

KANSAS STATE DEPARTMENT OF EDUCATION (KSDE)

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

Supplemental Educational Services Provider Contact Information		
Provider/Company Name: Applied Scholastics International		
Contact Person: Mary Cockburn		
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**Kansas Department of Education
Supplemental Educational Services Provider Application
School Year 2011-2012**

Part I: Contact Information for: Applied Scholastics International
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: Mary Cockburn
Title: Federal Programs Manager
Office Phone: Cell Phone:
Hours of Operation: 9AM – 6 PM
Fax:
E-mail & Website: m.cockburn@appliedscholastics.org www.appliedscholastics.org
Address/City/State/Zip: 11755 Riverview Dr., St. Louis, MO 63138

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:
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 type="checkbox"/> Same as Provider Contact for State Use	<input type="checkbox"/> Same as Provider Contact for District Use
Name: Shari Burks (Central KS) Wendell Edwards (Eastern KS)	
Title: SES Directors	
Office Phone:	
Hours of Operation: 10AM – 8 PM	
Fax:	
E-mail & Website: m.cockburn@appliedscholastics.org www.appliedscholastics.org	
Address/City/State/Zip: 11755 Riverview Dr., St. Louis, MO 63138	

I. Basic Program Information

1. Program Name and Federal FEIN or Social Security Number	Applied Scholastics International
2. Date Service Provider Formed	<i>List the date (month, year) in which this provider first delivered educational services to students.</i> 7/28/1972
3. Type of Organization	<i>Please check the category that best describes the organization.</i> <input 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 checked="" type="checkbox"/> Other (describe) 501 (c)3

<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 <u>in all</u> checked districts by October 10, 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> <p> <input type="checkbox"/> USD 214 Ulysses <input checked="" type="checkbox"/> USD 259 Wichita <input checked="" type="checkbox"/> USD 261 Haysville <input type="checkbox"/> USD 308 Hutchinson <input type="checkbox"/> USD 430 South Brown County <input type="checkbox"/> USD 453 Leavenworth <input type="checkbox"/> USD 475 Geary County <input type="checkbox"/> USD 480 Liberal <input checked="" type="checkbox"/> USD 500 Kansas City Kansas <input checked="" type="checkbox"/> USD 501 Topeka </p>
<p>5. Place of Service</p>	<p><i>Please check the location(s) that best describes where services are delivered to students.</i></p> <p> <input checked="" type="checkbox"/> School <input checked="" 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 Accessed from: <input type="checkbox"/> Other: </p> <p>How will transportation be addressed, if needed? Transportation may be provided, depending on area.</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>

	<input type="checkbox"/> Before School <input checked="" type="checkbox"/> After School <input checked="" type="checkbox"/> Weekends <input checked="" type="checkbox"/> Summer Hours of operation: After school M-F, varies weekends and summer depending on student needs.
7. Subject Areas Covered	<i>Check all subjects for which tutoring will be offered.</i> <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> English as a Second Language
8. Grade Levels Able to Serve	<i>List the grade levels in which services are available.</i> K-8
9. Minimum and Maximum Number of Students Able to Serve	<i>Please provide an estimate of the minimum and maximum number of students that may be served.</i> Individual site minimum 3 Individual site maximum 100 District minimum 10 District maximum 250 <i>Are there a minimum number of students required before services will be provided?</i> <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Minimum: 3
10. Specific Student Populations Served	<i>Please check the students groups your organization will provide educational services.</i> <input checked="" type="checkbox"/> Minority students

	<p> <input checked="" type="checkbox"/> Migrant students <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Special education students <input type="checkbox"/> 504 student <input checked="" type="checkbox"/> English Language Learner <input type="checkbox"/> Other: (describe) </p> <p>Indicate the language(s) other than English in which services are available. None</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 4:1</i></p>										
<p>12. Mode of Instructional Delivery</p>	<p><i>Check all that apply:</i></p> <p> <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>										
<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 \$1575.00 for 35 hours of tutoring Explain how the cost per pupil is determined</p> <table data-bbox="678 1430 1096 1612"> <tr> <td>Program Expenses</td> <td>\$725</td> </tr> <tr> <td>Occupancy Expenses</td> <td>\$225</td> </tr> <tr> <td>Curriculum Development</td> <td>\$400</td> </tr> <tr> <td>Admin/General Expense</td> <td><u>\$225</u></td> </tr> <tr> <td>Total</td> <td>\$1575</td> </tr> </table> <p>Are there additional costs? (specify)</p> <p>No</p>	Program Expenses	\$725	Occupancy Expenses	\$225	Curriculum Development	\$400	Admin/General Expense	<u>\$225</u>	Total	\$1575
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Total	\$1575										

