

KANSAS STATE DEPARTMENT OF EDUCATION (KSDE)

**APPLICATION FOR SUPPLEMENTAL EDUCATION SERVICES PROVIDERS
2011-2012**

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: Abacus In-Home Tutoring, Inc.		
Contact Person: Michael O'Malley		
Address, City, State: 16057 Tampa Palms Blvd., Suite 414, Tampa, FL		Zip Code: 33647
Phone: 877- 888-6720	Email: momalley@abacusinhometutoring.com	Fax: 850- 254-7067

Applications due on April 8, 2011 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 2011-2012**

Part I: Contact Information for: ____Abacus In-Home Tutoring, Inc.____
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: Michael O'Malley	
Title: President	
Office Phone: 877-888-6720	Cell Phone:
Hours of Operation: 9am – 5pm	
Fax: 850-254-7067	
E-mail & Website: momalley@abacusinhometutoring.com www.abacusinhometutoring.com	
Address/City/State/Zip: 16057 Tampa Palms Blvd., Suite 414, Tampa, FL 33647	

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 checked="" 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	Abacus In-Home Tutoring, Inc.
2. Date Service Provider Formed	<i>List the date (month, year) in which this provider first delivered educational services to students.</i> 08/30/2007
3. Type of Organization	<i>Please check the category that best describes the organization.</i> <input checked="" type="checkbox"/> For profit <input 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 2011-2012. 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 2011.</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 type="checkbox"/> Business <input checked="" 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 type="checkbox"/> On-line <p>Accessed from:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Other: Public library <p>How will transportation be addressed, if needed? Abacus does not provide transportation to/from tutoring sessions; however, tutoring sites will be selected based on convenience to families and accessibility by public transportation.</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: Su-Sat 9 am to 8 pm
7. Subject Areas Covered	<p><i>Check all subjects for which tutoring will be offered.</i></p> <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Mathematics <input type="checkbox"/> Science <input checked="" type="checkbox"/> English as a Second Language
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 20</p> <p>District minimum 1</p> <p>District maximum 200</p> <p><i>Are there a minimum number of students required before services will be provided?</i></p> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <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> <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 type="checkbox"/> Other: (describe)

	<p>Indicate the language(s) other than English in which services are available. Spanish</p>
<p>11. Student/ Instructor Ratio</p>	<p><i>Please list the ratio of instructors to children in the program. Indicate the number of students for every one instructor 1 instructor per 1-5 students (max)</i></p>
<p>12. Mode of Instructional Delivery</p>	<p><i>Check all that apply:</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Individual tutoring <input checked="" type="checkbox"/> Small group tutoring <input type="checkbox"/> On-line/Web based <input type="checkbox"/> Computer Assisted <input type="checkbox"/> Other: _____
<p>13. Cost</p>	<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 \$65/hr Explain how the cost per pupil is determined</p> <p>The cost for services is \$65 per hour and includes pre- and post-assessment evaluation for each student, customized educational plans, progress reporting and an average of 8-15 weeks of instruction per student depending on per pupil allocations. 80% of the \$65 fee per hour for tutorial instruction pays for program costs associated with tutor wages, training, recruitment, background checks and on-site personnel (where applicable). The remaining 20% of the hourly fee is broken down between 10% toward curriculum and program related materials, and 10% toward administrative costs. Facility usage charges (where applicable) are determined on a per case basis dependent upon the rate each school charges for facility space.</p> <p>Are there additional costs? (specify)</p> <p>There are no additional costs. Abacus provides all materials for instruction.</p>

	<hr/> <hr/> <p>Are you an approved provider in other state(s)? If so, which states?</p> <p>Abacus is an approved SES provider in Florida, Colorado, Connecticut, California, Oregon, Michigan, Washington, Georgia, Virginia, New Hampshire, Missouri, Indiana, Kansas, Minnesota, Tennessee, Ohio, Oklahoma and South Carolina.</p>
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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.

For distance learning providers, include information on how and where students will access online services. If the program will be accessed outside of the student's home discuss the supervision that will be provided while he/she is participating in the program. Identify any costs to the student in addition to the amount paid by the district for accessing computers (i.e., internet connection, software, etc).

II. Program Overview and Description – Abacus In-Home Tutoring, Inc.

Abacus In-Home Tutoring, Inc. delivers the individualized instruction students need to meet their academic goals in reading and mathematics. Abacus specializes in working with all students in Kindergarten through twelfth grade, including students with disabilities and English language learners. For our in-home program, tutors travel directly to the student's home at times convenient to families. For our small group program (no more than 5 students per instructor), tutoring sessions are provided directly after school hours at safe and convenient public locations that are easily accessible by public transportation. All small group programs will be staffed with a site coordinator to ensure proper supervision, group sizing, and lesson plan adherence, as well as to address any behavioral or health issues of the student.

While the minimum requirement for an Abacus instructor is to meet the prerequisites of a Title I paraprofessional, preference is shown to candidates with advanced degrees and/or those who have specific experience working with Title I students, bilingual students, and students with disabilities. All instructors must undergo mandatory training before they can be certified to provide instruction in the Abacus program. In addition, all instructional staff must participate in ongoing professional development training in order to maintain their student assignments. Abacus utilizes assessments and curriculum from Pearson Education, all of which are aligned with the Kansas Curricular Standards in reading, English/Language and mathematics at all grade levels, Kindergarten through twelfth. Depending on the student's age, grade level, and mode of instruction (either one-on-one or small group), the Abacus program utilizes the Kaufman Test of Educational Achievement II (KTEA-II), Reading or Math Level Indicator (R/MLI), and/or Group Reading or Mathematics Assessment and Diagnostic Evaluation (GR/MADE) as diagnostic assessments. Additionally, Pearson curriculum is founded on the principles of the National Reading Panel (NRP) and National Council of Teachers of Mathematics (NCTM). As such, all Abacus instructors undergo professional development training on the KS Curricular Standards, the findings of the NRP, and the principles and standards for school mathematics developed by the NCTM to equip them in assisting students in reaching their academic goals.

Parents of students enrolled in the Abacus program are encouraged to be involved in their student's program from the goal setting process to the post-assessment and are fully informed of their student's progress toward goals on a regular basis monthly written progress reports are provided to parents and appropriate school district personnel. The progress report includes spaces for the tutor to document the student's current level understanding as well as to explain the next planned instructional steps. The progress report also provides a space for the tutor to objectively document whether the student has met the goal, is proficient in the goal, or still needs improvement. Goals on the progress report match those established on the SLP. In addition, Abacus maintains consistent communication on a monthly basis (at minimum) with the classroom teacher(s) through the use of phone or personal conferences and/or email to ensure that tutorial sessions are aligned with classroom instruction. The cost for services is \$65 per hour and includes pre- and post-assessment evaluation for each student, customized educational plans, progress reporting and an average of 8-15 weeks of instruction per student depending on per pupil allocations. Services are available in all eligible school districts in the state of Kansas. Tutorial sessions usually take place 1 to 3 times per week, with each session lasting between 1 and 3 hours. On average, the Abacus program provides between 8-15 weeks of instruction. Students who complete the Abacus program show an average of a year's worth of growth!

