KANSAS STATE DEPARTMENT OF EDUCATION (KSDE)

APPLICATION FOR SUPPLEMENTAL EDUCATION SERVICES PROVIDERS 2010-2011

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

Supplemental Educational Services Provider Contact Information		
Provider/Company Name: Communities In Schools of KCK/Wyandotte County		
Contact Person: Steve Goceljak		
Address, City, State: 650 Minnesota Avenue, 2nd Floor Kansas City, Kansas		**Zip Code: 66101**
Phone: 913-562-0408	**Email: stgocel@kckps.org**	**Fax: 913-912-1779**

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

Late or incomplete applications will not be reviewed or considered.

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

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

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

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

Part I: Contact Information for: Communities In Schools of KCK/WYCO
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:
Title: Executive Director
Office Phone: Cell Phone:
Hours of Operation: 8:00 – 4:30
Fax
E-mail & Website:
Address/City/State/Zip: 650 Minnesota Avenue, 2nd Floor, Kansas City, Kansas 66101

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

☒ 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.

☐ Same as Provider Contact for State Use	☐ Same as Provider Contact for District Use
Name: Verona Hughes	
Title: Assistant Director	
Office Phone (Toll-free or local # if out-of-state provider): 913-562-0403	
Hours of Operation: 8:00 – 4:30	
Fax: 913-912-1779	
E-mail & Website: vhughes@ciskck.org - www.ciskck.,org	
Address/City/State/Zip: 650 Minnesota , 2nd Floor, Kansas City, Kansas 66101	

I. Basic Program Information

1. Program Name and Federal FEIN or Social Security Number	**Communities In Schools of KCK/WYCO**
2. Date Service Provider Formed	*List the date (month, year) in which this provider first delivered educational services to students.* After-school tutoring – June, 1999
3. Type of Organization	*Please check the category that best describes the organization.* ☐ For profit ☒ Not for Profit ☐ School ☐ District ☐ Educational Service Center ☐ Institution of Higher Education ☐ Faith-based organization ☐ Other (describe)
4. Potential districts to serve	*Below is a list of **potential** Kansas districts which may be required to provide SES in 2010-2011. Please identify the districts(s) in which you would be willing, have the staffing **and** sufficient resources in which to provide services starting in all checked districts by **early October 2010**.* ***If approved, you must provide services to all districts checked below or risk removal from the KS Approved SES list.*** ☐ USD 214 Ulysses ☐ USD 259 Wichita ☐ USD 308 Hutchinson ☐ USD 430 South Brown County

	☐ USD 453 Leavenworth ☐ USD 480 Liberal ☒ USD 500 Kansas City Kansas ☐ USD 501 Topeka
5. Place of Service	*Please check the location(s) that best describes where services are delivered to students.* ☒ School ☐ Business ☐ Place of religious worship (i.e., church) ☒ Community center ☐ Provider's home ☐ Student's home ☐ On-line Accessed from: ☐ Other: **How will transportation be addressed, if needed?** Provider will contract with school district to transport students home from tutoring.
6. Time of Service	*Please check the time(s) that best describe when services are delivered to students.* ☐ Before School ☒ After School ☐ Weekends ☐ Summer Hours of operation: End of school day until 6:00-6:30 pm (varies with site)
7. Subject Areas Covered	*Check all subjects for which tutoring will be offered.* ☒ *Reading*

	☐ *Writing* ☒ *Mathematics* ☐ *Science* ☐ *English as a Second Language*
8.Grade Levels Able to Serve	*List the grade levels in which services are available.* *Kdg. – 8th grade*
9. Minimum and Maximum Number of Students Able to Serve	*Please provide an estimate of the minimum and maximum number of students that may be served.* Individual site minimum 7-10 Individual site maximum 150 District minimum 25 District maximum 600 *Are there a minimum number of students required before services will be provided?* ☐ No ☒ Yes Minimum: 25
10. Specific Student Populations Served	*Please check the students groups your organization will provide educational services.* ☒ Minority students ☒ Migrant students ☒ Homeless ☒ Special education students ☒ 504 student ☒ English Language Learner ☐ Other: (describe) Indicate the language(s) other than English in which services are available. Recruit and hire bi-lingual staff (Spanish)
11. Student/ Instructor Ratio	*Please list the ratio of instructors to children in the program. Indicate the number of students for every*

	one instructor 1:7
12. Mode of Instructional Delivery	*Check all that apply:* ☐ Individual tutoring ☒ Small group tutoring ☐ On-line/Web based ☐ Computer Assisted ☐ Other:_____
13. Cost	*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.)* Per Pupil Cost $ 65.00/hour Explain how the cost per pupil is determined Based upon following expenses per site: staff, transportation, security, custodial, materials and administrative costs Are there additional costs? (specify) No
14. Staff	*Please indicate your hiring practices.* ☒ Hire teachers from within district ☐ Hire fully licensed teachers from any location ☐ Hire non-licensed educators ☐ Hire paraprofessional who met Title I education requirements ☐ Other (explain)
15. Technology	*If technology is required to provide your services,*

	list who is responsible for the following, as applicable (e.g., district, provider, parent, school) Hardware Software Provider Internet access Software license Provider Direct support to students Staff hired by provider
16. Other States	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. **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 X If yes, why you were removed? _____ _____ **Are you an approved provider in other state(s)? If so, which states? No** _____ _____ _____