14. Staff	<p><i>Please indicate your hiring practices.</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Hire teachers from within district <input checked="" type="checkbox"/> Hire fully licensed teachers from any location <input checked="" type="checkbox"/> Hire non-licensed educators <input checked="" type="checkbox"/> Hire paraprofessional who met Title I education requirements <input type="checkbox"/> Other (explain)
15. Technology	<p><i>If technology is required to provide your services, list who is responsible for the following, as applicable (e.g., district, provider, parent, school)</i></p> <p>NA</p> <p>Hardware</p> <p>Software</p> <p>Internet access</p> <p>Software license</p> <p>Direct support to students</p>
16. Other States	<p>The applicant will notify KSDE in writing if they have been an approved SES Provider in other states <u>and</u> if they have been removed (and state reason) from another state's list of approved SES Providers. Failure to disclose removal and/or reason for removal from another state's list of approved SES providers will result in removal from Kansas' approved SES provider list. A list of state(s) where you are currently approved and, if applicable, the state(s) you have been removed from and reason for removal is required.</p>

Have you been removed from another state's list of approved SES Providers? If yes, in which state(s) did this occur and why?

Yes No

If yes, why you were removed? AZ our subordinate group could not acquire the required special liability insurance due to a \$50,000 annual premium cost GA: Operated for 2006-2009 then requested removal on March 19, 2009 as our only subordinate group failed to acquire a background check on one of their tutors prior to her first contact with a student. Background check was obtained and clean but acquired after first contact with student. OH: Our only subordinate group had a family emergency and was not able to service for the year in OH so we requested to be removed from the state list.

Are you an approved provider in other state(s)?

If so, which states? Yes

CA, CO, DC, FL, IN, IL, IA, LA, MA, MO, NM, TN, TX, WA

SECTION II: Program Overview and Description

We have serviced students in Wichita USD, Haysville USD, Topeka USD and Kansas City, KS tutoring in reading for grades K-8. Our student teacher ratio is never higher than 4 students to 1 tutor. We can tutor at the school site, community centers such as a public library or a Boys and Girls Club, a church or in the student's home depending on what is worked out with the parent. The cost is \$45/hour/student for small groups and \$55/hour for one-on-one tutoring. Most tutoring can be done in small groups.

The curriculum we use is our own proprietary phonics based reading program which includes readers and workbooks. It is divided into levels and a student is placed according to the pre-assessment done and allows the student to be able to address areas of weakness in reading so one can become fluent with comprehension in reading. The design of the program allows the tutor to note daily the progress the student is making and there are reviews of the materials the student has been instructed on to ensure there is 100% mastery of the materials for each level. Should a student have difficulty the program is designed so the tutor may locate the area quickly and review it with the student until there is 100% mastery of the section before moving on.

Tutoring occurs twice a week each session being 90 minutes to 2 hours depending on the students' schedule. Parents are given a written monthly progress reports on what the student has done that month, days attended and how the student is progressing towards their overall goal(s) that were set for the student. If needed, a face-to-face meeting may be set up to address any questions the parent may have or the tutor may wish to address with the parent.

All staff tutors meet the minimum Federal No Child Left Behind qualifications of being a highly trained paraprofessional. However, many have college degrees or are credentialed teachers. Regardless of those qualifications, all our tutors are given over 30 hours of instruction on our curriculum to start and have continuing curriculum training throughout the year.

English language learners greatly benefit from the Applied Scholastics reading program because of the emphasis on vocabulary development which is very important for an English language learner as it assists them to understand and duplicate the subjects they are learning. This enables them to better meet state academic content and performance standards in reading.

Evidence of Effectiveness

Q1.

