

KANSAS STATE DEPARTMENT OF EDUCATION (KSDE)

**APPLICATION FOR SUPPLEMENTAL EDUCATION SERVICES PROVIDERS
2010-2011**

Instructions: Please review and follow all directions carefully when completing this application. No supplemental material beyond what is specifically requested in the application will be considered. If you have any questions, please contact KSDE Consultant, LaNetra Guess, at 785-296-8965 or email Lguess@ksde.org.

Supplemental Educational Services Provider Contact Information		
Provider/Company Name: Keep Hope Alive Projects		
Contact Person: Roseline Amuchie		
Address, City, State: 18808 Stefani Ave, Cerritos, California		Zip Code: 90703
Phone: (562)326-4411	Email: keephopealiveinc@aol.com	Fax: 562-391-0459

Applications due on April 23, 2010 by 5:00 p.m. CDT at KSDE Office (this is not a postmark deadline)

Late or incomplete applications will not be reviewed or considered.

Send **one unbound original** (signed in blue ink) **and three copies** of your completed application to:

**Kansas State Department of Education
Title Programs and Services
120 S.E. 10th Avenue
Topeka, KS 66612-1182
ATTN: LaNetra Guess**

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: KSDE General Counsel, 120 SE 10th Ave, Topeka, KS 66612 785-296-3201.

**Kansas Department of Education
Supplemental Educational Services Provider Application
School Year 2010-2011**

Part I: Contact Information for: Keep Hoep Alive Projects
Name of provider

A. Provider Contact for State Use: This contact person is the individual whom the State will contact regarding this application or services provided within the state of Kansas.

Name: Roseline Amuchie	
Title: CEO	
Office Phone: (562)326-4411	Cell Phone: (562)326-4411
Hours of Operation: 9:00a.m.-9:00p.m.	
Fax: 562-391-0459	
E-mail & Website: keepphopealiveinc@aol.com	
Address/City/State/Zip: 18808 Stefani Ave Cerritos, California 90703	

B. Provider Contact for District Use: This contact person is the individual whom the school district personnel will contact regarding provider services.

<input checked="" type="checkbox"/> Same as Provider Contact for State Use	
Name:	
Title:	
Office Phone:	Cell Phone:
Hours of Operation:	
Fax:	
E-mail & Website:	
Address/City/State/Zip:	

C. Provider Contact for Parent Use: This contact person is the individual named in the parent notification letter as the person to whom parents should contact with questions or concerns.

<input checked="" type="checkbox"/> Same as Provider Contact for State Use	<input type="checkbox"/> Same as Provider Contact for District Use
Name:	
Title:	
Office Phone (Toll-free or local # if out-of-state provider):	
Hours of Operation:	
Fax:	
E-mail & Website:	
Address/City/State/Zip:	

I. Basic Program Information

1. Program Name and Federal FEIN or Social Security Number	Keep Hope Alive Projects
2. Date Service Provider Formed	<i>List the date (month, year) in which this provider first delivered educational services to students.</i> 06/30/2008
3. Type of Organization	<i>Please check the category that best describes the organization.</i> <input type="checkbox"/> For profit <input checked="" type="checkbox"/> Not for Profit <input type="checkbox"/> School <input type="checkbox"/> District <input type="checkbox"/> Educational Service Center <input type="checkbox"/> Institution of Higher Education <input type="checkbox"/> Faith-based organization <input type="checkbox"/> Other (describe)

<p>4. Potential districts to serve</p>	<p><i>Below is a list of potential Kansas districts which may be required to provide SES in 2010-2011. Please identify the district(s) in which you would be willing, have the staffing and sufficient resources in which to provide services starting in <u>all</u> checked districts by early October 2010.</i></p> <p><i>If approved, you must provide services to all districts checked below or risk removal from the KS Approved SES list.</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> USD 214 Ulysses <input checked="" type="checkbox"/> USD 259 Wichita <input checked="" type="checkbox"/> USD 308 Hutchinson <input checked="" type="checkbox"/> USD 430 South Brown County <input checked="" type="checkbox"/> USD 453 Leavenworth <input checked="" type="checkbox"/> USD 480 Liberal <input checked="" type="checkbox"/> USD 500 Kansas City Kansas <input checked="" type="checkbox"/> USD 501 Topeka
<p>5. Place of Service</p>	<p><i>Please check the location(s) that best describes where services are delivered to students.</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> School <input checked="" type="checkbox"/> Business <input type="checkbox"/> Place of religious worship (i.e., church) <input checked="" type="checkbox"/> Community center <input type="checkbox"/> Provider's home <input checked="" type="checkbox"/> Student's home <input checked="" type="checkbox"/> On-line Accessed from: Computer provided <input checked="" type="checkbox"/> Other: Library <p>How will transportation be addressed, if needed? We will collaborate with school districts to provide transportation or provide transportation as needed.</p>
<p>6. Time of Service</p>	<p><i>Please check the time(s) that best describe when services are delivered to students.</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Before School <input checked="" type="checkbox"/> After School <input checked="" type="checkbox"/> Weekends <input checked="" type="checkbox"/> Summer

	Hours of operation: 9:00a.m.-9:00p.m.
7. Subject Areas Covered	<p><i>Check all subjects for which tutoring will be offered.</i></p> <p><input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Science <input checked="" type="checkbox"/> English as a Second Language</p>
8. Grade Levels Able to Serve	<p><i>List the grade levels in which services are available.</i></p> <p>k-12</p>
9. Minimum and Maximum Number of Students Able to Serve	<p><i>Please provide an estimate of the minimum and maximum number of students that may be served.</i></p> <p>Individual site minimum 1</p> <p>Individual site maximum 1000</p> <p>District minimum 3000</p> <p>District maximum 3000</p> <p><i>Are there a minimum number of students required before services will be provided?</i></p> <p><input type="checkbox"/> No <input checked="" type="checkbox"/> Yes</p> <p>Minimum: n/a</p>
10. Specific Student Populations Served	<p><i>Please check the students groups your organization will provide educational services.</i></p> <p><input checked="" type="checkbox"/> Minority students <input checked="" type="checkbox"/> Migrant students <input checked="" type="checkbox"/> Homeless <input checked="" type="checkbox"/> Special education students <input checked="" type="checkbox"/> 504 student <input checked="" type="checkbox"/> English Language Learner <input checked="" type="checkbox"/> Other: (describe)</p> <p>Indicate the language(s) other than English in which services are available. Spanish, Chinese,</p>