III. INDICATORS OF QUALITY

A. Evidence of Effectiveness

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

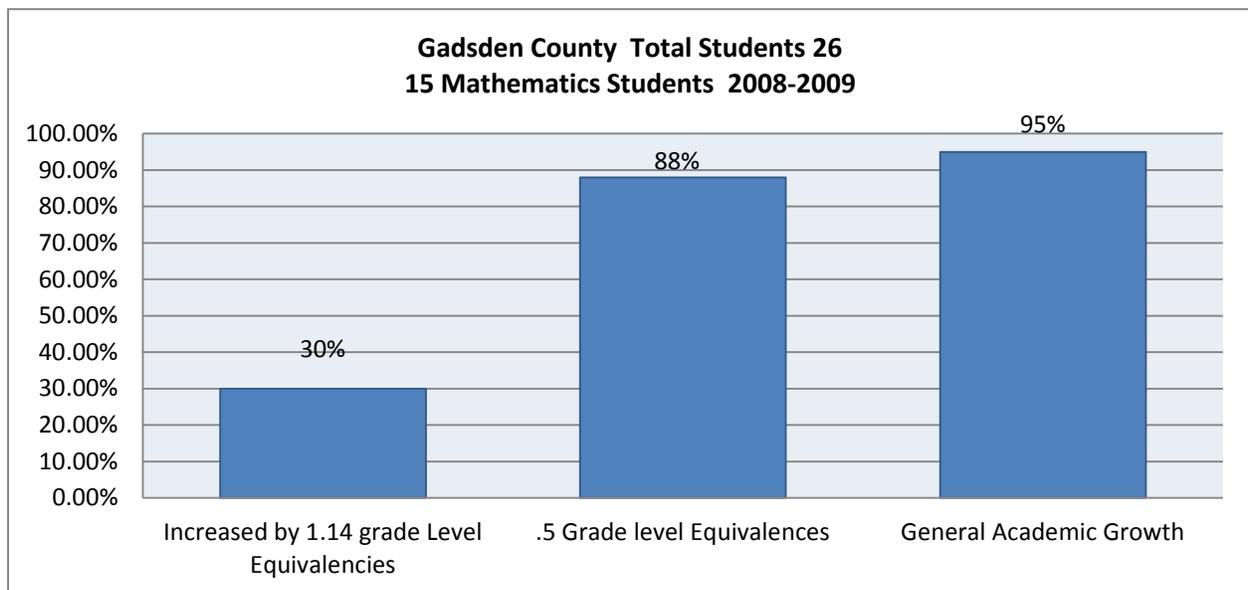
1. Demonstrate that the program is of high quality and that the applicant has been effective in raising the achievement levels of student who have received services in Kansas. Provide multiple assessment measures that were used to demonstrate effectiveness which can be correlated to Kansas data points (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.

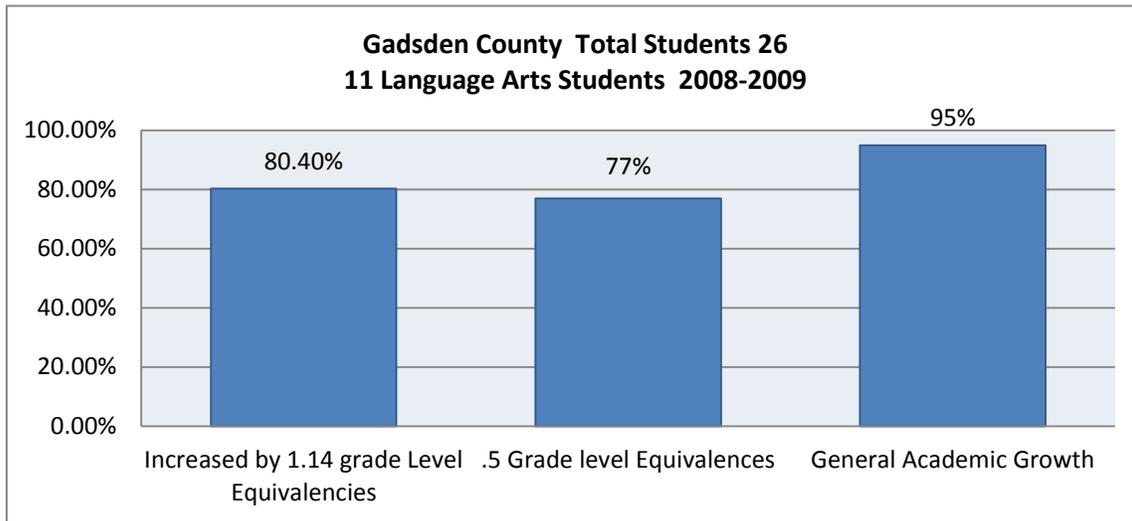
Cite data from:

- Kansas State Assessments
- Districts Assessments (i.e., MAPS)
- Other independent valid and reliable performance tests

A. Evidence of Effectiveness

The major elements of the Abacus program have clearly accelerated the academic achievement of economically disadvantaged students, at-risk students, students with disabilities, students from ethnic/racial minorities, and students with limited English proficiency as indicated by data collected from various sources including state assessments, provider independent assessments, and other independent research. Abacus has demonstrated that its program is of high quality and has been effective in raising achievement levels of enrolled students. Abacus is currently an approved Supplemental Educational Services (SES) provider in Florida, Ohio, Oklahoma and South Carolina and has specific experience providing SES in both rural and urban settings, many of which are similar in demographic makeup to counties and cities in Kansas. In fact, students participating in the Abacus tutorial program in Desoto County, FL during the 2009-10 school year all received one-on-one in-home instruction. The average growth of students completing the program was 1.07 grade level equivalencies with over 76% of students increasing greater than .5 grade level equivalencies and over 94% of students showing some growth, as measured by the Kaufman Test of Educational Achievement II (KTEA II). Similarly, in Gadsden County, FL during 2008-09 school year, twenty six (26) students enrolled in the Abacus program participated in one-on-one in-home instruction as well. For the eleven (11) students receiving instruction in English/language arts, 80.4% of the student sample completing the program increased by 1.14 grade level equivalencies. Over 77% of these students increased by more than .5 grade level equivalences and approximately 95% showed some academic gains, as measured by the Group Reading Assessment and Diagnostic Evaluation (GRADE). For the fifteen (15) students receiving mathematics instruction, approximately 30% of the students completing the Abacus program increased nearly 1.5 grade level equivalences on average with over 88% above .5 growth levels and over 95% with gains, as measured by the Group Mathematics Assessment and Diagnostic Evaluation (GMADE). Please see graphs below.





In addition, during the same year Abacus administered a tutorial program specifically serving students with disabilities in Liberty County School District, Florida. Of the 19 students enrolled in the program, 12 had specific learning disabilities, 1 student was emotionally mentally handicapped, and 6 were diagnosed as emotionally handicapped. Each student was paired with a tutor who had expertise in the field of special education, and particularly with respect to the student’s specific need. Students in this program displayed an average increase of .8 grade levels in mathematics, .9 grade level in reading, and .6 grade levels in spelling, as measured by the KTEA II.