While we have serviced students in the state of Kansas since 2007 through Spring of 2010, it has been to a small amount of students, less than 50. We did not service students this past school year. To fully show the effectiveness of our program I will be using data not just from the state of Kansas but also from the state of New Mexico and California as they both have similar student populations with English Language Learners, migrant families and the low income families.

To measure the effectiveness of our reading program called Teaching Modern Phonics, we have used two different assessments. In California we used the Wide Range Achievement Test 4, a nationally recognized norm-reference test and in Kansas and New Mexico we have used our proprietary criterion-reference tests for reading.

From 2007 through 2010, the students in Kansas received an average of 30 hours of tutoring. Using our proprietary tests as a pre-and post-test we had 70% of the students show an increase of one grade level in their reading. For 2008-2009 we were also able to get the MAP scores before and after our tutoring. These scores showed 73% had increased their scores with less than 30 hours of tutoring in our program.

For 2009/2010 in New Mexico, the students had 28 hours of tutoring. Students tutored ranged from 1st grade through 5th grade. The students in this program were tutored mostly one-on-one. Here 100% of the students showed improvement of 2 or 3 grade levels in their reading.

For 2009/2010 in California we serviced students in fifteen school districts grades K-8, a total of 292 students that started the program with 258 completing the program, an 88% completion rate. We administered all three of the subtests in the Wide Range Achievement Test 4 (WRAT4); reading, sentence comprehension and spelling, at the beginning and at the end of the program. The students were tutored primarily one-on-one with between 20 – 25 hours. The results breakdown to a) in reading an increase of 1.61 grade levels, b) sentence comprehension an increase of 1.07 grade levels and c) spelling an increase of .88 grade level.

Q2.

We have not been able to obtain information from the school districts in most states on the students once they have completed the program for the year. We do parent and teacher surveys at the end of our program to determine how students did with grades, attendance and improvement in any discipline problems. Below are some of the responses we received:

From Teachers

"He went from a 'C' to a 'B+' average in Language Arts. He received most improved award on awards night... Great Progress!"

"He began with a 'D' in Oct. and is currently at a 'B'."

"She has gone from a mid-C to a B-...She has become more courageous in asking questions to get help."

"He is better at completing work and working independently...He has maintained an A or a B the entire year...His study skills improved and it helped him in math."

"...[student] became more interested in math and works more independently than before...he completes assigned task and turns in assignments with correct answers."

From Parents:

"...the program was excellent and turned him around. He has a good attitude and is proud of himself...his grades went from 'F' to 'B' in math.

"...found he wasn't dumb. Made a difference in how he felt. More self-confidence."

"...he was more focused in math...He was very proud of accomplishments with each packet of study."

Q3.

In Q1 and Q2 above it shows what improvement our program has had with students in the SES program. All the above students are from low-income families.

We had a teacher in a Kansas elementary school with over 85% Hispanic students, use just one section of our program. She taught the same students for 3rd grade and 4th grade. On the 3rd grade state assessments in Reading, 40% passed. The next year she continued the program with the same students and on the state assessments 100% of the students passed. The other two classrooms of students where the program was not used had 78% and 83% student pass their Reading section of the state assessments.

Again in Kansas working with a community group on a project in Wichita there were 75 African-American low-income underachieving boys in a sports program. Part of the program had an academic component using the section of our program in vocabulary. At the start of the project 90% of the boys were found to be two grade levels below their last completed grade. At the end with 20 hours of tutoring, 83% completing the tutoring brought their reading up one grade level.

The above shows the impact our reading program has on students that are English Language Learners as well as low-income students. We do not have documentation on SPED students using our program at this time.

Q4.

The evidence cited above was gathered by our organization using our proprietary tests and the WRAT4 test doing pre-and post-testing of students, the gathering of surveys from parents and teachers by our organization, the school district's test results from MAPS and state assessments and from the Wichita community program.

Research and Program Design

B1.

Our reading curriculum, *Teaching Modern Phonics*, reflects the best practices in the field. Nationally, one out of every four public school students in fourth through twelfth grade was classed as a "struggling reader" and more than two thirds of our eighth graders read at or below grade level. (Perie, Grigg, & Donohue, 2005) Our reading program recognizes that the purpose of reading is to understand what is in print and to be able to learn from it.

The program supports students attempting to achieve this goal.