II. PROGRAM OVERVIEW AND DESCRIPTION

Communities In Schools of KCK/Wyandotte County (CISKCK) is a not for profit community based organization whose mission is to connect needed resources to Kansas City, Kansas Public Schools. It is in its fifth year as a state approved provider of supplemental education services. CISKCK will offer after school tutoring sessions for kindergarten through 8th grade at a cost of $55.00/hour. Small group sessions, one teacher to seven students (1:7), of reading and/or math will be taught by certified teachers using research based curriculum, developed by Scholastic. In addition to the Teacher(s) staffing support will include a Program Director and one or more Monitors depending on the number of students enrolled in the program. Engaging environments and interactive activities carried out at the school help students master the skills they need to be successful in reading and math. Parents are a partner in developing an Individual Achievement Plan for their child and will receive monthly reports on how their child is doing. Activities from the math curriculum, DO THE MATH, will be flexible for students at different levels and provide hands on practice. Pre and post assessments and unit test enable tutors to monitor progress and provide feedback to parents and staff. Reading activities and materials from AFTER THE BELL curriculum will support phonics and fluency, comprehension and vocabulary and writing. Pre and post and unit tests provide information for evaluating progress. Both programs employ a variety of activities that reinforce what has been taught during the regular school day and use strategies that have proven effective for children with disabilities. Materials are in English; however, both programs have guides and adaptations for the teacher to help support English Language Learners. Generally, sessions will meet two or three days a week for one to two hours a session. Students will be provided a snack when school ends followed by small- group tutoring. Transportation home from tutoring will be provided for those students requesting it. Depending on the timeline of the school district after school tutoring will run from September to the end of April.

II. INDICATORS OF QUALITY

A. Evidence of Effectiveness

Multiple assessment measures were used to demonstrate effectiveness (Q1)

Communities In Schools of KCK/Wyandotte County (CIS) (formerly School Linked Services) is a non-profit community organization working in partnership with the Kansas City, Kansas Public Schools to improve student performance. CISKCK, an affiliate of National Communities In Schools champions the connection of needed community resources with schools to help young people successfully learn, stay in school and prepare for life. CISKCK is in its fifth year as a state approved provider for supplemental education services, this year providing tutoring to more than 200 students in eleven (11) district elementary and middle schools. Multiple assessment methods support the effectiveness of the proposed instructional programs. Research examining program implementation, instructional strategies, student progress, including special populations, parent and student satisfaction, teacher comfort and student self-esteem supports the benefits of the after school tutoring. Of those students tutored during 2008-2009, sixty-three percent (63%) of the students achieved their goals as evidenced by increased scores on district IRA Reading Levels and MAP scores in reading and math. A district study of impact of tutoring for that same year showed progress on MAP Reading and Kansas Reading and on MAP math.

Students benefited from the increased instruction time and improved relationships with peers and adults. In both reading and math academic benefits were notable on in-class performance measures such as homework and class assignments. On satisfaction surveys completed by parents and students, 98% of parents and 82% of students indicated that homework was easier to complete on the days that students had tutoring. A previous evaluation of the programs by WeB1 Consulting Services found that overall the tutoring programs helped a high percentage of students to improve their academic skills. One hundred fourteen (114) of 286 CISKCK students tested scored at proficient or better on the Kansas Reading Assessment. Math Assessments indicate 63% meeting proficiency or above.

Impact on student attendance, retention, improved grades, graduation rates (Q2)

The demonstrated effectiveness of these two Scholastic programs in improving student academic achievement in reading and math has resulted in improved attendance in school and improved behavior patterns as students experience success. In the Department of Research, Testing & Accountability study of the Memphis City Schools approximately 397 of the 442 students enrolled in the promotional program, utilizing Scholastic instructional programs, met criteria for promotion to the next grade. The study demonstrated that effective programs with research based instructional strategies can bring about significant improvement in a short period of time in helping under achieving students improve reading and math, stay in school and move to the next grade. In the Scholastic 2007-2008 Impact Study of math instruction in New York City schools, teachers reported that when armed with new strategies, students were able to solve

problems correctly and efficiently and grew increasingly more confident.