	Vietnamese
11. Student/ Instructor Ratio	<i>Please list the ratio of instructors to children in the program. Indicate the number of students for every one instructor 10</i>
12. Mode of Instructional Delivery	<p><i>Check all that apply:</i></p> <p><input checked="" type="checkbox"/> Individual tutoring</p> <p><input checked="" type="checkbox"/> Small group tutoring</p> <p><input type="checkbox"/> On-line/Web based</p> <p><input type="checkbox"/> Computer Assisted</p> <p><input type="checkbox"/> Other: _____</p>
13. Cost	<p><i>Please provide an average per pupil cost, per unit of service. (Describe the length of the service, e.g., one hour, one month, one semester etc.)</i></p> <p>Per Pupil Cost \$60/hour</p> <p>Explain how the cost per pupil is determined</p> <p>Maximum number of hours needed to master goals</p> <p>Are there additional costs? (specify)</p> <p>no</p>
14. Staff	<p><i>Please indicate your hiring practices.</i></p> <p><input checked="" type="checkbox"/> Hire teachers from within district</p> <p><input checked="" type="checkbox"/> Hire fully licensed teachers from any location</p> <p><input type="checkbox"/> Hire non-licensed educators</p> <p><input checked="" type="checkbox"/> Hire paraprofessional who met Title I education requirements</p> <p><input checked="" type="checkbox"/> Other (explain) college graduates and teachers in training to receive teaching credentials.</p>



SES Provider Application Rubric 2010-2011*

***The *SES Provider Application Rubric 2010-2011* is located as a separate attachment at <http://www.ksde.org/Default.aspx?tabid=3567> . Please review the *Rubric 2010-2011* as you complete the *SES Provider Application 2010-2011*.**

SES applications will be reviewed and scored by team of individuals made up of representatives from districts, *Title I* programs and/or public or private organization that have experience in the area of providing SES using the *SES Provider Application Rubric 2010-2011*. No fewer than 3 readers will review each proposal.

II. Program Overview and Description* **(Limit response to 1 page)**

Please write a short narrative overview of the SES services that will be provided. This information may be used for approved providers and placed on the State and district websites for parents to access. If the provider is approved, this information will be requested electronically at a later date.

Information to include in the program overview: subjects being tutored, pupil-tutor ratio, grade levels served, costs per hour, location of services (i.e., small groups at school site, community center, etc), curriculum used, frequency and type of progress monitoring and feedback to be shared with parents, staff working with students (tutors, licensed teachers, special education teachers, etc), and area(s) to be served [i.e., statewide, or specific district(s)]. If applicable, indicate the special groups (English language learners, children with disabilities, etc) which can be served by the provider.

Keep Hope Alive provides instruction that is high quality, research-based, and specifically designed to increase the academic achievement of eligible students statewide on the academic assessment required under (NCLB) and attain proficiency in meeting the State's academic achievement standards. [*Section 1116(e)(12)(C)*]. We provide instruction as set forth under Section 1114 of the No Child Left Behind Legislation to students in grades K-12 in Reading, English Language Arts, Math, English Language Proficiency, Science and Social Studies. Our instruction is provided seven days a week, before school, afterschool, weekends and during summer time. We provide instruction in the student's home, school site, local library, and community centers in one to one and small group instructional settings. Our services and curriculum are consistent with the instruction that students experience during the regular school days and helps them to do well in school. Our curriculum, instructional methods, strategies and instructional materials are carefully selected, designed and aligned with applicable state adopted content standards to ensure academic success for all students. The curriculum, materials and strategies are differentiated to accommodate the learning modalities of all students. We provide two hours of tutoring session two times per week for a total of four hours per week. We work with parents and students to set up a tutoring schedule and location that is convenient for them. Our teachers are trained and certified to work with all students including students with disabilities and English Language.

Among our teachers are credentialed and National Board Certified as accomplished teachers. We have bilingual and special education teachers who are certified to work with special education and Limited English Proficient students. We match our tutors to students based on students' assessed needs. We meet with parents and school representative to develop an adequate student learning plan designed with benchmark and timelines for students to achieve benchmark. We use pretests, interim tests and posttests to monitor student progress and inform parent, school and district about student progress with a monthly progress report.

For students who sign up in our distance learning program, we provide the hardware, software and all materials free of charge but parents have to provide their own internet access. Our cost/hour for all tutoring services is \$60/hour.

III. INDICATORS OF QUALITY

A. Evidence of Effectiveness

Limit response to three pages. (Points possible = 12 points)

1. Demonstrate that the program is of high quality and that the applicant has been effective in raising the achievement levels of student who have received services in Kansas. Provide multiple assessment measures that were used to demonstrate effectiveness which can be correlated to Kansas data points (If new to Kansas, provide evidence in locations with similar demographics as Kansas).
2. Provide evidence of impact from standardized tests, or student grades, teachers' assessments, student attendance, retention/promotions rates, or other measures that will improve student achievement.
3. Provide evidence of positive impact on student achievement, particularly low-income underachieving students, students with disabilities, and English Language Learners (ELL). In addition, this evidence is based on Kansas data. (If new to Kansas, provide evidence in locations with similar demographics as Kansas).
4. Include details to explain whether this evidence of effectiveness was gathered from services that your organization provided, another entity's use of the program, or from third party independent research.