Our reading program has these basic elements - Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension and Motivation. It is comprehensive in that it teaches all of the five skills identified by the National Reading Panel as critical for success in learning to read – Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension. (National Reading Panel 2000, 8,9,14) Further rationale may be found in *Reading Interventions for Adolescent Struggling Readers: A Meta-Analysis with Implications for Practice* (Scammanca et al., 2007)

Fluency is addressed by having the students read aloud every day to the tutor. They begin with books that are aligned with the phonics curriculum and are vocabulary controlled. Later they read from trade books of their choice that include all genres of literature as well as expository and informational texts. "Repeated

oral reading practice that includes guidance from teachers, peers or parents had a significant and positive impact on word recognition, fluency and comprehension across a range of grade levels" (National Reading Panel, 2000, p.12)

The reading instructional materials incorporate the recommendations of the National Reading Panel (2001) for systematic and explicit instruction in phonemic awareness, phonics, vocabulary, fluency and comprehension – and of educational researchers on teaching comprehension monitoring skills, (Hubbard, 1992; Armbruster et al 2001) direct and explicit instruction of vocabulary and comprehension strategies (Armbruster, et al 2001; Pressley, 2001) and developing the student's purpose for learning (Guthrie, 2004; Hubbard, 1992).

Students in our program are taught effective vocabulary strategies as vocabulary learning is the backbone of instruction in reading (Lampert et al. 1998). Every new word encountered must be and is defined and understood (Baker, Simmons & Kameenui, 1995). Vocabulary is taught both directly and indirectly. Extensive reading is encouraged along with word consciousness (Nagy, n.d.).

As stated above, our program emphasizes the importance of vocabulary, knowing the meaning of letters, symbols and words. This is key as there is a direct link between achievement and language. Minority and poor students do not have the vocabulary or knowledge of sentence structure to understand tests. This leads to low achievement within this group of students (Payne, Ruby K, 2005 *A Framework for Understanding Poverty*) Our reading program addresses this area allowing for the minority and poor student to increase their vocabulary, understanding and literacy.

B2.

The reading program is broken down into two distinct parts – K-3rd grade level and fourth grade level and above. With the lower level readers, there is more emphasis on the basic reading skills outlined by the National Reading Panel. The phonics part includes vocabulary strategies and the use of manipulatives with full focus on the smoothness of the learning continuum. To avoid the occurrence of misunderstood symbols or words, each is defined as it is introduced in the program. Each letter in an alphabet is a symbol. Each letter has its own individual definition that is first studied in order to avoid having students read words without fully understanding the symbols that comprise those words. For example, the letters "s", "i" and "t" are defined (with their names and sounds) before the student reads the word, "sit".

Having students know the name of letters, their sounds and then meanings of words before they read them in a reader, allows the student to work through the "learning" of the word and skill so when they read from the reader they are able to practice this skill which makes them fluent in their reading. Since they have understanding of each word they are reading the comprehension of what they have read is higher as well. They do not have to figure out how the sounds of the letters are said and what the word means while they are reading, which makes reading difficult for the student who then may just give up on wanting to learn to read. Instead, the program allows the students to improve their reading fluency and comprehension step-by-step in a manner which allows the student to achieve the reading skills he/she needs.

This method is continued throughout the *Teaching Modern Phonics* program from Level 0 (short vowels) to Level 4 (3-4 letter teams, words with more than 3 syllables and rules) with reviews done within each level and at the end of the level to ensure the student is able to use and understand the new skills in reading they have just covered.

Connection to State Academic Standards and Districts' Instructional Programs

Q1.

The Kansas State Academic Standards and our reading program are both phonics based. Our program as well as that of the Kansas State Academic Standards ensures the student has the phonemic awareness of all letters and letter combinations. We use a step-by-step procedure to ensure a smooth path to fluent reading occurs. This is done by our tutor taking a student through our Level 0 Checklist for short vowel sounds up to and through our Level 4 Checklist for additional sounds, letter teams and rules which are addressed at a grade 3 to 4 level.

Our reading curriculum, *Teaching Modern Phonics* and *Level 3 and 4 Reading* components are found in the Kansas State Academic Standards. However, what our curriculum covers at the different grade levels in each area may not be covered at that grade level in the Kansas State Academic Standards. For example, Reading Standard 1 at 1st grade has the student being able to identify sounds of both upper and lower case letters, identify and distinguish between letters, words and sentences. Our program addresses this at Level 0 (Kindergarten). But then our program will not address blends until Level 2 (2nd grade level).