Impact on student achievement among low-income underachieving students (Q3)

Both the reading and math programs used for after school tutoring are designed to address the needs of all students, particularly the needs of low-achieving students and those at risk of not meeting the State's student academic standards. The instructional strategies and content are research based and evidence proven effectiveness.

After the Bell reading provides students who are acquiring English with targeted instruction, relevant practice and meaningful activities designed to increase their reading achievement. Activities for English Language Development are included in each lesson. Pre-test are provided to assist instructors in grouping students with special instructional needs. Small group instruction promotes individual attention and intervention opportunities. An evaluation by the Department of Research, Testing & Accountability of the Memphis City Schools reported great results from students who used the Scholastic Reading Program After the Bell. Third and fifth grade students who were struggling with reading at ten Title I sites, qualified for the summer program. Pre and Post data was collected as well as grades and promotion criteria. Overall gains of more than 20-37 points on their post-test were noted for 3rd graders . Similar results were found for fifth graders.

Do The Math is designed to grant maximum access and success for English-Language Learners. Language development, visual representations and directions, and consistency is incorporated across all instructional routines. Created as an intervention strategy the curriculum is organized around lessons that engage students with each concept and skill in several ways. This has proven to have positive impact for students with disabilities and for closing the achievement gap between high and low performing children and minority and non minority students. The math program is a result of several years of research and work in hundreds of schools. The instructional strategies that form the basis for this curriculum have all been supported by research. The systematic and explicit instruction has shown to have a positive effect for both special education and low-achieving students in an analysis of fifty studies (National Council of Teachers of Mathematics, 2007). At risk students have shown to experience higher scores and improved math proficiency.

Each program's content is carefully aligned with state standards to mirror the standards and benchmarks in the district. For example the Do The Math focus on number & computation and using algebraic and geometric concepts in basic skills, math reasoning and problem solving in a variety of situations correlates with Standards I, II, & III. Research on implementation of Do The Math in six public schools in New York City was carried out by Scholastic Research and Validation Department in 2008. Multiple assessments, including state test scores, periodic assessment data and teacher recommendations were reviewed for each student. The diverse population represented in the study closely parallels with that of the Kansas City, Kansas Public schools where the proposed program would be located. Researchers found that the program could be implemented within various intervention models, including before and after school and that diverse populations of students, (special needs, English language learners, and low performing general elementary school

students made gains in their understanding of math skills. Researchers found that students' confidence levels in themselves as math learners improved as a result of their participation in the program. Students made gains in multiplication that were statistically significant within the special populations as well as the general education students completing the pre and post multiplication modules tests.

Explanation of how and by whom evidence was gathered (Q4)

Both instructional programs show a demonstrated record of effectiveness in improving student academic achievement and use instructional strategies that are high-quality, based upon research and specifically designed to increase student academic achievement. Evidence on the effectiveness of the instructional programs included multiple assessments, formative and summative, by instructional staff, parent, staff and student surveys, district and state assessments, as well as independent research by third party researchers on implementation of instructional programs. In addition site visits were conducted to evaluate implementation of the tutoring programs, curriculum strategies and student behavior. Past experience supports the use of a third party independent consultant for evaluation of programs.

B. Evidence of Links Between Research & Program Design (Section B5-B8)

Program design and instruction alignment to NRP findings- B5

The primary reading program for after school tutoring will be **After the Bell** by Scholastic. The program builds a combination of essential skills to help students who are struggling in reading. The curriculum is informed by the research to address the five essential areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension, described by the Report of the National Reading Panel (NRP, 2000). The panel determined that effective reading instruction includes teaching children to break apart and manipulate the sounds in words (phonemic awareness), teaching them that these sounds are represented by letters of the alphabet which can then be blended together to form words (phonics), having them practice what they've learned by reading aloud with guidance and feedback (guided oral reading), and applying reading comprehension strategies to guide and improve reading comprehension. After The Bell program design and instruction align with NRP findings and incorporate these essential areas of reading instruction in student components and teacher materials.

Phonemic Awareness routines are provided at the beginning of each lesson and Teacher guide provides direct instruction lessons in sound-spelling relationships.
Phonics lessons teach students relationship between the letters of written language and the sounds of spoken language to help them understand and use the alphabet principle in reading. Phonics reproducibles support instruction with appropriate practice. After The Bell provides ample opportunities for children to apply what they are learning about letters and sounds to the reading of words, sentences, and stories.
Fluency cards and lessons provide practice in reading. The teacher's guide provides direct instruction and instructional routines and the fluency cards have practice passages and automaticity drills. Repeated and monitored oral reading is a component of curriculum and improves reading fluency.
Vocabulary instruction and practice teaches students the words they need to communicate effectively in speaking, listening, and reading. Word lists and instruction in vocabulary strategies paired with vocabulary practice using Reading Skills Cards support instruction.
Comprehension lessons teach students strategies to become purposeful and active readers who understand what they read. Strategies include both instructional and independent reading. Student Workbooks support instruction with engaging reading passages and graphic organizers.