Our reading program is of high quality because it emphasizes the components that has been recommended by the National Reading Panel as critical in becoming effective readers such as phonemic awareness, phonics, fluency, vocabulary and comprehension. Equally, our math program is of high quality because it is designed based on the principles recommended and aligned to the NTCM curriculum. Our instructional program has a demonstrated record of effectiveness in increasing the academic achievement of students in subjects relevant to meeting the State's academic content and student academic achievement standards such as students in Los Angeles Unified School District who have similar demographics as students in the state of Kansas. The evidence presented here was gathered from services we provided. Instructional practices used in our program have been documented as high-quality, research-based, and specifically designed to increase students' academic achievement in reading, mathematics, English Language Proficiency, science and/or social studies. We carefully select and use standards-based instructional materials and assessments that are adopted by the states. The five critical components of reading instruction cited by the National Reading Panel, phonemic awareness, phonics, fluency, vocabulary and comprehension are present in varying degree in Read Naturally program. This program provides students with a tool to develop reading fluency. Phonemic awareness and explicit phonics instruction is provided in the program's GATE levels .8 and 1.3 where a specific vowel is the focus of each lesson presented. Extra practice is provided to students in letter sound and recognition, blending, and segmenting through phonemic awareness activities and decoding of words. Prior to reading a story, key words from the story are sounded out and blended with the intention of facilitating a more accurate reading. The repeated reading strategies using books at students' levels have been validated through research as effective for increasing reading speed and accuracy. Fluency levels based on research studies of Hasbrouck and Tindal (1991) are incorporated in

the program.

Tables 1-4 below present data evidence from students who received our services that proves our instructional program has a positive impact on student achievement at school, on state, and district levels. The data presented below indicate that our instructional practices are effective in accelerating the achievement of all students, especially underachieving and low income students. The quantitative student performance data were from 2008 and 2009 OCR periodic assessments, LAUSD math periodic assessments and California standards tests. Reported also are scores obtained by the students prior to receiving tutoring from our program. The performance data of students we serviced from various assessment measures were reviewed to determine whether or not our tutoring program had any impact on their performance. Some of the students were tutored in their home schools, others at the local library while the others received tutoring in their home. Instructional activities occurred in 1:1 teacher student ration, 3:1, and 5:1. All the students received a total 25 hours tutoring. Students were tutored 2 hours/session, twice/week for a total of 4 hours/week. Pretests were administered to the students using Skills Assessment Supplement: A Focus on Language Arts Standards. Grade level California Standards Released test was used for math and science. Tables 1-4 indicate scores reported for some of the students. The scores indicate that these students made significant gains in California Standard tests and Los Angeles Unified School District’s periodic assessments in language arts and mathematics. Teachers and parents of these students reported that students made progress in classroom performance, and unit tests given. Their confidence and attendance also improved as they experience success.

Table 1-Record of Effectiveness as revealed by the Average Test scores from Open Court Periodic Assessments of 19, 1st grade students who we tutored in 2008 for 30 hours in our program.

Number of Students Tested	F1	F2	Diff	SP1	SP2	Diff	WR1	WR2	Diff
19	18.16	35.84	17.68	5	10	5	4	12	8
Target Score	10	10		8	8		8	8	

Key: Target Score=Benchmark score, F1=Fluency Pre-test, F2=Fluency Posttest, Diff=/Gains, SP1=Spelling Pre-test, SP2=Spelling Posttest, WR1=Word Reading Pre-test, WR2=Word Reading Posttest

Table 2-2008 California Standards Test (CST) scaled scores and performance levels for 4th grade students tutored in Language Arts in 2008, including special education, Title I, ELL/low-income.

St	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15
2007	289	289	256	296	252	289	320	289	223	248	314	346	296	289	310
2008	360	317	302	317	259	350	355	355	313	294	375	365	317	360	355
Diff	71	28	46	21	7	61	35	66	90	50	61	19	21	71	45
2007	BB	BB	FB B	BB	FB B	FB B	B	BB	FBB	FBB	B	B	BB	BB	B
2008	P	B	B	B	BB	P	P	P	B	BB	P	P	B	P	P

Proficient (P), Basic (B), Below Basic (BB), Far Below Basic (FBB), St (Student)

Table 3.-*CST Performance level of Mathematics Scores for 5th grade students tutored in 2008 and 2009, including special education, Title I, ELL/low-income. The assessment tool is CST*

St	01	02	03	04	05	06	07	08	09	10	11	12
2007	BB	BB	BB	FBB	BB	BB	BB	BB	FBB	BB	BB	BB
2008	BB	P	BB	B	B	BB	P	B	B	B	B	P
2009	P	P	P	B	B	P	P	P	P	P	B	A

Proficient (P), Basic (B), Below Basic (BB), Far Below Basic (FBB), St (Student)

Table 4.-*Scores obtained on the LAUSD Periodic Math Assessment by students who received tutoring in math in 2008 (Kindergarten students, including special education, Title I, ELL/low-income), under our program.*

St	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15
Score in %	100	96	86	88	100	96	83	88	100	88	100	100	83	92	96
Class Av %	90	90	76	75	90	76	76	75	75	76	76	76	76	86	90

Key: St=Student, Score= from LAUSD Periodic Math Assessment, Class Av=Class Average

The tutoring program was effective in significantly improving the test scores of these 15 first grade students whose scores are well above their class average scores in mathematics. The student population reviewed include students with disabilities, English language learners, at risk/low income/Title I students.

Student performance on chapter tests, end of unit tests, parent teacher surveys and performance on the monitoring tool used in the Voyager Passport program indicate that our program has a positive impact on student performance in classroom contribution, homework completion and even on school/teacher administered subject area assessment. Testimonials and results of parent surveys indicate a high interest in our program and high level of parent/teacher satisfaction in our program ability to motivate students, maintain students' interest level and provide them with confidence needed to attack homework assignments that were impossible for the students to attempt prior to participating in our program.