Abacus’ methodology for collection of effectiveness data primarily includes pre and post assessments provided prior to and at the completion of the Abacus SES tutoring program, respectively. Abacus uses one of three assessments for this purpose, the Kaufman Test of Educational Achievement II, the Group Reading Assessment and Diagnostic Evaluation and/or the Group Mathematics Assessment and Diagnostic Evaluation, all published by Pearson Education. The KTEA-II Brief is an individually administered assessment that measures achievement in the domains of reading, mathematics and written language and provides norm-referenced assessments of reading, math and written language skills. The GRADE is a norm-referenced, research-based reading assessment. It was developed as a diagnostic tool for use in: 1) determining the pre reading and grade level reading skills individuals possess, 2) determining the reading skills that students need to be taught in order to meet grade level reading standards, and 3) tracking and documenting student progress over time. The GMADE is a norm-referenced, standards-based assessment of math skills. It was developed as a diagnostic tool for use in determining what grade-level mathematical skills students have mastered and what skills they need to be taught.

In addition to test scores and quantitative effectiveness data, Abacus also places a high importance on qualitative data such as positive feedback from parents of enrolled students, tutors employed by Abacus, and applicable school district staff. Some comments from recent emails and letters received by parents of enrolled students include, “[my daughter’s] reading skills and grades have really improved with your help,” and “[name] has learned so much in the past few months. Your services have truly been an asset and her math skills and her confidence show that.” These are just a few excerpts from the many parent letters Abacus receives annually. Additionally, Abacus has received numerous positive remarks from applicable school district personnel regarding the impact of the Abacus tutorial program on student achievement. One such letter received in 2009 from the Title 1 Specialist at the School District of Okaloosa County remarked, “I highly recommend Abacus in Home Tutoring.” And “...they have shown

a high regard for the students in their program, combined with a professional attitude that has proven to be a success.”

B1-B8. Evidence of Links Between Research & Program Design Limit responses to three pages. In this area, complete only one of the three sections listed below based upon your instructional program(s).

(Points Possible = 16 points in sections B1-B2, B3-B4, or B5-B8).

Reading instruction must include the five dimensions of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) identified by the National Reading Panel. For more information on the National Reading Panel findings, see <http://www.nationalreadingpanel.org>.

Math instruction must describe how the instruction aligns with the five strands (conceptual understanding, procedural understanding, strategic competence, adaptive reasoning, and productive disposition) associated with mathematical proficiency. For more information on the five strands of mathematical proficiency, see the National Council of Teachers of Mathematics at <http://www.nctm.org>.

1. Complete Section B1-B2 if only reading instruction will be provided, then proceed to Section C.

2. Complete Section B3-B4 if only math instruction will be provided, then proceed to Section C.

3. Complete Section B5-B8 if both reading and math instruction will be provided, then proceed to Section C.

Section B1-B2

B1. 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)

B2. Describe how services offered will help students improve their reading achievement.

Section B3-B4

B3. 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)

B4. Describe how services offered will help students improve their math achievement.

Section B5-B8

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)

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

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)

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

B. Evidence of Links between Research and Program Design (B5-B8)

Abacus In-Home Tutoring, Inc. offers individualized instruction in reading and mathematics to all students in grades Kindergarten through twelfth, including students with disabilities and English Language Learners. The instructional design of the Abacus tutorial program is to provide two modes of supplemental instruction, one-on-one tutoring in the student's home, or small group tutoring (with no more than 5 students per instructor) at secure, public locations, both of which have been proven to be effective elements of an instructional program. The effectiveness of one-to-one instruction has been repeatedly validated by empirical research, especially for students who are considered at risk for school failure or have been identified as having reading or learning disabilities (Novak & Gowin, 1984; Beirne-Smith, 1991; Juel, 1991; Wasik & Slavin, 1993). One research study conducted by Topping found that "the average student that receives one-on-one tutoring scores approximately two standard deviations above another student that only receives a typical day's worth of classroom instruction" (1998). Additionally, research from Al-Hazza and Gupta indicates that tutoring conducted in low student to instructor ratios is also highly beneficial and leads to increased student performance in learning activities (2006). Additionally, Abacus provides instruction outside of the regularly scheduled school day, typically after school, in the early evenings, on weekends and during academic breaks, to accommodate the busy schedules of working families and provide an optimal learning environment for all enrolled students. The low tutor-student ratio and flexible scheduling ensures that students spend 100% of time on task because instructors are able to devote their full attention to one student or just a few students, and in return students are able to focus their attention without distraction. JD Bransford, et al. found "The amount of time on task is one of the most basic predictors of student performance" (Bransford, 2000).

Once a proper learning environment has been established, Abacus instructors utilize research-based, key instructional strategies to increase the achievement of Title I students. Abacus instructors use scaffolding instructional techniques to tutor all enrolled students in reading or math, at all grade levels (elementary, middle and high school). Scaffolding instruction, which is tailored to the individual student, has proven to both actively diagnose deficits in learning and understanding while simultaneously reducing frustration and anxiety in overcoming those deficits (Larkin, 2002). Additionally, scaffolded instruction sustains attention by providing clear direction and reducing confusion (Hartman, 2002). Abacus instruction is organized and presented in a manner designed to meet specific achievement goals of each student. This is accomplished in part because Abacus curriculum lesson materials may be organized by subject, grade level and competency area to ensure proper adaptation for each student's needs. Instructors use the student's customized lesson materials to target and focus on increasing the student's knowledge and understanding of deficient core competencies. Additionally, instructional resources, materials, activities, and various manipulatives are introduced to students in a progressive manner, allowing students the ability to master simpler learning concepts before moving on to more complex learning concepts. This type of scaffolding instruction involves 3 basic steps: modeling, guided practice, and independent practice. For each specific skill taught, the tutor assigned to the student will initiate instruction through prompting, modeling, explanation, think aloud, or direct instruction for each of the steps the skill requires. The tutor and student then go through the steps together while the student participates and the tutor offers the necessary assistance and support needed to find a solution. As more of the responsibility of the skill solving transfers to the student, the tutor will provide guidance as the student applies what they have learned in previous lessons. This allows the student the opportunity to practice the skill as the teacher observes, encourages, and

clarifies any confusion that may arise. Following successful modeling and guided practice of the skill, the student is then ready for independent practice of the skill taught. When the student has shown a mastery of 70% or above on independent practice for the particular skill, the tutors will introduce the next area of instruction. In the event that the student continues to struggle with the particular skill, remediation is available to that student through the use of additional demonstrations by the tutor, guidance on Pearson curriculum worksheets, pre-approved teacher-created materials, and resources recommended by the National Reading Panel (NRP) and the National Council of Teachers of Mathematics (NCTM). Our tutor observations, success with these additional materials, and input from the classroom teacher, school district personnel, and Abacus supervisory staff will determine when the student is ready to move on to the next skill to be taught. The use of scaffolding instructional techniques enables Abacus instructors to accommodate individual student needs and provide necessary support to students in applying new skills and strategies independently. According to educational expert Jamie McKenzie, this type of scaffolding instruction provides clear direction, reduces uncertainty and disappointment from the student, and aids in efficiently achieving learning goals (2000). Abacus instructors also utilize effective question and answer techniques throughout each stage of instruction to further promote each student's understanding of the skill. Most tutorial sessions last between one and three hours and occur at least twice per week to ensure adequate time to fully implement the instructional program, and provide time for remediation if necessary.