Specific explanation of how services will help students improve their reading achievement(B6)

The proposed after school tutoring reading program will help students build essential skills to achieve in reading. The research based instructional activities and materials help students -hear, identify and manipulate individual sounds to improve their word reading and reading comprehension, understand the relationship between written letters and spoken language and practice reading a text accurately and quickly. After The Bell reading is designed to work flexibly in variety of learning environments. Pre-testing provides teachers information for grouping students with special instructional needs. Small group instruction promotes individual attention and intervention opportunities. Independent reading libraries provide high-interest, age-appropriate materials at multiple reading levels for struggling students. The program provides below-level readers and English Language Learners with assessment-driven, targeted instruction; relevant practice; and meaningful activities designed to increase reading achievement.

Program design and instruction alignment to NCTM findings-math – B7

The primary math program for the after school tutoring will be Scholastic's Do the Math. It is a research-based intervention program designed to support students who are struggling with elementary arithmetic. Do The Math supports students in building a strong foundation in computation, number sense, and problem solving. The program's instructional design applies what is known about mathematical proficiency as defined by the National Council of Teaching of Mathematics (NCTM). The council identifies five strands that are interwoven and necessary for mathematical proficiency: conceptual understanding which refers to the integrated and functional grasp of mathematical ideas which enables students to learn new ideas by connecting those ideas to what they already know, procedural fluency which is defined as the skill in carrying out procedures flexibly, accurately, efficiently and appropriately, strategic competence, the ability to formulate, represent, and solve mathematical problems, adaptive reasoning, the capacity for logical thought, reflection, explanation, and justification and productive disposition, the inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy. Best practice mathematics instruction should include components of all strands. Based on these, Do The Math's program design and instruction incorporates eight (8) specific guiding principles that are aligned with the NCTM strands and promote mathematics proficiency:

Scaffolded Content

Scaffolding is the systematic process of analyzing the content and putting into small manageable chunks for planning and delivering instruction. This strategy calls for identifying and sequencing the concepts and skills that are essential to the content to be taught. Content can be organized in a way that supports students' learning and paced to allow students sufficient time and practice to be successful. Three strategies for scaffolding content-organization of concepts, sequencing and chunking- support teaching for conceptual understanding (Grouws & Cebulla, 2000).

Explicit Instruction

During explicit instruction the teacher demonstrates and provides clear models, guides students to understand and articulate relationships, encourages students to verbalize their thinking, helps students make connections between mathematical experiences and concepts and skills and apply new concepts and skills to relevant problems. Explicit instruction has consistently resulted in positive effects on the performance of students who have difficulty with mathematics. (National Mathematics Advisory Panel, 2008). The routines and consistent language used in this strategy also provide English language learners the clear, specific, and easy-to-follow steps they need as they learn a new skill or strategy.

Multiple Strategies

Using a range of teaching strategies and contexts to teach concepts and skills helps ensure that all students learn and make connections**.** Do The Math lessons engage students by using concrete manipulative materials, games that reinforce and provide practice, selected children's literature that provides a context for mathematical concepts and skills and visual representations to help students represent their thinking.

Gradual Release

During the gradual release approach, the focus of instruction is on the level of responsibility that the teacher maintains to ensure that students understand and can complete a particular task on their own. The process of moving through phases from dependence to independence has been shown to be an effective strategy, ensuring optimal learning and achievement. (Rose, 2004, Routman, 2003).

Student Interaction

When students voice mathematical ideas and explain them to others, they extend their understanding of mathematics and make sense of what they are doing. This practice supports the Adaptive reasoning strand (NCTM) that increases the capacity for logical thought, reflection, explanation, and justification. Research supports that when students explain their thinking either in pairs or small groups, they are forced to reflect on their own reasoning and to organize their thoughts clearly in order to communicate them to others (Chapin et al., 2003)

Meaningful Practice

Meaningful practice is based on conceptual understanding, number sense and connected to previously learned concepts and skills. Practice is an essential part of every Do The Math lesson. Practice is carefully sequenced so that no new knowledge or skill is required in order for the student to be successful. A review of 26 high quality studies indicates that explicit instruction with extensive practice is effective for students with learning disabilities and for low-achieving students (National Mathematics Advisory Panel, 2008).

Assessment and Differentiation

Formative assessments and differentiation of instruction are essential to identify and meet the needs of all students. Ongoing assessment and suggestions for differentiation are integral to the Do The Math program design. The National Mathematics Advisory Panel, 2008 review of findings from high quality studies of assessment suggest that the use of formative assessment benefited students at all levels.

