of a Multitiered Intervention for At-risk Readers in Grade 1). We have continued to make our Reading Academy trainings part of a comprehensive implementation plan for school districts across the United States. Below are some highlights from clients showcasing our Evidence for Effectiveness. Please see attached **Client Testimonials/Evidence of Effectiveness** for additional information.

- **Anchorage School District** (Anchorage, AK): 26 Title I elementary schools; more than 50% minority students; 20% of students speak 110 languages.
 - ✓ 2008-2011: 26 Title I schools were trained in Reading Academy as part of their implementation plan. In three years, Title I schools performed as well as the non-Title I schools on the state assessment.
 - ✓ 2005-2008: After several years of implementation, Creekside Elementary (part of the initial Reading First project) improved on the state test and met state designation of Meeting Annual Yearly Progress.
- **McDowell County Schools** (Welch, WV): K-12 district of highest poverty in the state of WV at 100% low-SES; 42% of students are being raised by grandparents; district has seen as much as 50% turnover in some school years.
 - ✓ "Positive impacts have been made through the work of Ashlock Consulting at all schools!" - *Amanda F. Peyton, Federal Programs and School Improvement*
 - ✓ "Some consulting groups would look at our district as a risk - however Ashlock Consulting has firmly planted their feet with our district and continues to support our vast needs and look for sustainable ways in which to support our students, their families, and our staff." - *Amanda F. Peyton, Federal Programs and School Improvement*
- **Klamath County Schools** (Klamath Falls, OR): K-12 rural southern Oregon district; 63% poverty; 18 of 21 schools met poverty guidelines for Title IA; 5% EL, 11% SPED, 34% minority students.
 - ✓ "Positive impact was made at all schools." - *Jennifer Hawkins - Director of Elementary Curriculum, Principal*
 - ✓ "At Peterson, 18 months after beginning the reading training and supplement in grades 2-6, the number or necessary intervention groups dropped drastically. We went from teaching 14 intervention groups to 6 groups..." - *Jennifer Hawkins - Director of Elementary Curriculum, Principal*
 - ✓ "As the principal at Peterson, I documented gains in PSF, NWF, and ORF scores in the three years following implementation." - *Jennifer Hawkins - Director of Elementary Curriculum, Principal*
 - ✓ "Ashlock Consulting completed in-depth training with all special educators, including paraprofessionals, in the implementation of priority plans." - *Laura Blair, Director of Special Services*
- **Nebraska Reading First (Nebraska)**: Nebraska participated in our original project with State Expert training and use of Lesson Maps; Round 1 RF Grants: 21 schools, 262 teachers, 3,233 students; Round 2 RF Grants: 8 schools, 102 teachers, 1,151 students; Cluster 1: 55% FRL, 23% Minority, 7% ELL, 16% SpEd, Cluster 2: 35% FRL, 20% Minority, 2% ELL, 9% SpEd, Cluster 3: 73% FRL, 89% Minority, 14% FRL, 7% SpEd
 - ✓ "In 2006 the Nebraska Reading First Director/Coordinator and Professional Development Lead were trained by Jennifer Ashlock and supported by the Western Regional Technical Assistance Center. They provided Program Specific training to strengthen Houghton Mifflin and Macmillan-McGraw Hill core reading programs with a delivery with explicit routines and procedures to engage students in practicing critical reading content to build the skills in a systematic manner so that these skills were accurate and automatic to be able to improve reading and understand connected text, passages, content and new concepts independently." - *Lynette Block, Nebraska Reading First - Director & Coordinator, NDE*
 - ✓ Nebraska Reading First Comprehension Growth 2005-2008 Percent of Students at Grade Level

	2004-2005	2005-2006	2006-2007	2007-2008
First Grade	27%	64%	62%	83%
Second Grade	52%	59%	64%	63%
Third Grade	61%	65%	62%	63%

Ashlock Consulting Response to RFP D23-089
SCHOOL IMPROVEMENT SERVICES
TO ADDRESS HAWAII STATE DEPARTMENT OF EDUCATION PRIORITIES
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COVID-19 Implications:

All of Ashlock Consulting's courses have three options: recorded (asynchronous), online live webinars (synchronous), and in-person (synchronous). We have not stopped serving our clients during the pandemic. When going on-site is not optimal or safe, we provide drop-in Zoom trainings that consist of demonstrations in classrooms involving teachers and students, learning community sessions, and implementation support meetings with principals. All our employees work remotely and live across the United States. They are well trained in adapting to whatever situation is optimal and safe.