From instructional examples given on the Kansas State Standards for 1st grade Standard 1: #2 & #4, it has the teacher using letter tiles to practice in demonstrating with words beginning with the same sound, show the connections between the letters and words as well as practice determining which words begin with the same sound. This is auditory practice for the student.

From our program, Level 0, we teach the student the following letters and their sounds using a procedure we call "Procedure A": a, m, b, p, c, r, d, s, f, t, h, & l. Then using the base letters "at" and "ad" with "Procedure B", we have the student form with letter tiles, model clay or other manipulatives the different words such as cat, fat, hat, mat, pat, bad, dad, had, mad and more practicing of the sounds each letter makes and then putting the sounds of the letters together to make the sounds of the words. Our program aligns well here with the Kansas State Standards.

With an older student in 4th grade and above who is reading at a 3rd grade level or lower, we will first address the areas in phonics the student is missing or weak in from the lower levels and bring the student up to being able to read with comprehension at a higher grade level.

Once we have gotten a student through our 4th grade reading program, we then address with the student tools one will be able to use to help one study more independently and be able to recognize in himself when he/she has encountered a "barrier" in his study called Study Technology. (Study Technology was discovered and developed by educator and humanitarian, L. Ron Hubbard, after decades of research. Study Technology is the breakthrough that undercuts the reasons people are illiterate. It is not just a system of memory aids or "get-organized" tips. Study Technology is a useable and comprehensive methodology that makes it possible for a person to recognize and handle the barriers to successful study.) This is done by using a Checklist where the tutor will take the student through the steps to learn the skills using the book, *Learning How To Learn*. The Study Technology will assist the student in: establishing a purpose in learning a subject, ability to recognize when they are not learning or understanding what they are reading and the tools to fix it, ability to model abstract theories, ability to demonstrate relationships in concepts they are reading or studying about, ability to think actively about what they are reading and relate it to earlier concepts in the text or even other texts that relate and problem solving. These are all covered in the Kansas Academic Standards at fourth grade and above.

Q2.

Applied Scholastics International has only dealt with the Wichita USD in the State of Kansas. The schools we serviced were middle schools. Those that we serviced in reading were more than two years behind which means the district will have these students in an additional class for literacy. Our program is designed to locate the area of phonics the student is missing or weak in and then tutor on just that area and moved forward with the practice of reading with correctly leveled phonics readers. This assists the student with the district literacy program for those reading 2 or more grade levels below their grade level as the student receives the extra one-on-one (direct instruction) with extra practice on reading. Since Wichita USD and our program both use phonics there is alignment in the content of what is being taught. Our tutoring helps provide the extra assistance the student needs so the student is able to perform better in the classroom with a large group setting. As an example of how this worked, we had two middle school students, a 6th grader and a 7th grader, one reading at a 1st grade level and the other was having difficulty with fluency. After being tutored in our phonics reading program (Teaching Modern Phonics) the 6th grader was able to understand how the letters made words, how the letters sounded, get the extra needed help in this area and was then able to put it all together to read. This then enhanced his extra literacy class in the school as he was now able to read the books he was given and increase his grade level reading by 2 grades. The 7th grader discovered tools to help him decode words in his reading as well as increase his comprehension. He was able to increase his fluency which also gave the student confidence in his reading.

We are requesting to service the Kansas City, Topeka and Haysville school districts in addition to Wichita. While they may all be phonics based as is our program, each of these districts will have their own instructional programs for reading. To ensure we align with their instructional program as we have in Wichita, we will visit with the teachers and principal of the schools to get an understanding of their instructional reading program.

Q3.

The curriculum we use in reading is our own proprietary curriculum. The fundamentals of the program, *Teaching Modern Phonics*, includes vocabulary strategies and the use of manipulatives with full focus on the smoothness of the learning continuum. This is done with direct instruction delivered either one-on-one or in small groups of not more than four students with one tutor. To avoid the occurrence of misunderstood symbols or words, each is defined as it is introduced in the program. Each letter in an alphabet is a symbol. Each letter has its own individual definition that is first studied in order to avoid having students read words without fully understanding the symbols that comprise those words. For example, the letters, "s", "i" and "t" are defined (with their names and sounds) before the student reads the word "sit".