Vocabulary & Language

Teaching students correct mathematical language gives them tools to articulate their mathematical thinking. Explicit vocabulary instruction introduced after students develop conceptual understanding of a mathematical topic, idea, or property makes the vocabulary more meaningful to students as it connects the new works to the what the student has already experienced. Using mathematical words frequently in class discussions benefits all learners and encourages them to use the words when they are explaining their reasoning to each other. This is particularly helpful to English language learners.

Specific explanation of how services will help students improve their math achievement (B8)

The after school math tutoring program will help students develop the skills they need to compute with accuracy and efficiency, the number sense they need to reason, and the ability to apply their skills and reasoning to solve problems. Students who haven't developed an understanding of mathematical concepts or basic skills haven't learned how to make sense of math. These students need alternative teaching approaches and materials that are organized, paced and delivered for their particular needs. Do The Math helps struggling students and their teachers in three important ways. The content focuses on the most essential concepts in Number and Operations. Students spend more time on each of the basic concepts over the course of multiple lessons. The instruction is designed around best practices and provides teachers clear direction for introducing new concepts and skills and specific strategies address common challenges faced by struggling students. All lessons have been carefully designed and sequenced to align with the scaffolding of the content and then paced to ensure student success. Explicit instruction provides the help needed to connect new learning to what students already know. Struggling readers typically fail to look for relationships or make connections. The routines and consistent language in explicit instruction provide English language learners clear, specific and easy to follow steps they need. The wide variety of approaches (e.g., manipulatives, literature, games) gives students opportunities to build number sense, develop skills and deepen mathematical understanding. Students interacting with each other encourages them to take responsibility for own learning and is valuable for many students who are developing English language skills. Interaction can occur in whole groups, small groups or with pairs of students. The gradual release process allows students to take on increasing cognitive responsibility and sets an expectation for student involvement while giving direction and support. The process of moving through phases from dependence to independence has been shown to be an effective strategy to improve math achievement. Repeated practice will strengthen and reinforce what has been learned.

C. Connection to Kansas state curriculum standards –

How content is aligned to specific Kansas state curriculum standards (Q1)

Both Do The Math and After The Bell reading programs are aligned to specific Kansas state curriculum standards. These curricula provide opportunities for all students to meet the State's proficient and advanced levels of student academic achievement.

The math program teaches essential Number and Operations math skills that integrate with core curriculum. Instructional strategies support NCMT Proficiency Strands: organized, manageable lessons that help build foundation of understanding, intentional instruction for understanding, multiple strategies for developing concepts and skills, gradual release to prepare students for individual success, student interaction that deepens connections to skills and strategies, practice that provides opportunity to strengthen and extend learning, vocabulary instruction to develop effective communication and understanding about math, ongoing assessment to inform differentiated instruction. Do The Math supports students is building a strong foundation in computation, number sense and problem solving. Do The Math's activities, explicit instruction, multiple strategies for instruction and meaningful practice opportunities support students in developing skills needed to meet the state standards and make the connections among: Number & Computation, Algebra, Geometry and Data (e.g., manipulatives included in program engage students with concepts and provide concrete experiences with abstract ideas)

The reading program provides an explicit focus on the essential components of reading development and offers a balance of experiences: reading aloud and writing, shared reading and writing, guided reading and writing and independent reading and writing. It supports instruction focused on comprehension and decoding of text using meaning, grammar, and phonics. Skills are reinforced that the state of Kansas has identified at each grade level that students must achieve to become proficient. After The Bell activities include phonemic a awareness routines, direct instruction in sound-spelling relationships, phonics and syllabication practice, instruction in vocabulary strategies, fluency and automaticity drills and direct instruction lessons in comprehension. This instruction model aligns with Kansas standards and benchmarks of Reading and Literacy and instructional examples that support the development of knowledge indicators.

How will content align to instructional programs of the district (Q2)

The reading content and materials are aligned with the content of the district's reading and language arts curriculum in writing and all five essential elements of reading identified by the No Child Left Behind Act: phonemic awareness, phonics, vocabulary, fluency and comprehension. The After The Bell instructional and independent reading books provide high-interest fiction and nonfiction reading across other content areas such as math, social studies and science. The program is rich in content that presents math concepts and can be used for math extensions. Student workbooks include graphs and charts that link math skills with reading. Science and social studies content-area vocabulary is taught and reinforced throughout the lessons. Like the district After The Bell instructional staff are engaged in ongoing process of formal and informal assessments to determine each child's stage of reading development. Unit Tests and Post-Test are designed to provide insight into student progress. Each assessment tests the skills and strategies taught in the program.