Attached as evidence that our program is of high quality and that we have been effective in raising the achievement levels of students, has impact on student grades particularly low income, underachieving students is a testimonial from a student who recently received services from us. The student's raised her grade from "D" to "B+" as a result of tutoring she received from us. (Attachment F)

B5. Explain how the key instructional practices and major design elements of the reading program are:

- High Quality
- Research based
- Specifically designed to increase the achievement of low-income, underachieving students
- Include an explanation of the theoretical and empirical rationale supporting the major elements of the program (e.g., instruction, class size, delivery mode)

The key instructional practices and major elements of our reading program are high quality, research-based, and specifically designed to increase the achievement of low-income, underachieving students. We carefully select and use standards-based instructional materials and assessments that are adopted by the states. The five critical components of reading instruction cited by the National Reading Panel, phonemic awareness, phonics, fluency, vocabulary and comprehension are emphasized in our instruction and instructional materials. The critical components of instruction identified in intervention research are closely aligned with essential skills that are required to become an effective reader. These same critical components as cited by the National Reading Panel are equally essential for effective instruction for struggling readers. Students at risk of reading failure acquire reading slower than their counterparts, although struggling readers must acquire the same skills to become effective readers. Therefore, instruction for students at risk of reading failure must be more explicit and comprehensive, more intensive and more supportive than the instruction required of the majority of students. Our belief is that at risk status is not completely inherent in the make-up of a student, but always involves a “mismatch” between the student needs and instruction provided. Our instruction and materials has been specifically designed to be prescriptive, explicit, comprehensive, more intensive and more supportive with our 1:1 and small group instructional setting.

In language arts and English language proficiency across grade levels, we target the mastery of standards such as: 1) word analysis skills and strategies that students need to comprehend new words encountered in text. 2) reading process skills and strategies needed to build comprehension in English. 3) reading to comprehend, interpret, and evaluate literature from a variety of authors, cultures and times. 4) reading to comprehend, interpret, and evaluate informational texts for specific purposes. 5) writing in a variety of forms with increasing accuracy of structure to effectively address a specific purpose and audience across all content areas. 6) demonstration of an understanding of organization of texts from beginning to end by categorizing ideas and organizing them into sentences, and 7) demonstrating knowledge of basic English grammar conventions including, punctuation, capitalization, and usage.

Our reading program such as Read Naturally provides students with a tool to develop reading fluency. Phonemic awareness and explicit phonics instruction is provided in the program’s GATE levels .8 and 1.3 where a specific vowel is the focus of each lesson presented. Extra practice is provided to students in letter sound and recognition, blending, and segmenting through phonemic awareness activities and decoding of words. Instruction is provided in direct instructional mode in 1:1 or small group setting. Prior to reading a story, key words from the story are sounded out and blended with the intention of facilitating a more accurate reading. The repeated reading strategies with books at students’ levels have been validated through research as effective for increasing reading speed and accuracy. Fluency levels based on research studies of Hasbrouck and Tindal (1991) are incorporated in the program. This reading program has a positive impact in preparing students perform at higher rates on all tests. We recruit and hire tutors with experience in working with Title I students, certificated and with appropriate authorizations. We provide quality training to our tutors monthly on reading and learning research and we monitor their effective use of learned strategies and our instructional materials.

Instructional model used in our program is of high quality, standards-based and specifically designed to increase students’ academic performance in all content areas. We utilize models such as Teach, Model, and Probe, Guided Practice, Independent Practice, Cumulative review and multiple measures of formative and summative assessments, and differentiate instruction to accommodate students

with special needs and English Language Learners. According to reports from the Florida Center for Reading Research, Voyager Passport and Open Court used in our program is consistent with Reading First guidelines because it includes in instruction phonemic awareness, phonics, fluency, vocabulary and comprehension strategies. As such, the instructional design of materials, used in each content area in our program is consisted with scientifically based reading research. We use SDAIE strategies (SDAIE is an approach used to make input comprehensible to ELL, and provide students with strategies and procedures that give them tools needed to gain both knowledge and confidence), differentiate as necessary, pre-teach prerequisite skills, and re-teach skills. In this way, students are given multiple exposure and opportunities to acquire the skills using multiple paths and differentiated materials. We intensify learning, provide professional development to assure skilled teachers, expand learning options, assess students in a manner to assist teachers, and intervene in time to arrest poor performance. Leading assessment experts, including Black,Marzano, Popham, Reeves, and Stiggins agree that frequent, short assessments over periods of time reveal a better picture of student's learning as compared to a mid-chapter and end of chapter test. Ehrenberg, Brewer, Gamoran, and Willms, 2001, report that the impact of assessments for learning on student achievement is four to five times greater than reducing class size.

B6. Describe how services offered will help students improve their reading achievement.

As explained above, the tutoring services that we offer will help students improve their reading achievement because our standards and materials are aligned to that of the districts so that whatever services offered reflect the instruction at the students' regular school day. Our instructional practices are aligned with what the current research identified as effective. Our tutors have experience, well trained, certified and are knowledgeable about how to work with students and get good result. We employ explicit, direct instruction in 1:1 or small group setting that is supportive to students' needs. Our instruction is more intensive, more explicit and comprehensive, and more supportive than the instruction required of the majority of students. We provide two hours/ session twice per week for a total of four hours per week, and can modify to accommodate the individual need of each student. We judiciously use assessment to guard instruction and make accurate and timely inferences about student progress so that instruction can be modified accordingly. We guarantee improvement in test scores.