To ensure that the Abacus instructional program results in measurable learning gains in the classroom, all Abacus instruction is designed to incorporate the Kansas Curricular Standards and local school curriculum at all skill levels. Research shows that the value of tutoring services is maximized when it occurs in conjunction with classroom and other instructional services (Gibbs, 2006), which is a foundational element of the Abacus program. The Abacus program uses curriculum resources and materials from Pearson Education for instruction. These materials were developed and based on the same principles of the findings of the National Reading Panel (NRP) and the principles and standards for school mathematics developed by the National Council of Teachers of Mathematics (NCTM). Abacus' tailored curriculum and targeted instruction ensures that students receive intensive instruction to aid in increasing student achievement. Abacus instructors are trained to assist student readers in building phonemic awareness by helping them focus on and manipulate phonemes in spoken word. Abacus recognizes that understanding and being able to utilize phonemes is a foundational building block to developing pre-reading and reading skills, and our instruction (particularly for young and emerging readers) is focused on phonemic awareness. Based on NRP findings, this type of instructional design significantly improves reading skills versus instruction without a focus on phonemic awareness. Once an instructor has been able to identify the student's current level of phonemic awareness, he/she is able to assign grade-level appropriate tasks and activities to the student to further develop the skill. Similarly, Abacus utilizes phonics instruction in its reading programs. Understanding how letters correspond to sounds and how to use that knowledge in reading and spelling is a core foundational skill for children to be able to read, build vocabulary, and ultimately experience improved reading comprehension. Abacus implements systematic phonics instruction, primarily targeted toward students in grades Kindergarten through six, as well as students who are experiencing difficulty in learning to read, into its reading tutorial programs by providing explicit, systematic instruction in a set of pre-specified associations between letters and sounds. Through the Abacus reading program, as students are able to master phonemic awareness skills and further develop reading ability through phonics instruction, they are able to also work on improving

reading fluency. Through Abacus' individualized and direct instructional program, our instructors are able to give students ample opportunity to read aloud and practice emerging reading skills so that they develop speed, accuracy, and proper expression. Abacus utilizes both suggested instructional practices from the NRP – guided repeated oral reading and independent silent reading. The Abacus instructor working with a student on fluency provides direct instruction throughout the read aloud process so that the student is able to receive systematic and explicit guidance and feedback. As the student's fluency skills improve, he/she may be assigned to independent silent reading with minimal guidance from the instructor. Following silent or independent reading, the student will be given opportunities to demonstrate fluency and comprehension to ensure progress is being made. Abacus does not utilize silent or independent reading as a standalone instructional practice for reading fluency. Additionally, Abacus does not utilize the instructional practice of "round robin" oral reading in group settings as it does not support fluency or comprehension. Finally, Abacus reading instruction places a high importance on vocabulary development and reading comprehension. Abacus reading instruction is based on the NRP's findings that vocabulary development and instruction are inextricably linked to what a student comprehends of what has been read. Abacus reading instructors are trained to employ text comprehension instruction to assist students in developing and applying reading comprehension strategies so that understanding and achievement are enhanced. Because vocabulary is a key component in developing reading comprehension skills, Abacus reading instruction uses both direct and indirect vocabulary building techniques, such as repetition of emerging vocabulary words and seeing them multiple times in the same text. To further assist students in developing better reading comprehension, Abacus instructors utilize a combination of instructional methods such as question and answer sessions, asking the student to generate questions based on what he/she read, and asking the student to summarize (verbally and/or in written format) what he/she read.

Similarly, Abacus students receiving mathematics instruction in the Abacus program are taught how to use the NCTM process standards of Problem Solving, Reasoning and Proof, Communication, Connections, and Representation to attain the mathematical knowledge, skills, and conceptual understandings of the NCTM content standards of Number and Operations, Algebra, Geometry, Measurement, and Data Analysis and Probability. Abacus curriculum and instruction is designed to increase problem solving skills in students, and provides ample opportunity to express math skill competency in a variety of formats and environments, including curriculum worksheets, manipulatives, math models such as base-ten blocks and number lines, outside reading resources and texts, and real-world application using hands on activities. All materials for instruction are provided by Abacus.

Finally, the success of the Abacus tutorial program is also predicated on the quality of our instructional staff. Research dictates that well trained tutors are able to impact greater academic improvement, often by as much as two letter grades in a short period of time, than poorly trained or skilled instructors (Truschel, 2007). Abacus recognizes that knowledgeable, skilled and trained instructors have greater success in improving academic achievement for struggling students than their novice counterparts. Not only does Abacus only recruit highly skilled and knowledgeable instructors with a minimum of 60 college credit hours and relevant tutoring experience (with preference being shown to those with advanced degrees and specific Title 1 experience), but Abacus also requires that all instructors undergo mandatory initial training as well as participate in ongoing professional development training to ensure that they are providing high quality supplemental instructional services. The unique and major elements of the Abacus instructional program provide for a high quality, research-based supplemental services program that is designed to increase student academic achievement.

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.
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.
3. Describe how the provider will approach and design instruction (i.e., direct instruction, small groups, online, etc).
4. Name and describe instructional materials that will be used, what will be provided and what the student provides.

C. Connection to Academic Standards

Abacus ensures that all curriculum and instruction for its SES program is aligned to the Kansas Curricular Standards in reading and math at all grade levels, Kindergarten through twelfth. The Abacus program uses curriculum resources and materials from Pearson Education for instruction. These materials were developed and based on the same principles of the findings of the National Reading Panel (NRP) and the principles and standards for school mathematics developed by the National Council of Teachers of Mathematics (NCTM). Abacus students instructed in reading remain focused working on lessons founded on the NRP strands of phonemic awareness, phonics, fluency, vocabulary, and comprehension, and instruction is aligned to KS reading standards to ensure that all Kansas students are given an equal opportunity to become competent and strategic readers and writers. Students receiving mathematics instruction in the Abacus program are taught how to use the NCTM process standards of Problem Solving, Reasoning and Proof, Communication, Connections, and Representation to attain the mathematical knowledge, skills, and conceptual understandings of the NCTM content standards of Number and Operations, Algebra, Geometry, Measurement, and Data Analysis and Probability. In the teaching of both language arts and mathematics Abacus instructional staff utilize the “Scaffolding” technique that lead each of the students they teach from being dependent on a teacher or program to the independence that comes from each student having confidence in their knowledge of skill solving strategies. Abacus instructors initiate instruction through (1) modeling, (2) explanation, (3) think aloud, and/or (4) “shared demonstration” of each of the steps the skill requires. They then go through the steps together while the student participates and the instructor offers the necessary assistance and support needed to find a solution. As more of the responsibility of the skill solving transfers to the student, the Abacus instructor will provide guidance as the student applies what they have learned in previous lessons. This allows the student the opportunity to practice the skill as the teacher observes, encourages, and clarifies any confusion that may arise. Through this structured learning model, the student is then ready for independent practice of the skill taught (“The Optimal Learning Model Across the Curriculum” Regie Routman, *Reading Essentials*, 2003). When the student has demonstrated mastery on independent practice for the particular skill, Abacus instructors will introduce the next area of instruction. The goal of each student’s Student Learning Plan (SLP) is to identify objectives to reach short term, intermediate, and long term goals within the timeframe allotted by the per pupil allocation of funds. Once the student has shown a mastery of short term goals as measured by instructor observations and 70% accuracy on independent practice of skills, that student is able to move forward with their intermediate goals, ultimately leading to the achievement of the long term goals established in the Student Learning Plan (SLP.) Individualized instruction allows students, in an average of 12 to 15 weeks, to attain the academic goals set for them at the onset of their program. Studies have shown that these students have been able to move forward and few have needed further help (Marie Clay, *Reading Recovery, a Guidebook for Teachers in Training*, 1993). Abacus’ tailored curriculum and targeted instruction ensures that students receive intensive instruction to aid in increasing student achievement.