Do The Math reflects National Council of Mathematics (NCTM) standards and teaches essential Numbers and Operations math skills that integrate with a core math curriculum. The program offers a way to strengthen any core instructional program by providing the targeted instruction required in addition, subtraction, multiplication,division and fractions. Lessons are carefully

scaffolded and paced to give students time to learn. Direction is provided to teachers on which modules to use and a specific alignment guide is available to help students keep up with grade-level content and build a firm foundation in the concepts and skills they encounter in the textbook.

***Approach and Design of Instruction:* (Q3)**

The CIS after school program will provide reading and/or math tutoring at the school 2 or 3 days a week for up to 2 hours each session. Number of days and times will be determined individually with each site based on the needs of the school and students. Instruction will include multiple strategies including large group, small group, one-on-one and independent work. Classrooms will have a ratio of 1 teacher to 7 students.

The mathematics instructional format will be consistent with the content and instructional approach of the district, which is designed to engage students in making sense of mathematical ideas. Six major goals guide mathematics instruction: supporting students in making sense of mathematics, focus on computational fluency with whole numbers, substantive work in areas –rational numbers, geometry, measurement, data and early algebra and the connections among them, emphasis on reasoning about mathematical ideas, engaging the range of learners in understanding mathematics, providing opportunity to learn in environment that stresses making sense of mathematics, building on ideas students have and learning new information.

Do The Math step-by-step lessons help students develop understanding, learn skills, see relationships, and make connections. Students develop the skills they need to compute with accuracy and efficiency, the number sense they need to reason, and the ability to apply their skills and reasoning to solve problems. Students are prepared for individual success through a four-phase gradual release model:

Phase I- The teacher models and records the mathematical representation on the board

Phase II- Teacher models again, eliciting responses from students and guiding them to respond to problem using program manipulatives. Teacher guides students to understanding.

Phase III- Teacher presents similar problem as students work in pairs. Students work toward a solution, explore problem-solving methods and explain their methods to one another

Phase IV- Students work independently, referring to the work represented on the board; teacher monitors and supports their work. Students explore, engage, explain, elaborate and evaluate their processes.

Each of the twelve Do The Math modules follows a consistent structure with lessons that are carefully scaffolded and paced to give students a chance for optimal leaning. Embedded assessments ensure that students receive appropriate instruction at the exact level of their need.

Beginning Module Assessment	Planning and Preparation	Teacher Lessons	**Every Fifth Lesson Assessment**	**End of Module Assessment**

The reading instructional approach and materials are aligned with the content and instructional approach of the district, which is to teach appropriate concepts and strategies for each stage of reading development while monitoring progress and ensuring student learning. Reading stages are determined by a student's development in three key areas: word learning, comprehension and fluency. Because children learn differently, district teachers strive to support students by using a Balanced Literacy model. This model provides teachers with methods for teaching literacy skills in a variety of ways. Components within the Balanced Literacy model to support students might include: Read Aloud, Shared Reading, Guided Reading/small group instruction, independent reading, modeled writing, and interactive writing.

After The Bell instruction will incorporate the variety of strategies that can be used for teaching literacy skills. An example of a 90 minutes session follows:

Skill	Grouping	Suggested Time
Language Development	**Large Group**	**10 minutes**
Comprehension/Vocabulary	**Large Group**	**20 minutes**
Instructional Reading **Reading Skills Practice** **Independent Reading**	**Small Group-Teacher Led** **Independent** **Independent**	**30 minutes**
Instructional Writing **Read Aloud**	**Large Group**	**30 minutes**

Each lesson includes direct explicit instruction in essential reading skills with detailed support strategies for teaching the English-language learners, independent reading and practice using leveled reading materials and independent writing activities. Formal and informal assessments included in the program inform instruction and measure progress.

Instructional Materials used in program: (Q4)

After The Bell Reading materials for students include: student workbooks, reading skill cards, fluency cards, phonics reproducibles, grammar, usage and mechanics reproducibles and instructional and independent reading library books. Teacher materials include: teacher's guide, assessment book and read aloud books. The teacher's guide provides direct instruction and instructional routines, word lists, vocabulary strategies, phonics and syllabication pages, engaging passages and graphic organizers all to support the essential reading skills of the National Reading Panel.

Do The Math materials for students: Work Space lesson pages for each module, student pair hands on materials, games to encourage student practice, and leveled books to reinforce math language. Teacher materials include: bookcase for each module, guide for each module, Teacher Space for each module, annotated Work Space for quick monitoring, professional resource for each module, Read Alouds to incorporate literature, teacher demonstration materials and Assessment materials. The Teacher Guide includes preparation materials before each lesson and a planning guide. Suggestions for differentiating instruction are included for students still struggling as others progress.