B7. Explain how the key instructional practices and major design elements of the math program are:

- High Quality
- Research based
- Specifically designed to increase the achievement of low-income, underachieving students
- Include an explanation of the theoretical and empirical rationale supporting the major elements of the program (e.g., instruction, class size, delivery mode)

Just as stated above about our language arts program, our math program is designed to reflect high quality, research-based, and specifically designed to increase the achievement of low-income, underachieving students. A goal of our math program is to improve achievement in mathematics with emphasis in problem solving, computation and geometry targeting subgroups which did not meet AYP. Mathematics standards addressed throughout all grades emphasize mastery of essential standards in number sense, algebra and function, geometry and

measurement, statistics and probability and data analysis. We challenge students to use appropriate tools and techniques of measurement to determine, estimate, record, and verify direct and indirect measurements to solve problems, communicate, reason and make connections within and beyond the field of mathematics. Through hands-on activities, they accurately calculate and use estimation techniques, number relationships, operation rules, and algorithm, and determine the reasonableness of answers and accuracy of solutions to solve problems. They are taught to use various algebraic methods to analyze, illustrate, extend, and create numerous representations of patterns, functions, and algebraic relations as modeled in practical situations to solve problems. Through repeated practice, students are able to identify, represent, verify, and apply spatial relationships and geometric properties to solve problems, communicate, reason and make connections. In addition, they collect, organize, display, interpret, and analyze data to determine statistical relationships and probability projections to solve problems, communicate, reason, and make connections. Instruction is provided in 1:1 or small group setting to provide more support to students. It is intensive in design and comprehensive.

We carefully select and implement math our programs that have been proven to be effective, which incorporates the NCTM's curriculum focal points. Vmath from Voyager Expanded Learning is one of the programs we use for math instruction. The program uses principles that are widely accepted as effective intervention instruction for students who are struggling in math. It employs direct, systematic instruction and provides sequenced, specific, and detailed dialogue between tutor and student. We ensure that the content is aligned with grade-level expectations for the NCTM content standards of the PSSM. We use the four-step lesson format that is consistent with the tenets of direct instruction. Each lesson addresses three essential components of math instruction which includes concepts, skills and problem solving skills with a goal of developing student's computational fluency. We provide instruction that balances conceptual development, computational fluency, and problem solving. Explicit instruction which is effective for struggling students is balanced with procedural fluency and conceptual development. We use multiple measures of assessment tools to make vital instructional decisions and to inform stakeholders about student progress in the program

B8. Describe how services offered will help students improve their math achievement.

Service will help students improve their math achievement because instruction is differentiated and presented in a formation that accommodates their learning styles. The instruction is designed and aligned to district's grade level expectation and complements what students are learning in school. As a result, strategies learned in tutoring can be applied the next day to solve math problems at school. As students experience success they build their confidence level and are more motivated to tackle grade level math tasks. Instruction is delivered in 1:1 or small group to provide more supportive environment for students and provide them with opportunities for repeated practice until standard is mastered. Our program is highly intensive with four hours of tutoring each week. Our tutors are certificated, certified and have extensive training and experience in teaching math to struggling students.

C. Connection to State Academic Standards and Districts' Instructional Programs

Limit response to three pages. (Points Possible = 12 points) Kansas State Academic Standards may be reviewed at: <http://www.ksde.org/Default.aspx?tabid=1678>.

1. Describe how the provider has aligned the instructional program to the Kansas State Standards.

We have taken special steps to ensure that our instructional program is aligned to state's standards. In language arts and English language proficiency across grade levels, we target the mastery of standards such as: 1) word analysis skills and strategies that students need to comprehend new words encountered in text. 2) reading process skills and strategies needed to build comprehension in English. 3) reading to comprehend, interpret, and evaluate literature from a variety of authors, cultures and times. 4) reading to comprehend, interpret, and evaluate informational texts for specific purposes. 5) writing in a variety of forms with increasing accuracy of structure to effectively address a specific purpose and audience across all content areas. 6) demonstration of an understanding of organization of texts from beginning to end by categorizing ideas and organizing them into sentences, and 7) demonstrating knowledge of basic English grammar conventions including, punctuation, capitalization, and usage. We develop in collaboration with parents and the schools, student learning plans that are aligned to each district's area of priority and students needs, set measurable standards-based goals with monitoring tools that ensure that goals are met within time lines and that improvement in performance is recorded for each student.

Mathematics standards addressed throughout all grades emphasize mastery of essential standards in number sense, algebra and function, geometry and measurement, statistics and probability and data analysis. Standards aligned to the state and district standards that our program address include: Students use appropriate tools and techniques of measurement to determine, estimate, record, and verify direct and indirect measurements to solve problems, communicate, reason and make connections within and beyond the field of mathematics. They accurately calculate and use estimation techniques, number relationships, operation rules, and algorithm, determine the reasonableness of answers and accuracy of solutions to solve problems. They use various algebraic methods to analyze, illustrate, extend, and create numerous representations of patterns, functions, and algebraic relations as modeled in practical situations to solve problems. Students are able to identify, represent, verify, and apply spatial relationships and geometric properties to solve problems, communicate reason and make connections. In addition, they collect, organize, display, interpret, and analyze data to determine statistical relationships and probability projections to solve problems, communicate, reason, and make connections.

Starting in kindergarten, we introduce students to English pre-ready skills and vocabulary development through active participation in differentiated instructions, based on each student's learning needs and learning modalities. Through read aloud of familiar stories, stories from different cultures, students are able to listen to rhythm, match rhymes and alliteration, and answer questions. They are challenged to draw, write a variety of texts that inform, persuade, describe, evaluate or tell a story appropriate to purpose and audience. In first and second grades students continue to expand their skills and use word analysis and strategies to comprehend new words encountered in text. Students are guided in generating and selecting, ideas for writing. They organize and sequence ideas, through activities such as drawing and discussing.

They write compositions, revise for correct use of conventions and include details with focus on an audience for writing. Students read and share writing with others ensuring the use nouns, verbs, and pronouns in writing, write complete sentences. Students use end punctuation, simple contractions, and singular possessives. Students capitalize names, months, days of the week, and words at the beginning of sentences. In this way, our program prepares and challenges students to demonstrate proficiency in writing in a variety of forms with increasing accuracy of structure to effectively addressing a specific purpose and audience across all content areas. Students demonstrate an understanding of organization of texts from beginning to end by categorizing ideas and organizing them into sentences, paragraphs, and compositions. They use knowledge of high-frequency words to read texts aloud with fluency, accuracy, and expression. They use knowledge of phonics and structural elements to decode unfamiliar words of one or more syllables in context, and identify the meanings of common prefixes, suffixes, and abbreviated words in context. Our program activities challenges them to use knowledge of spelling patterns, such as special vowel spellings when reading; apply knowledge of basic syllabication rules when reading. They identify and use knowledge of synonyms, antonyms, homophones, and homographs to expand vocabulary and understand text.