All Abacus instructors undergo professional development training on the KS Curricular Standards, the findings of the NRP, and the principles and standards for school mathematics developed by the NCTM to equip them in assisting students in reaching their academic goals. Abacus instructors use Pearson Education curriculum materials for reading instruction to teach lessons on Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. For reading instruction, an Abacus instructor may assist a fourth grade student in expanding his/her vocabulary by using context clues from texts and outside reference materials to determine the

meaning of new words or phrases (KS reading standards and benchmarks 1.3.1 and 1.3.3). In this example, the Abacus instructor assigned to the fourth grade student may help him/her build new vocabulary in grade-level appropriate text through the use of a glossary or dictionary and flash cards to help the student identify context clues within the text. Similarly, an Abacus instructor assigned to an eighth grade student for reading instruction may assist him/her in identifying text features in grade level appropriate texts from a variety of sources, and using those features to locate information and gain meaning from the texts (KS reading standards and benchmarks 1.4.2). In this scenario, an Abacus instructor may use text sources such as newspapers and magazines (all of which are provided by Abacus) to help the student identify text features such as illustrations, headings and subheadings and topic and summary sentences. The instructor will be able to use the scaffolding principles of explanation to explain the objective, and then guided practice to help the student identify the text features until the student is confident enough in their skills to apply the skills independently. The final phase of independent practice will involve discussion with the instructor about the purpose and meaning of the identified text features. The student may also be asked to answer related questions from a Pearson curriculum worksheet to ensure skill mastery. Finally, an Abacus instructor may work with a tenth grade student to develop and apply skills and strategies to analyze and evaluate how an author's use of style and literary devices work together to achieve purpose by using details from grade-level appropriate text such as an assigned reading text book and/or outside text provided by Abacus (KS reading standards and benchmark 1.4.11). The student may be assigned to read a particular text, such as a grade-level work of poetry, and answer questions either verbally or through the use of Pearson curriculum worksheets to demonstrate comprehension and analytical skills. The instructor may also ask the student to create a graphic organizer to identify information and draw conclusions from the text. If the student struggles to demonstrate comprehension skills previously introduced, the Abacus instructor can offer remediation for the previous skill or skill set through additional guided practice.

All curriculum and instructional practices utilized by Abacus, whether in reading or mathematics, allows for interactive learning between the instructor and the student(s) on each of the KS Curricular Standards and aids in proficiency of meeting state achievement benchmarks. In addition to being aligned with KS Curricular Standards at all grade levels for mathematics and reading, Abacus curriculum and instruction is individualized based on student need, which aids in the proficiency of meeting the SLP goals for all students, including English Language Learner students and students with disabilities. Similarly for mathematics instruction, Abacus instructors can use numerous activities and lessons that reinforce the five NCTM content strands of Number and Operations, Algebra, Geometry, Data Analysis and Probability, and Measurement in ways appropriate for each specific grade level, and in conjunction with the Kansas Math Standards Mission Statement of ensuring that all Kansas students learn mathematical content and skills that are used to solve a variety of problems. For example, an Abacus instructor working with a second grade student on recognizing and investigating properties of circles, squares, rectangles, triangles and ellipses using concrete objects, and comparing geometric shapes to one another through the use of Pearson curriculum worksheets and pattern blocks (KS math standards and benchmarks 3.1.1 and 3.1.5). Similarly, an Abacus instructor working with a seventh grade student may assist him/her in recognizing constant and linear relationships using various methods including mental math, paper and pencil, concrete objects, and graphing utilities or appropriate technology (KS math standard and benchmark 2.3.1). Finally, an Abacus instructor working with a ninth grade student in on concepts of probability may help him/her explain the relationship between probability and odds and compute one given the other (KS math standard and benchmark 4.1.3) by using money models

such as coins or number cubes to compare probability with odds. Whenever possible, instructors will attempt to use real-world examples and application for mathematical concepts to further promote understanding and retention of the skill.

All curriculum products and instruction are designed to align with all district instructional programs within the state of Kansas. Abacus students receiving mathematics instruction in the Abacus program are taught how to use the NCTM process standards of Problem Solving, Reasoning and Proof, Communication, Connections, and Representation to attain the mathematical knowledge, skills, and conceptual understandings of the NCTM content standards of Number and Operations, Algebra, Geometry, Measurement, and Data Analysis and Probability. For example, in Kansas City Public Schools where the Math Investigations Curriculum program was implemented, students were offered in-depth experiences in number, data, geometry and the mathematics of change. Students were encouraged to express mathematical thinking and develop their own strategies to solve problems. Similarly, Abacus math instruction also relies on applying emerging math skills to real-world applications through hands on learning activities to increase mathematical proficiency and improve problem solving skills. Similarly, in Topeka Public Schools where Houghton-Mifflin reading curriculum is being utilized for instruction, Abacus instruction and curriculum is closely aligned. Both Houghton-Mifflin curriculum and the Abacus reading instructional program were developed largely based on the findings and principles of the NRP and centers around development of phonemic awareness, phonics instruction, improving fluency, increasing vocabulary, and improving reading comprehension.

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.

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.

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

4. Describe the process that will be used to encourage and support regular student attendance. Include any motivation or incentive programs that will be used.