All instructional materials will be supplied by provider. Tutoring staff at each site will receive all student and teacher materials for their designated curriculum, supplemental materials as requested, paper, file folders, markers, etc All materials will be provided by CISKCK.

D. Monitoring Student Progress

Process to assess and diagnose individual student academic needs(Q1)

An Individual Achievement Plan will be developed for each student enrolled in the program. This plan will identify goals for the student and indicate assessment tools and expectations in student progress and describe how services will be delivered. Teachers will utilize district assessment scores, student benchmarks, teacher observations and periodic curriculum based assessment to determine individual student needs. Parents review the plan, provide input on services described and sign off on the completed plan. The plan as well as assessment tools are entered into the CAYEN (district data tracking system) where district staff approve plan before student can begin tutoring. After this initial process to assess and diagnose individual needs, each student will be screened in the specific content area to determine skill level. Curriculum based pre and post test will be utilized to identify where the student is and develop a plan consistent with district and state standards, benchmarks and indicators to determine where student should be for grade level.

In **Do The Math** ongoing assessment and suggestions for differentiation are integral to the program. Assessment tools include: the Beginning of Module assessment which establishes a benchmark with which to measure student's mathematics growth after completing the module, Formative assessment, that incorporates daily observations, Progress Monitoring which occurs every fifth lesson and End of Module (Summative) assessment to measure growth. **After The Bell** includes formal and informal assessment. Formal assessment consists of a pretest that diagnoses reading comprehension, vocabulary and writing, a test for each of six units of instruction that assesses reading comprehension vocabulary and writing and a posttest to evaluate progress. Informal assessment includes the Student Workbook pages that can be checked and assessed, the Reading Skills Cards, the Fluency Cards and the Phonics Reproducibles that can be checked. The pre and post tests contain one or two reading passages and a set of multiple choice test items that measure a variety of reading and phonics skills and vocabulary.

Process for developing individual goal setting and achievement timelines (Q2)

During the summer parents are notified by the district of their child's eligibility for tutoring. The enrollment period begins in late August and providers are notified of the students that have signed up for their programs in September. At that time CISKCK tutoring staff contact the parent to begin the process of developing the Individual Achievement Plan. Multiple factors are taken into consideration in developing the achievement plan: district student test scores from the previous year, student benchmarks needing to be passed, curriculum based pre-tests and parent input are reviewed to obtain a profile of students' current level of performance and goals for the tutoring period. The achievement plan is developed and includes: achievement goals, services planned, start and end dates, assessment tools, expected outcomes, method of communication to parents and any assessment scores. The parent reviews the plan and signs off their agreement with it. CISKCK will submit the signed plan to the district who determines if it meets all the requirements. Pre Test information will inform staff in placement of student in appropriate materials and activities. Unit tests and formative measures will provide staff information on what skills student is mastering and where further intervention is needed. Instructional staff at each site will meet to determine timelines and modify instruction based on individual student needs.

The Kansas City, Kansas Public Schools have implemented the CAYEN Software System which manages and tracks the data for tutoring programs in the district. All providers are required to use this system. Its design allows regular communication between CISKCK program directors and the district federal programs office. The Individual Achievement Plan is entered into this system along with ongoing

student assessment scores on a schedule determined in the Individual Achievement Plan and based on the evaluation model specific to the curriculum being used. The hiring of district staff at the sites ensures there is informed involvement of staff in developing individual student goals and making connections to what student is learning during the school day. .

Multiple instruments are used to evaluate, monitor and track student progress (Q3)

Do The Math contains evaluation tools that provide instructional staff with multiple instruments to evaluate, monitor and track student progress. Students are assessed every fifth lesson and teachers are provided with explicit guidance on how to differentiate based on the results. Assessments are embedded into instruction so that there is an ongoing window into student performance. **Do The Math** includes formal and informal assessment that inform instruction and measures progress. The following assessments are included: screening and placement guidelines, beginning-of-module assessments, formative assessment after every fifth lesson and summative end of module assessments. Two additional features of this curriculum help teachers track and measure student understanding of the mathematical content being taught. Work Space pages integrated into each lesson help teachers evaluate students' performance and progress. Student progress is entered into CAYEN at a minimum quarterly and progress report will be provided parent. In addition staff incorporates instruction and assessment on state mathematics standards and benchmarks.

After The Bell includes formal and informal assessment that informs instruction and measures progress. Formal assessment includes a pretest to diagnose comprehension, vocabulary and writing, for each of the units of instruction and to measure mastery of skills or further need of intervention and posttest to evaluate progress and measure growth. The pretest assists instructors in grouping students with special instructional needs. Informal assessment occurs through checking Student Workbook pages, grading Reading Skills Cards, utilizing Fluency Cards for oral assessment and checking Phonics Reproducibles. In addition staff incorporates instruction and assessment on state reading and literacy standards and benchmarks.