In third through fifth grades our program focuses on the essential standards mentioned above providing students differentiated opportunities to read texts aloud with fluency, accuracy, and appropriate intonation and expressions; read high-frequency words to build fluency. Third graders use knowledge of phonics and structural elements to read and determine meaning of unfamiliar words in context. They use knowledge of prefixes, suffixes, roots, or base words to determine the meaning of words in context, identify and use knowledge of diphthongs when reading; determine the meanings and other features of unknown words using dictionaries and glossaries, identify and use knowledge of synonyms, antonyms, homophones, and homographs to expand vocabulary and understand text. Students use self-correcting strategies, such as self-questioning, rereading to gain meaning from text, recall essential points in text while reading; make and revise predictions about upcoming information, restate facts and details in text to share information and organize ideas, adjust reading rate to suit difficulty of text. Students are able to compare plots, settings, and characters in a variety of works and by a variety of authors, making inferences about settings, characters' traits; make predictions about plot, check text for verification, compare plots, settings, characters, and perspectives in a variety of works by a variety of authors from different cultures and times, identify and compare themes or messages in reading selections, identify simile, metaphor, onomatopoeia, and hyperbole in text and read, identify stories, plays, poetry, and non-fiction selections.

Our program for sixth, seventh and the other grades focus on helping students to know and use word analysis and strategies to comprehend new words encountered in text, apply reading process skills and strategies to build comprehension, read to comprehend, interpret, and evaluate literature from a variety of authors, cultures, and times, write a variety of texts that inform, persuade, describe, evaluate, or tell a story appropriate to purpose and audience, and write using standard English grammar, usage, punctuation, capitalization, and spelling. Students use knowledge of phonics, structural elements, grammar and syntax to read and to determine the meaning of unfamiliar words in context. They identify and use knowledge of high frequency Greek-and Latin-derived roots and affixes to determine meaning of words, and use dictionaries and glossaries.

2. Describe how the provider has aligned the instructional program to the instructional programs of the district. Include specific programs(s) and the direct connections.

The instruction and content of our program is consistent and aligned with Kansas student achievement standards and, in the case of students with disabilities, is consistent with the student's individualized education program under section 614(d) of the Individuals with Disabilities Education Act (IDEA). Our instruction, content and instructional materials are researched-based, standards-based and have been proven successful in improving academic performance for all students in all grade levels. For example, the Kansas English Language Arts content standards require that students in public schools use the processes of effective readers, writers, listeners, viewers, and speakers, to be able to apply written and oral English appropriate for various purposes and audiences. They are to construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing. In addition, they are to possess the ability to access, organize, and evaluate information gained through listening, reading, and viewing and use literary knowledge accessed through print and visual media to connect self to society and culture. We use state/district content standards to develop student learning plans and design instructional materials and activities to align with the learning plans.

Our instruction emphasizes explicit, systematic phonics instruction, reading fluency, blending, dictation, and comprehension strategies that lead to fluent readers who construct meaning and develop needed listening skills. There is emphasis on literary response and analysis; development of writing skills in spelling and English language conventions. Our program focuses on word analysis, fluency, and systematic vocabulary development. Our reading comprehension program promotes strategies and activities that focus on areas such as structural features of informational materials, comprehension and analysis of grade-level-appropriate text, expository critique, structural features of literature, narrative analysis of grade-level appropriate text, literary criticism, writing strategies and written conventions.

3. Describe how the provider will approach and design instruction (i.e., direct instruction, small groups, online, etc). We provide instruction in 1:1 and small group setting in a direct instruction mode.
4. Name and describe instructional materials that will be used, what will be provided and what the student provides.

We will provide all instructional materials. Materials for language arts include: Read Naturally, Voyager Passport, Open Court, Word Forward Vocabulary Program and provider developed materials specifically designed to target specific skills/ standards and learning modality all students. All materials address the five critical components of reading instruction cited by the National Reading Panel, phonemic awareness, phonics, fluency, vocabulary and comprehension. All materials offer explicit, systematic direct instructional approach proven effective to significantly increase fluency, vocabulary and reading comprehension performance on literacy assessment. Materials for math include Vmath, Invision math, Harcourt math, Touchmath and provider created standards-based materials, games and manipulatives.

D. Monitoring Student Progress

Limit response to three pages. (Points possible = 12 points)

1. Describe the specific process that will be used to assess/diagnose individual student needs and prescribe an instructional program. Include details regarding assessment tools to be used.

We start the program with a pretest. Skills Assessment Supplement: Focus on Language Arts Standards is an assessment measure we use for pretest and posttest in language arts. A measure developed by The Reading Lions Center helps to check or determine how students are mastering grade-level skills/ strategies and to plan instruction accordingly. It is valid and reliable in pinpointing students' progress and gaps toward mastery of grade-level standards. It is used in many Reading First School districts and Local Education Agencies. Three forms available provide different questions to assess student achievement. We use Form A for pre-test to obtain information about areas of student strength or weakness in regards to the state standards. A student Learning Plan is developed based on areas of weakness. Form B is a posttest used after focused instruction has occurred. In this way, we are able to use information obtained to make decision about which particular reading program to place a student in. Voyager Passport, Open Court, and Read Naturally are examples of programs we use for instruction in language arts. Each program has built in multiple measures of assessments used as pretests, progress monitoring and posttests.

2. Describe the specific process to facilitate consultation with the district and school and set clear individual student goals, including an explanation of how a timetable for student academic achievement is developed.