D. Monitoring Student Progress

Abacus uses individual and group diagnostic assessments from Pearson Education (Kaufman Test of Educational Achievement II, Group Reading Assessment and Diagnostic Evaluation, Group Mathematics Assessment and Diagnostic Evaluation, Reading Level Indicator and/or Math Level Indicator) to identify each student's academic needs and subsequent skill mastery. Prior to initiating instruction, Abacus uses one of five norm-referenced assessments to provide the grade level equivalent of the student and identify the area(s) needing improvement. The Kaufman Test of Educational Achievement Brief (KTEA-II) is an individually administered assessment, which measures achievement in the domains of reading, mathematics and written language. The KTEA-II Brief is intended for use with individuals in pre-kindergarten through 12th grade (aged 4.6 through 90 years old). The KTEA-II Brief provides a variety of metrics which can be used to measure student performance, these include: percentile ranks, grade and age equivalents, normal curve equivalents, stanines, growth scale values, as well as descriptive categories which present written descriptions for commonly used standard score ranges. The Group Reading Assessment and Diagnostic Evaluation (GRADE) is a norm-referenced, research-based reading assessment. It was developed as a diagnostic tool for use in: 1) determining the pre reading and grade level reading skills individuals possess, 2) determining the reading skills that students need to be taught in order to meet grade level reading standards, and 3) tracking and documenting student progress over time. The GRADE assesses students' skills in pre reading, reading readiness, vocabulary, comprehension, and oral language. Scores can be converted to stanines, standard scores, percentiles, normal curve equivalencies, and grade equivalencies. The Group Mathematics Assessment and Diagnostic Evaluation (GMADE) published by Pearson Education Inc. is a norm-referenced, standards-based assessment of math skills. The GMADE is intended for use in assessing the math skills of students in kindergarten through 12th grade. Raw scores can be converted into grade-based normative scores, or age-based normative scores; supplements are available for out-of-grade level norms by age or grade. Raw scores from the subtests can be converted into standard scores with a mean of 100 and a standard deviation of 15. These standard scores are convertible to percentiles, normal curve equivalents and stanines. Growth scale values are also included for the GMADE total test. The Reading Level Indicator (RLI) is a norm-referenced reading screener that can be individually or group administered. The RLI samples both vocabulary and basic comprehension skills and specializes in identifying individuals reading at a 2nd to 6th grade level but provides instructional reading level and independent reading level through grade 11. It can also identify functional nonreaders (those reading below a grade equivalent of 1.8). The Math Level Indicator (MLI) is a norm-referenced mathematics assessment that covers four basic operations (addition, subtraction, multiplication and division), whole numbers, fractions decimals and percents and numeric and word problems. The problems contained in the MLI are based on National Council of Teachers of Mathematics (NCTM) Standards-specifically, the five content standards and the process standards of Problem Solving, Reasoning and Proof, and Communication.

Prior to the onset of tutoring, Abacus contacts the school district to review documentation of student performance and academic needs (i.e. the student's cumulative file, report cards, results on district and state assessments, student portfolios, and IEP and/or 504 plans). Once the document review is completed, the student's pre-assessment is administered, and identified goals are submitted for approval to applicable school staff, every attempt is made to coordinate a meeting with the student's parent(s)/guardian(s), applicable classroom teacher(s) and appropriate school district personnel to develop the student's individual Student Learning Plan (SLP). At that time, Abacus staff will conduct a consultation with the parents to

learn about their thoughts on their student's academic strengths, areas in need of improvement, and attitude toward specific subjects. Abacus will also discuss what tutoring schedule best suits the family. Input from all parties, school district documentation of student performance and academic needs and Abacus pre-assessment results are utilized to develop an SLP with specific, measurable, timely, relevant and realistic agreed-upon academic goals and objectives that can be attained within the timeframe allotted by the program duration.

Abacus tutors are trained to make every effort to accommodate the family's schedule in creating an agreed-upon tutoring schedule. If the tutor is unable to modify his/her schedule to accommodate the parent's request, Abacus supervisory staff will contact the family to make other arrangements that better suit the family's needs (including but not limited to a tutor replacement, a location change for tutoring and/or a change in the mode of instruction, whether one-on-one or small group). The choice of location, timing and mode of instruction will always be left to the parent/guardians of enrolled students. Parents are often drawn to Abacus' in-home program because of the convenience it offers to parents who do not have reliable (or any) mode of transportation. Providing a tutor directly in the student's home minimizes stress for the parents of having to transport students to/from sessions. In addition, since parents/guardians must be home for the entire duration of each tutoring session, they can easily monitor their child's progress at any time and the tutor is able to obtain required signatures on progress and attendance documentation. However, Abacus also recognizes that the home environment may not be the most conducive to learning for all families, which is why Abacus also offers small group sessions at off-site locations including school campuses (with permission from the school/district), community centers, libraries, and other public locations. The locations for Abacus' small group tutoring program are selected based on how convenient they are to the families of enrolled students, and all are easily accessible to public transportation.

Throughout the supplemental educational services program, each student receives intense, individualized instruction that allows Abacus instructional staff ongoing opportunities to constantly monitor and evaluate the student's academic performance toward the goals outlined in the learning plan. When a student has shown mastery of a particular skill through 70% accuracy on independent practice, the Abacus instructor introduces the next area of instruction. For students having difficulty mastering a particular skill, remediation is provided through the use of re-teaching and additional guided practice. After each in-home tutoring session, the Abacus instructor meets with parents/guardians to verbally review the lesson and share examples of the student's accomplishments in the session, discuss where more work is needed, as well as review plans for the next session. In addition, progress toward the SLP goals is monitored and tracked through weekly activity logs and monthly progress reports submitted to Abacus supervisory staff, the student's parent(s)/guardian(s), classroom teacher(s), and appropriate school district personnel for review. The progress reports show whether short term, intermediate, and long term goals have been met by the student, if the student is proficient in the goal, or if the student's skills still need improvement. These reports also provide meaningful information by highlighting each student's achievement toward the goals outlined in the SLP, areas in need of improvement, and methods and suggestions the parent/guardian and the classroom teacher may wish to use to enrich the student's academic experience. Parents must sign the monthly progress report to acknowledge their understanding of the information. They also have the ability to note any comments or feedback on student progress on this report. Abacus will make every effort to accommodate speakers of all languages so that student progress information may be provided to parents in their native language. Instructors are also available for individual conferences with the parent(s)/guardian(s) at any time upon request. Similarly, Abacus instructors maintain ongoing communication with teachers via email, phone,

personal conference, or written communication to stay current with the student's classroom performance during the tutoring process. At the completion of the tutoring program, Abacus administers a post-assessment using the same diagnostic tool used at the start of tutoring in order to show progress toward the goals stated in the student learning plan. Copies of the post-assessment results are provided to parents/guardians at the completion of tutoring, and parents/guardians are encouraged to complete a satisfaction survey for the Abacus program. This consistent progress monitoring allows students in the Abacus program to achieve their learning goals by the completion of the program.

In order to support and encourage regular student attendance, attendance is also monitored and tracked via weekly tutoring activity logs and monthly progress reports, both of which are submitted to Abacus supervisory staff for review. Abacus supervisory staff are responsible for reviewing the submitted attendance reports and verifying their accuracy. Attendance is also verified through random phone calls made to parents/guardians of enrolled students to ensure services are being rendered according to the attendance logs submitted. Abacus instructors are also trained to utilize specific attendance reports from the LEA when applicable. Throughout the duration of supplemental educational services for each student, monthly progress and attendance reports are disseminated to each student's parents/guardians, applicable classroom teacher(s) and appropriate school district personnel via mail or hand delivery. These reports highlight the goals being addressed during that period, each student's achievement toward these goals outlined in the SLP, areas in need of improvement, and methods and suggestions the parent/guardian and the classroom teacher may wish to use to enrich the student's academic experience. This method of progress reporting allows Abacus staff to ensure that instruction is adequately supplementing classroom instruction, and that our staff has the opportunity to modify the instructional plan if it is not. Abacus prides itself on forging new relationships and ensuring consistent communication regarding student progress.