We have helped all our clients adapt and adjust their instruction based on the data of their students following the COVID-gap. We regularly work with grade-level teams and coaches to interpret data and create a plan to provide appropriate interventions, which includes developing a progress monitoring schedule for students receiving interventions. We also help schools build a Student-Centered Master Schedule with a coordinated and comprehensive WIN (What I Need) tier 2 intervention block. Many of our clients use our English Language Arts Priority Plans connected to their Tier 1 and Tier 2 instructional materials, which add explicit and evidence-based instructional routines for teachers and additional practice of essential skills, many opportunities to respond, and distributed practice over time for students. We work with the unique environment at individual schools to provide modified versions of instructional plans that target Special Education students and their needs according to their IEPs, and for student groups where data shows they are not reaching proficiency and indicate a need for more intensive Tier 1 and Tier 2 instruction, which has often been the case in the Covid-19 era.

Supporting Equity, Excellence, and Innovation in Effective Teaching and Learning in a School:

Ashlock Consulting works with site leadership to ensure no student population is overlooked when it comes to literacy. The first step in ensuring all student populations receive equitable instruction and opportunities to learn is to conduct a thorough analysis of all student data, determine what structures are or are not in place to support student learning, and determine the level of effective instruction and program implementation. To gather this information and determine next steps, our consultants meet with leadership teams to conduct data reviews and Implementation Snapshots to determine the baseline of instructional practices. We then create plans for those student populations who are being underserved and who need additional language support and appropriate interventions, such as EL students, students with SPED IEPs, gifted and talented students, and culturally diverse communities (some with dual language programs).

The content of our Reading Academy Courses and Expert Certification Courses falls under a Structured Literacy model. Series A: Focus on Foundational Skills is based on direct instruction and active engagement for all students. Multisensory instructional ideas are included for students when appropriate. Series B: Focus on Informational and Literature Standards is based on the Gradual Release of Responsibility Model (I DO, WE DO, Y'ALL DO & YOU DO). Discussion, higher order thinking questions, projects, and other creative ways of showing mastery towards standards is stressed. Student choice in grade-appropriate independent wide reading opportunities is encouraged. In addition, Ashlock Consulting is developing a Notebook as a part of Reading Academy Course to include Social Emotional Learning, English Learners, and Equity suggestions and quotes to give teachers extra support in these areas during delivery of instruction. In supporting improved instructional practices and building a Multi-Tiered System of Support (MTSS) at the school/district levels, these services support equity and inclusion for all student, ensuring every child has everything they need to be successful.

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Explain Capacity to Embed Service Provider Personnel in Hawaii:

Ashlock Consulting has provided services nationwide since 2005, including frequent on-site and remote support in Alaska, remote Bureau of Indian Affairs-areas of New Mexico, and Appalachian communities in West Virginia. We have a team of highly experienced staff that is uniquely qualified to work on-site and remote to improve the literacy of children in Hawaii. Our staff has hands-on experience working with multiple cultures and languages within school districts and focuses on implementation that builds over multiple years of instruction to give staff and students the tools to teach and learn literacy. Upon receiving an award, we work closely with school agencies and District staff to develop a schedule and model that is optimal for the client.

Geographic Areas of Service (List Islands or geographic areas. If all islands are covered note "All"):

Our services are open to **all islands**.

Additional Information Attached. Additional materials will not be considered for evaluation.

- Supplemental Narrative description
- Other