After we receive students list of those interested in our program from the school district, we call parents to inform them and schedule a pretest appointment. The phone call is followed with a letter by certified mail. This mail welcomes parents into our program and explains the tutoring process. After pretest is done and scored, we schedule a meeting in collaboration with the district, school and parent. The purpose of the meeting is to develop Student Learning Plan (SLP) based on the assessed need of the student. At this meeting usually held at the student's school with parent, student, school representative and our representative, information about academic needs of the student is presented including the pretest scores. This information, an SLP is developed with individual student goals, explanations of timetables for student academic achievement in alignment with grade level standards. The schedule including location and frequency of service is also determined.

3. Describe the specific instrument and process that will be used to evaluate, monitor, and track student progress on a continuous and regular basis.

The goal of any assessment measure is to provide information for instruction so that a determination can be made about what students know and how to change instruction and help them learn what they need to know. Our program includes appropriate recognized diagnostic assessment for use in identifying students' weaknesses and achievement gaps upon which to build an individualized student plan and learning goals. It uses targeted remediation/instruction that is aimed at addressing the individual skills gaps revealed during the assessment and that is based upon an individual learning plan. In addition, it includes a post test assessment linked to the diagnostic

assessment to determine whether student gains occurred and to further develop a plan for either re-teaching skills or identifying new skills for instruction. We have pretests, posttests and monitoring instruments for each content area.

VIP benchmarks and progress monitoring as well as curriculum-embedded assessments help our instructional team to place students and monitor their growth. The measures provide vital information needed to determine if students are responding appropriately to the instruction. Scores from VIP (Vital Indicators of Progress) are entered into the VPORT Data Management System, and reports are produced to indicate level of progress for each student. To support VIP, and provide helpful information in making instructional decisions, Adventure Placement test, weekly criterion-reference Adventure Checkpoints and three VIP benchmark measures are used. Benchmark 1 is administered at the beginning, benchmark 2 in the middle and benchmark 3 at the end of. Prior to implementing Voyager, Adventure Placements are administered to students to obtain information that is used for placement at the most appropriate entry points. VIP progress monitoring measures are administered between benchmarks to determine student progress. Adventure Checkpoints in Lesson 5 and 10 assess skills or concepts previously taught. Results obtained are used to determine which skills/concept to re-teach. Fluent reading indicates the ability of students to free resources to focus on meaning, in that fluent readers can understand what they read. Reading Connected Text (RCT) measure provides a quick measure of a student's oral reading fluency. It is reliable and correlates highly with reading comprehension.

VIP measures are reliable and valid in targeting and identifying critical reading skills or gaps predictive of future reading development such as the alphabetic principle, phonemic-awareness, phonics, and fluency with reading connected text. They provide standardized measures at three benchmarks to assess students' progress throughout the tutoring session, identifying students who are struggling, emerging, or on-track for future reading goals. Information obtained are used to place students at appropriate entry points in instruction, planning instruction, selecting instructional strategies, adjusting instruction to meet each individual's assessed needs. It provides us with a vital opportunity to monitor students' development of reading skills, compare students' data against a trajectory of desired learning, make instructional decisions based on student data, and use individual student data in discussions with parents and teachers about the student's reading development.

We begin the Read Naturally program by assessing students' oral reading fluency levels using curriculum-based measurement. The determination of fluency levels is based on data from a compilation of studies by Hasbrouck and Tindal (1991). Read Naturally stories are leveled according to readability formulas from Fry and Spache for levels .8 to 2.7; the Harris-Jacobson for levels 3.0 to 5.0; and Dale Chall Readability formula for levels 5.6 to 8.0. It provides a placement program in which students can be tested at multiple levels to determine the level and goal that is most appropriate for each student.

E. Communication with parents/families, schools and districts

Limit response to three pages. (Points Possible = 15 points)

1. Explain how parents and the district will be involved with the provider in the process of setting goals, timetables, monitoring student progress, and evaluating services.

After we receive students list of those interested in our program from the school district, identify from the list student test scores that indicate an area of need. If the list does not contain that information, we request it from the school or district. The test score helps to determine the content area to pretest a student. Sometimes, parents will indicate based on current student performance a content area in which tutoring will occur. We contact parents to congratulate and inform them about their child's acceptance into the program. An enrollment and pretest appointment is scheduled.

During this meeting, our program information is explained to the parents and students. A determination is made about the content area to tutor and the student is pretested in the area of need. After the tests are scored and deficit skills/gaps are pinpointed, a meeting is scheduled between a member of our instructional team, student's teacher and parent. The purpose of the meeting is to plan and develop a student learning plan. The student learning plan consists of how the student's progress will be measured and assessment tool to be used, a timetable for improving achievement based on goals identified in the plan, instructional materials, and how parents, teachers and the district will be kept informed about student progress including the frequency. We explain our progress monitoring procedures and monthly surveys that parents can use to evaluate the program developed for their child. At this meeting, the tutoring schedule, location and mode of service delivery is identified and documented.

2. Describe the specific procedures that will be used to report student progress to parents, teachers, and other appropriate staff. Include details regarding the frequency, content, and method(s) of communication (e.g., email, written letter, phone call).

We report progress to all stakeholders monthly through certified mail. Phone calls and emails are used in an ongoing basis. Parents and teachers participate in the development of the student learning plan. During this meeting, information about student performance on pretest is presented to the student learning plan team. This information is used to develop goals/objectives contained in the learning plan. Our tutors are required to give oral or written reports about student progress at the end of each tutoring session. The tutors discuss with parents skills taught, materials used and how student responded including any necessary adjustments to instruction or re-teaching that may occur.

Halfway through the program, A written interim report is prepared and sent to the parents, school and the district. At the completion of the tutoring program, a final written progress report is sent to parents, school and the district. An end of year report is prepared and sent to the school and district. This report indicates progress or lack of progress made by students and recommendations for future goals. These progress reports include information about

student's attendance since attendance has a major impact on student progress.