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.
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).
3. Describe specific strategies used to work with parents/families and school personnel.
4. In what languages will information be provided to parents?
5. Describe the dispute resolution process should disputes or conflict arise between you and your staff and parents.

E. Communication with Parents/Families, Schools and Districts

Parents of students enrolled in the Abacus program are encouraged to be involved in their student's program from the goal setting process to the post-assessment and are fully informed of their student's progress toward goals on a regular basis. Once selected as a student's service provider, an Abacus representative will contact that student's family to welcome them into the program and to arrange a convenient time for an initial assessment. At that time, Abacus staff will conduct a consultation with the parents to learn about their thoughts on their student's academic strengths, areas in need of improvement, and attitude toward specific subjects. Abacus will also discuss what tutoring schedule best suits the family. Parents/guardians of students enrolled in the in-home instructional program are required to be present in the home at all times, and they are encouraged to observe the tutoring sessions to monitor instructional techniques demonstrated by the instructor so that academic interaction between the parent/guardian and their child can be enriched in the home. After each in-home tutoring session, the Abacus instructor meets with parents/guardians to verbally review the lesson and share examples of the student's accomplishments in the session, discuss where more work is needed, as well as review plans for the next session. In addition, for both the in-home and small group programs, progress toward the SLP goals is monitored and tracked through monthly progress reports submitted by the tutors to Abacus supervisory staff, the student's parent(s)/guardian(s), classroom teacher(s), and appropriate school district personnel for review. The progress report includes spaces for the tutor to document the student's current level understanding as well as what the next instructional steps will be. The progress report also provides a space for the tutor to objectively document whether the student has met the goal, is proficient in the goal, or still needs improvement. These reports also provide meaningful information by highlighting each student's achievement toward the goals outlined in the SLP, areas in need of improvement, and methods and suggestions the parent/guardian and the classroom teacher may wish to use to enrich the student's academic experience. Parents must sign the monthly progress report to acknowledge their understanding of the information. They also have the ability to note any comments or feedback on student progress on this report.

Abacus In-Home Tutoring, Inc. has specific experience working with families from a variety of linguistic and cultural backgrounds, as well as families with limited transportation and technical resources. The Abacus SES program offers flexible options to parents, such as two modes of instruction – one-on-one, in-home instruction, and small group instruction at public locations that are safe, conducive to learning and easily accessible by public transportation. In addition, Abacus tutoring sessions can be held any time outside of the regular school day, including before or after school, in the evenings, on weekends and during academic breaks. Session frequency and duration can also be easily modified to accommodate working families' fluctuating schedules. To further aid families with limited resources, Abacus supervisory staff provide comprehensive training to all instructional staff on strategies for accommodating families with working parents, families with limited English proficiency, families that are transit-dependent, and families from culturally diverse backgrounds.

Tutor training begins with stressing the importance of obtaining current contact information for families, as phone numbers, addresses, and preferred locations for tutoring sessions may change often, and documenting all attempts at contact. Once assigned to a student, tutors are instructed to attempt to reach the parent/guardian within 24 hours to arrange the first session by using all known phone numbers, email addresses and physical. Abacus will only use electronic communication at the parent's request, so that no parent without a computer is penalized. If contact cannot be made by phone or in person, the tutor will work with school staff to send a written letter home with the student if possible. Once contact has been made and

signature obtained, Abacus tutors are trained to make every effort to accommodate the family's schedule in creating an agreed-upon tutoring schedule. If the tutor is unable to modify his/her schedule to accommodate the parent's request, Abacus supervisory staff will contact the family to make other arrangements that better suit the family's needs (including but not limited to a tutor replacement, a location change for tutoring and/or a change in the mode of instruction, whether one-on-one or small group). The choice of location, timing and mode of instruction will always be left to the parent/guardians of enrolled students. Parents are often drawn to Abacus' in-home program because of the convenience it offers to parents who do not have reliable (or any) mode of transportation. Providing a tutor directly in the student's home minimizes stress for the parents of having to transport students to/from sessions. In addition, since parents/guardians must be home for the entire duration of each tutoring session, they can easily monitor their child's progress at any time and the tutor is able to obtain required signatures on progress and attendance documentation. However, Abacus also recognizes that the home environment may not be the most conducive to learning for all families, which is why Abacus also offers small group sessions at off-site locations including school campuses (with permission from the school/district), community centers, libraries, and other public locations. The locations for Abacus' small group tutoring program are selected based on how convenient they are to the families of enrolled students, and all are easily accessible to public transportation.

For families with limited English proficiency, Abacus will make every effort to assign a tutor that is bilingual in the family's native language. However, when that is not possible, Abacus will utilize a reputable translation company to ensure that all progress reports and other important information are communicated in a language and format understandable to the parent. Abacus currently has bilingual staff for Spanish, German, French and Vietnamese languages. For parents with reading difficulties, progress reports will be provided in writing but will also be verbally reviewed in person with the assigned tutor, and supervisory staff will make themselves available for consultation in person or by phone as necessary to review progress at any time. Instructors are also available for individual conferences with the parent(s)/guardian(s) at any time upon request. Parent(s)/guardian(s) are encouraged to be involved their student's program from the goal setting process to the post-assessment and are fully informed of their student's current level of achievement and ensuing progress every step of the way. Copies of the post-assessment results are provided to parents/guardians at the completion of tutoring, and parents/guardians and appropriate school personnel. In addition, Abacus instructors will make themselves available for requested conferences with parents/guardians at any time to share enrichment activities and discuss their child's progress toward the academic goals outlined in the SLP. Abacus will also utilize any additional reporting methods required by the LEA.

In addition, whether one-on-one or small group, Abacus maintains consistent communication on a monthly basis (at minimum) with the classroom teacher(s) through the use of phone or personal conferences and/or email to ensure that tutorial sessions are aligned with classroom instruction. Throughout the duration of the program, progress is tracked through the review of weekly student activity logs and monthly written progress reports submitted to Abacus supervisory staff, the student's parent(s)/guardian(s), classroom teacher(s) and appropriate school district staff for review. These progress reports are delivered via mail or hand delivery and identify student progress toward the short, intermediate, and long term goals developed in the SLP. The progress report includes spaces for the tutor to document the student's current level understanding as well as to explain the next planned instructional steps. The progress report also provides a space for the tutor to objectively document whether the

student has met the goal, is proficient in the goal, or still needs improvement. Goals on the progress report match those established on the SLP.