The program also includes a definition for and explanation of each basic punctuation symbol the student is likely to encounter – period, comma, quotation marks, etc. Again, each of these symbols are defined and understood before the student encounters them in reading. This method is different from that used in any other program available today as most programs teach grammar (commas, periods, sentences) long after students have encountered grammar in their daily reading.

In our program, the K-2nd grade student, functioning below grade level, is taught to remediate their reading fundamentals. Students learn the basic phonetic sounds and rules and develop the necessary vocabulary to be able to read fluently and with comprehension step-by-step building up to current grade level.

For a 3rd grader or 4th grader and above reading below their grade level we use our Reading Repair Level 3 and Level 4 program. This consists of teaching the students core phonetic skills and base sight words needed in a step-by-step manner. They progress from the most needed basic steps such as knowing the alphabet (if that step has been missed) to knowing how to sound out even the most complex of words using all letter blends, to filling in their sight word inventory with comprehension, to reading stories as well as knowing the meaning of the words they are reading. Practice in what they are learning while they are learning is a hallmark of our program. Practice is provided through workbooks, practice sheets, practical exercises and reading a variety of stories. This step-by-step manner moves a student easily from the process of learning to read to reading to learn.

Our approach has aligned well with the Wichita USD reading instructional program as we are able to give the student the one-on-one instruction of the content the district is instructing, in an environment which allows the student to learn the phonics skill missed or is weak in, practice it so he/she is able to master it and then be able to read and move on to the next area.

Q4.

In our program *Teaching Modern Phonics*, we use our own proprietary readers and reading workbooks along with phonics cards, manipulatives, student worksheets, glossary and a picture dictionary. All of these are provided by the tutor. The student does not need to bring anything.

Monitoring Student Progress

Q1.

We use our proprietary criterion-reference reading and word assessments as a pre-and post-test. We first do the reading and word assessments to determine the grade level of the student for reading. Once this has been determined the *Teaching Modern Phonics* (TMP) has at the start of each level another assessment which pin-points the exact area of trouble the student has in phonics. The student is then instructed on just those areas noted from the TMP Level assessment. Before moving on to the next level, the student is given a review of the level and any new or existing weaknesses are immediately addressed. Each level of the TMP has an assessment to determine the exact areas needing to be addressed and at the end of each level there is a review.

When the tutoring session for the year is over, we will do a post-test using our proprietary criterion-reference reading and word assessments which will show the gain the student has made. (copies of these assessments are in the Portfolio of Program Documents).

Q2.

Creation of the Individual Learning Plan and learning goals begins with informal and formal assessment. Information is gathered about the student from the school: tests results, classroom performance, areas of weakness and strength, attendance, and any IEP, teacher recommendations etc. Next an interview is conducted with the student and his parent/guardian. This meeting provides the tutor with more information about the student and his family environment, interests, motivation, health status, etc. and enlists student and parent participation in setting learning goals for the student.

With the above done, the tutor will administer pre-test assessments using our proprietary reading and word assessments and the assessment at the beginning of each level of the TMP, which more precisely pinpoints gaps in knowledge and skill.

We now have an assessment profile on the student that will include all assessment data and information about the student from the district and our own administered assessments along with a summary of academic strengths and weaknesses. With this, we can propose an Individual Student Plan which is gone over with the parent and school district personnel. The plan will have a realistic overall performance goal (usually stated in terms of grade level achievement) and realistic time targets for achieving subordinate learning goals. When this is being gone over with the parent and school personnel, changes can be made that the parent and/or school personnel may request.

The interviews and assessments are done within 15 days of receiving the student list from the district or in some cases as soon as the district allows us to start working with the students.

Q3.

To evaluate, monitor and track student progress we use several different means. To begin, the *Teaching Modern Phonics* uses checklists for each level. This allows the tutor or anyone at a glance to see exactly where a student is as each step on the checklist is signed by the tutor and dated. Along with this, there is a "Scope and Sequence" that estimates the time needed for each level. The tutor can use this as a guide to ensure they are moving along and not stopped at a point.