3. Describe specific strategies used to work with parents/families and school personnel.

We communicate with parents, families and school personnel through phone calls, certified mails and emails as often as a need arises. Student progress is reported to parents and families in oral and written form and in a language that they can understand. They receive oral reports from tutors at the end of each tutoring session, monthly progress reports, interim progress reports provided halfway through the program and a final progress report at the conclusion of the tutoring program.

4. In what languages will information be provided to parents?

All information will be provided to parents in their language of preference.

5. Describe the dispute resolution process should disputes or conflict arise between you and your staff and parents.

All disputes are handled through our head office by the chief executive officer or the officer in charge of parent outreach. Parents can call or complete an incident form that is provided to them and send the form to our office. We follow up with a phone call to acknowledge receipt of complain. An investigation is conducted and parent is informed of the result. Depending on the complaint, a formal face to face meeting is held. Our goal is to resolve the conflict to the satisfaction of the parties involved as much as possible. In all these, parents or staff are advised of their due process rights.

F. Qualification of Instructional Staff

Limit response to two pages. (Points Possible = 12 points)

1. Describe the minimum staff qualifications and process for recruiting and hiring high-quality staff to provide supplemental educational services.

The minimum staff qualification is two year college diploma. The process of recruiting and hiring competent staff and for regularly reviewing their performance is handled by our CEO is an accomplished educator and trained and familiar with the organization's recruiting, hiring and retention policies. She is also knowledgeable about learning research, SES program and every aspect of running our organization successfully. To recruit tutors for our program, we attend district/university sponsored recruitment fairs, advertise in district/teacher union newsletters, through word of mouth and personal recommendations. Prospective candidates are required to complete our organization's application attaching their resume.

A panel reviews the application and resumes. Selected candidates are invited and interview by a panel. Successful candidates attend one day orientation training. They go through background checks, obtain TB tests and all state mandated items. We contact their references to verify the validity of information on their resume. There is a review of each tutor every three months. The purpose is to review their performance and give feed back as appropriate. Tutors who fail to meet our standards based on their performance, information from parent and teacher surveys about their satisfaction with a tutor, a tutor may be retained or let go of their assignments.

2. Describe the staff qualifications in accommodating the needs of students with disabilities, students with limited English proficiency, and low income low-achieving/at-risk students.

Many members of our staff are credentialed special education teachers and special education paraprofessionals. They have received training according to special education laws and Individualized Education Plan (IEP). They have been trained and have experience in accommodations and modification as contained in IEP. We have experienced bilingual teachers with relevant training in working with English Language learners. All our staff members have experience in working with Title I students, low income, at-risk, low achieving students. Some of them have designed, organized, coordinated English Language Acquisition Programs (ELAP), English language Program (ELP), intervention programs for students with disabilities and Migrant Education programs. They provide instruction that is consistent with each student with IEP or 504 plan. The bilingual tutors provide bilingual support as appropriate.

3. Describe the initial training and ongoing professional development offered to staff to improve content instruction, products, and services. Include details regarding frequency, content, and format of training and professional development. How do you determine the effect of training and professional development opportunities have on the way staff provide service?

Ninety percent of our instructional staff is credentialed. They are teachers who are currently teaching in inner city public schools. Some of the teachers hold credentials that authorize them to teach multiple subjects and some to teach single subjects in middle or high schools. Each of our teachers possesses a minimum of ten years experience in teaching or related field. Our

math, science or social science teachers have teaching credential or state authorization to teach math, science or social science. Because they are credentialed, and work in public schools they have received and continue to receive ongoing professional development from each respective school district in which they work. Their training in teacher education that included teaching methodologies, learning theories and pedagogy, has properly trained and prepared them to provide effective instruction to inner city and low income students. Some of our teachers are bilingual and have received special authorization to provide instruction to second language learners. We conduct professional developments for our staff on a variety of topics as in teaching and learning, accommodation and modification of instruction including training on standards and effective practices that help students raise their academic achievement. We make visits to tutoring sites to monitor the effective use of learned strategies and instructional materials. During monthly professional developments, tutors share their successes and challenges. In small group discussions are held about effective and result oriented ways to help students perform at higher rates.

All employees go through a one day orientation about company and district policies regarding SES program. They also participate in ongoing monthly trainings of up to 4 hours per month. In the trainings, we review the mission/vision, goals and objectives of Keep Hope Alive Projects as it relates to SES program. We review the No Child Left Behind law and the provision of SES program to improvement schools. Contractual issues and requirements are reviewed so that each tutor understands his/her responsibilities. We go over tutor responsibilities as independent contractor and as mandated reporters. We review our Child Abuse and Neglect Reporting Act/Missing Child reporting procedures, Uniform Complaint procedures, Sexual Harassment, General Safety, confidentiality issues, parent complaint procedures, tutoring/enrollment procedures and documentation procedures. With partners and in small groups, the tutors practice the reporting procedures.

We review instructional materials and incentive program, parent outreach and communication program, assessment and accountability guidelines and programmatic aspects of our tutoring program. Instructional strategies are reviewed, modeled and role played using sample SLP and key standards. We make frequent visits to tutoring sites and survey parents to ensure that tutors are applying strategies presented during professional development, are using appropriately instructional materials and strategies provided of which they were trained with. We monitor student progress monthly with interim tests to evaluate how programs and materials designed for students are helping meet goals set for them. We also survey teachers weekly for feedback on how effective our professional developments are in supporting their instruction, instructional materials, strategies and methods are in addressing each student's assessed academic needs.

4. Submit evidence demonstrating that the organization possesses adequate staff and resources to meet consumer demand in the State of Kansas.

We have adequate staff and resources to meet consumer demand in the state of Kansas. We have adequate instructional materials and will produce more if needed. We currently have about sixty tutors in the area, who are experienced and have been appropriately trained in our program. Some of the tutors are credentialed teacher who possess teaching credentials, some are teachers in training, some are college graduates and others are paraprofessionals with experience in working with students. We will submit a list with names and qualifications of our tutors if our application is approved.