The monthly reports providing meaningful information by highlighting the goals being addressed during that period, each student's achievement toward the goals outlined in the Student Learning Plan, areas in need of improvement, and methods and suggestions that the classroom teacher may wish to use to enrich the student's academic experience. Abacus will also utilize any additional reporting methods required by the LEA. Abacus instructors maintain ongoing communication with teachers via email, phone, personal conference, or written communication to stay current with the student's classroom performance during the program. This ongoing communication increases the level of support provided to each student and greatly influences their ability to meet their academic goals. At the conclusion of the program, parents/guardians and applicable classroom teachers will be surveyed on their satisfaction with the Abacus program.

Abacus considers parent satisfaction and resolution of any dispute to be of paramount importance and will take all measures reasonable and necessary to satisfactorily resolve any grievance by any party. In the event that a parent/guardian has a concern regarding services provided, Abacus has a dispute/resolution policy in place to formally document and resolve the concern. Prior to the onset of tutoring services, parents/guardians are provided with the contact information for Abacus supervisory staff and the Abacus corporate office. Parents/guardians are provided with a Dispute Resolution form which they are encouraged to complete either in written form, or by speaking with an Abacus representative by phone or in-person. Abacus will take appropriate action to resolve the issue, and follow up to ensure the satisfaction of the parent/guardian. Abacus works closely with all staff, parents/families, and applicable district staff to ensure that a high quality supplemental educational program is implemented, and that all policies and procedures are strictly adhered to.

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

F. Qualifications of Instructional Staff

Abacus instructors are recruited and hired from a variety of sources including referrals from existing instructors, recruitment ads placed online, and recruitment ads in parenting magazines and/or local newspapers. Abacus also recruits instructional staff from local educational institutions, including classroom teachers, former assistant principals, principals, guidance counselors, school social workers, and special education teachers. It is Abacus' experience that online recruitment and other mass marketing efforts work best in urban settings, while word of mouth referrals and networking through local school districts and other educational agencies work best in rural settings. Abacus has experience recruiting in a variety of settings including both rural and urban, and has found that utilizing a variety of resources allows for maximum exposure to the highest quality applicants.

While the minimum requirement for an Abacus instructor is to meet the requirements of a Title I paraprofessional, preference is shown to candidates with advanced degrees and/or those who have specific experience working with Title I students, bilingual students, and students with disabilities. Face-to-face interviews are scheduled with tutor applicants only if their experience has been personally verified by a supervisory staff member of Abacus. Final hiring is dependent upon the successful receipt of their background screening and verification of degrees/transcripts. All instructors must undergo mandatory training before they can be certified to provide instruction in the Abacus program. In addition, all instructional staff must participate in ongoing professional development training in order to maintain their student assignments. This clearly defined and comprehensive staff development plan helps to ensure the effectiveness of instruction, and to maintain a high quality SES program. Mandatory initial training must be completed prior to providing any instruction; and at least three (3) additional professional development trainings must be attended during the course of the SES program, two of which must include Scaffolding Instruction Techniques, and Strategies for Working with Title 1 Students. Initial training covers Abacus Policies and Procedures, the Education Industry Association Code of Ethics, administering pre- and post-assessments, utilizing the approved curriculum and instructional methods, incorporation of Kansas Curricular Standards, SMART (specific, measureable, agreed-upon, realistic & relevant, and timely) goal creation for student learning plans/individualized student plans and completing the necessary progress and attendance reporting. Professional development topics include scaffolding instructional techniques, methods and strategies for providing instruction to students in special populations, the philosophies and principles of the National Council of Teachers of Mathematics (NCTM) and the National Reading Panel (NRP) as well as training for working in impoverished populations and multicultural awareness training. All Abacus instructors are trained on the principles of scaffolding instruction, which allows them to target specific deficiencies and help students close skills gaps. In addition, Abacus provides professional development training opportunities to all instructors to teach them effective strategies for impacting academic improvement in underperforming students.

Each Abacus tutor assigned to work with students in special populations undergoes a training and certification process to ensure his/her effectiveness in providing specialized instruction. Abacus instructional staff working with bilingual students receives training in utilization of the philosophies and principles of the National Teachers of English to Speakers of Other Languages (TESOL) to assist them in educating English language learners. After proving their fluency through written and/or verbal tests, bilingual instructors are matched with students/families depending on linguistic needs. All Abacus instructors working with students with disabilities undergo training on intervention techniques, alternative strategies, and additional methods of instruction that incorporate the provisions outlined in the Individuals

with Disabilities Education Act (IDEA), the Americans with Disabilities Act (ADA), and student IEP and/or 504 plans. All Abacus instructors working with students with disabilities undergo training on intervention techniques, alternative strategies, and additional methods of instruction that incorporate the provisions outlined in the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act (ADA), and student IEP and/or 504 plans. Abacus staff will make every effort to provide students with special needs any additional equipment necessary to aide their instruction (e.g. large print books, acoustical devices, Braille printed text, etc.). Abacus tutors are directed to focus instruction on reaching the student's individual academic goals as outlined in the approved Student Learning Plan (SLP), and to show grade level improvement by program completion. Abacus instructional staff must submit copies of weekly activity logs and monthly progress reports to supervisory staff for review and input.

Finally, all Abacus instructional staff must also participate in professional development training modules for working with Title 1 students, including concepts of administering educational interventions with impoverished student populations, communicating with families in impoverished populations, and also working with culturally diverse populations. Instructors are trained to use a variety of communication methods to reach parents/guardians of working families, those with limited access to means of communication, or constantly changing contact information, and those with various language and comprehension barriers. Additionally, these modules reinforce concepts of individualized instruction by training instructors to use a variety of manipulatives based on student learning styles and preferences, while also maintaining cultural awareness and sensitivity in instruction and communication with families. These modules provide guidance on best practices for working with diverse populations, understanding cultural differences and being aware of and sensitive to working with students and families of various socio-economic backgrounds. This level of training allows our instructors to communicate effectively with the parents/guardians of enrolled students and to fully maximize the tutorial program being administered both during and outside of instructional sessions.

Abacus supervisory staff continually monitors and communicates with instructors to provide feedback, support and guidance as needed. In order to ensure a high quality program and to evaluate the effectiveness of our instructors, Abacus management continuously monitors instruction through review of session logs and progress reports. Lesson plans are thoroughly reviewed to ensure that instruction is directly connected to educational goals and objectives outlined in the student's SLP. Random visits by supervisory staff are routinely made during tutoring sessions, and one-on-one reviews with the instructors are conducted as necessary to provide feedback on performance. All instructors are encouraged to request additional professional development training at any time to further increase their effectiveness for improving student academic achievement.

As an approved Supplemental Educational Services (SES) provider in several states, Abacus has adequate experience in staffing and managing consumer demand for SES programs. For example, Abacus has staff in place to begin establishing relationships with school districts, the ability to begin recruiting and staffing programs in the summer months of June, July and August, access to student marketing materials, and an account with a national background check vendor, all of which will help expedite the start-up process as a newly approved SES provider in Kansas. Abacus has sufficient financial capacity and an organizational infrastructure with well defined roles and responsibilities, both of which will aid in providing high quality services in Kansas.