Weekly the local SES Director or coordinator will meet with the tutors to answer questions they have on students and will randomly select students' files to review to ensure the program is being delivered and students are progressing per their individual learning plans.

All students have a monthly progress report sent to the parents/guardian and to the school district (either the teacher or Title I director depending on what is stated in the contract with that district). The SES Director and coordinator review these monthly progress reports to see that the student is progressing per their Individual Learning Plan. If it is found the student is not, a more in-depth look is done by the SES Director working with the tutor and parent until the student is again back on track.

The above shows how we track keeping the student on the timeline, but in addition to this, the TMP has reviews at each level that ensure the student achieves mastery on that level. If the student is not able to achieve mastery, the tutor goes over the student's file and program with the SES Director and/or coordinator to help isolate the problem, receives a remedy and then implements this with the student.

Q4.

To keep students motivated to continue to progress and to attend regularly, each SES Director works with the tutors to establish an awards system. In Wichita the SES Director and tutors established a point system with different levels of awards for students to earn. None of the awards totaled over \$50.00 and most were less than a dollar such as stickers and award certificates. At the end of the program for students who attended the entire program a pizza was delivered the last day.

Communication with parents/families and districts/schools

Q1.

In the creation of the Individual Learning Plan and learning goals information is gathered about the student from the school: tests results, classroom performance, areas of weakness and strength, attendance, and any IEP, teacher recommendations etc. We will visit the school to talk to the teacher or request in writing a way to communicate to them about the student's academics. We will interview the student and their parent/guardian to get their information on the student as well. If we are not able to do this face-to-face, we will call the parent/guardian and get the information over the phone or written communication via the school. The communication provides the tutor with more information about the student and his family environment, interests, motivation, health status, etc. and enlists student and parent participation in setting learning goals for the student.

We work hard to do what it takes to get the information from the parents/guardian and the school as their information is very important to the programming of the student. Once we have gathered the information from the parents/guardian and school we set up a meeting to go over the proposed Individual plan we have developed.

The Individual Student Plan is gone over with the parent and school district personnel. The plan will have a realistic overall performance goal (usually stated in terms of grade level achievement) and realistic time targets for achieving subordinate learning goals. At this meeting with the parent and school personnel, changes can be made that the parent and/or school personnel may request.

Throughout the program we request feedback on the program and how the student is doing from both the parent and teacher(s). At any time if the parent or the student's teacher(s) want to discuss with us the program we work to set up the communication whether it be face-to-face, on the phone or via written communication. This enables all interested parties to know what is happening.

At the end of the program, we send to the parent via the student and in the mail a parent evaluation/survey of our program. We want to know how our program has either helped or not their child and how we may improve our program. We send a similar one to the student's teacher(s) so we can have their input on how our program helped the student, compared to others and if there were ways we could have worked better with them. We use these surveys to correct our program/staff or to reinforce the strengths that are mentioned.

Q2.

Every month written progress reports are sent to the parents/guardian and to school personnel (teachers and/or Title I directors). In the progress report we note attendance data for the month, what specific actions were worked on by the tutor with the student, what progress the student has made on his Individual Learning Plan and what will be worked on in the next month.

This monthly progress report is mailed to the parent and dropped off at the school. (If we are tutoring in-home, the monthly progress report is then handed to the parent and gone over with the parent at that time.) Should a parent or teacher need to speak to the tutor or SES Director face-to-face, this is then arranged and questions and/or concerns are taken up and addressed.

Q3.

The SES Director in Wichita holds monthly workshops for our parents and school personnel to come to which goes over our program, how it works and how they can help their child. These are open to the

general public as well. We address areas of concern the parents may have with their child or even other children. Our intention is to assist the parent with their child's learning experience so they have a successful academic year.

If we find the only way to communicate to the parent/guardian is to visit them at their home, we will drive to their home to see them and discuss areas of concern or work out how the tutoring schedule may be designed to work for the student better, such as changing the day or time the tutoring is currently being delivered.

Q4.

We are able to deliver parent communication in writing via the mail, the classroom teacher or email. We also will call the parent as well as visit the parent at their home.

We currently are able to deliver the communication in English and Spanish.

Q5.

At the beginning of the tutoring, we send out a letter to parents letting them know who their child's tutor will be, where the tutoring will take place and who they can call locally if there is a problem.

Should a conflict arise between the parent and our staff, it is addressed immediately by the local SES Director. The SES Director will gather all the information separately from the parent and tutor, review the student's file for progress and program delivery and if necessary interview the student. Depending on what is found will determine the handling. However, if it requires the student be assigned a different tutor, that will be done or if it is a concern that can be resolved with communication involving all parties that will occur. Our primary concern is for the student to be receiving the best service possible so they are able to improve in their academics.

Qualification of Instructional Staff

Q1.

Applied Scholastics International has been established for 39 years. Throughout this time we have trained thousands on our educational courses who are able to work with us. When we request for approval in an area to deliver SES, we have already established SES Directors there. In this case we have two SES Directors in Kansas, one in central Kansas and one in eastern Kansas. Both have Masters, are working or have worked in the public schools and have been in the field of education for 25 years.

The local SES Director works to recruit local tutors. They may use current teachers, former teachers or interested public. All instructional staff must pass a state and FBI background check to be employed and work with us. The minimum educational qualifications that must be met are those set by NCLB of being a paraprofessional who has passed the paraprofessional exam in reading and math. However, over 95% of our instructional staff possess either a college degree or are credential teachers.

Once a person has been hired to tutor with us they must go through a training program on our methodology for the curriculum and our curriculum training for the reading program. A tutor must complete this training prior to them tutoring. It is during this training we can observe a new tutor to see how they perform. If found not be able to perform to our standards, we will not hire them. Once completed with the initial training the tutor is then expected to complete additional training within a year to become more proficient.

Should they not complete this training within that timeframe, they are not allowed to continue to tutor with us until they have.

In addition, our local SES Directors monitors their tutoring performance by observing the tutor while tutoring and by reviewing the student files. If it is found the tutor needs correction the local SES Director will have the tutor do additional training in areas that are shown to be needed.

Q2.

Our SES Director in Central Kansas currently works at a school as teacher with over 90% of her class being English Language Learners. Using just one component of our reading program in her class she was able to have 100% of her students pass the Kansas State assessments in reading where the year before only 40% of the same students passed.

Our SES Director for Eastern Kansas is currently working in the KC area in after-school programs tutoring students of low income, low-achieving/at-risk students. Last year in one school district there were 46 students tutored on our reading program with 91% making gains of one grade level with 30 or less hours of tutoring.

In the past three years in the state of CA our delivery has been 80% to English Language Learners. With 20 to 25 hours of tutoring being delivered the average gain in reading was 1.2 grade levels.

Our tutors are trained in our reading program, *Teaching Modern Phonics*, and by its design it addresses the needs of the English Language Learner by focusing on phonics and vocabulary step-by-step.

Q3.

Our tutors initially receive 43 hours of training on our curriculum and Study Technology methodology. Then within a year they must complete a line-up of specialized training. This training consists of:

Study Technology course approximately 12 hours

Educational philosophy course approximately 12 hours

Communication Technology course approximately 16 hours

Study Technology and Delivery application courses (4 of them) approximately 46 hours

Q4.

We currently have 26 trained tutors who are able to deliver our program in the state of Kansas. (These are listed as part of the Portfolio of Program Documents)

Throughout the year, our local SES Directors continue to promote and hire qualified personnel to train as tutors. This is done by constant promotion of our program in the community with workshops and ads that we tutor and are hiring tutors. In addition, at each school where we deliver, we let the principal know we are willing to hire any of their qualified staff for our program, and they will receive training on our program delivery and curriculum.

The SES Directors themselves are specialized trained instructors for our program. They are able to train the tutors and train personnel to help them train tutors. With the on-going professional development our tutors receive throughout the year, we have training occurring most weeks.

When our local SES Directors receive the list of students in a district that have selected our organization for their SES tutoring, we look at the list of students and then at the current active list of tutors. Should we see

at that time we will need additional tutors, we then go to the schools to recruit, put ads out to recruit and use word-of-mouth from our tutors to hire additional tutors.

Training schedules for the initial training are established, fingerprinted background checks are done, educational training is verified and training is delivered so the tutors may start tutoring. Our doors are never closed for hiring a tutor. We understand the importance of having tutors ready to tutor in case another tutor is not able to tutor or we get additional students to service.