Both curriculum programs identified for tutoring have embedded ongoing assessment into their implementation by tying pre and post assessment as you progress through the modules and units.

Process to encourage and support regular student attendance-Q4.

The approach to maintain regular attendance will have three components:

Environment -maintain positive, engaging environments with interesting materials and activities and caring professional staff
Communication –announcement over the school speaker system made on tutoring days to remind students to attend and telephone call or notes to parents when a student has missed a session
Incentives -students attending regularly will have their name entered into a monthly drawing for a gift card from local store, certificates, pins and bracelets will be awarded quarterly and at the end of tutoring for outstanding attendance and student progress and pizza parties and ice cream socials will be planned throughout the year for good attendance, student progress and positive behavior.

E. Communication with parents/families and district staff in developing parts of instructional plan:

Communication with parents and district/school staff and involvement in instructional plan (Q1)

Parents will be recruited at the individual schools following the process and criteria established by the school district. During this period parents and staff receive information describing the instructional approach and how tutoring will be implemented. CISKCK staff meet with the principal of each school where tutoring will occur to introduce the program and determine the logistics for the building. Once the district notifies CISKCK that a family has chosen them as the provider, CISKCK staff will contact the parent to discuss the program and obtain their input into the Individual Achievement Plan. Parents have the opportunity to identify the goals they would like to see worked on during tutoring. Each parent will also receive a letter explaining the program and the curriculum and what they can expect. Tutors, who are district teachers in the building they are tutoring in are able to share with parent(s) the achievement goals their child needs to be successful in the classroom. District staff review the individual plan and monitor the delivery of services at the site level. Prior to the end of tutoring, parents and students are asked to complete a Satisfaction Survey evaluating services.

Detailed plan of communication of student progress with parents, teacher and appropriate staff (Q2)

Parents and appropriate district staff will receive written and verbal, formal and informal feedback on student progress from CISKCK staff.

►After student has enrolled with CISKCK, initial contact with parent and instructional staff will include review of assessment/diagnostic information and district scores in specific content areas being tutored
►Written information on how program will look and the curriculum materials used is provided parents
►Development of Individual Achievement Plan will be joint effort of parent and instructional staff
►Individual Achievement Plan will be entered into district tracking system and approved by District before student begins official tutoring
►Formative assessment, module and unit tests will occur on regularly scheduled intervals and progress will be communicated to parent
►Student attendance will be reported to district on monthly basis
►Quarterly progress will be reported to parent(s) and district in writing including subject tutored, goal and progress notes
►Instructional Staff will provide written or verbal feedback to families at Family Advocacy
►Post test scores will be provide to parent(s) at end of tutoring and entered into district system
►Curriculum based newsletters and activities and games for students to work on at home will be provided to families with explanations on how to use them
►Parent, Student and Staff surveys will be completed prior to end of program to help evaluate services
►Instructional staff make phone calls to parents as needed to discuss attendance, behavior and/or progress

Information is currently provided to parents in English and Spanish. Returned surveys are analyzed and the results are shared with school administration. CISKCK hires bi-lingual staff (Spanish/English) and contracts with other persons as necessary for the program. Because of its extensive community partnerships it is possible to have information translated in other languages such as Vietnamese, Laos and Serbian.

At the beginning of the program year CISKCK staff meet with building principals to introduce the program, discuss space, tutoring times and days and identify upcoming activities where parents might be recruited. At this time CISKCK will also recruit staff from each eligible school. CISKCK makes every effort to hire a Program Director for the tutoring program who is a staff member there at the school.

Tutors are also hired from staff in the building. This has a positive benefit in that staff is familiar with the students and families CISKCK will maintain regular contact with school personnel to ensure that any events planned where parents are in attendance, CISKCK can make arrangements to attend. This provides an opportunity to answer any questions and update parents on the tutoring program.

Strategies to work with parent/families and school personnel – Q3.

Strategies used to engage parents and school personnel begin during the summer and are primarily focused on providing information and creating awareness of the availability of tutoring services and CISKCK as a provider. Strategies include: CISKCK newsletter and letter thanking parents for choosing CISKCK are mailed to families who were enrolled in tutoring with CISKCK the previous year, information table set up at the Wyandotte County Back to School Fair, participation in Family Advocacy/conference days held in August at each district school, visit to each eligible school and meeting with principal to discuss program, participation in open houses and back to school night activities, flyers and posters disseminated to schools and e-mailed to district staff. During these activities staff is available to answer questions, provide educational resources and recruit for the program. .Parents are also made aware of conferences, parent summits and training that they may want to attend. Parent conferences and home visits are scheduled as necessary to support families with at-risk children or special concerns.

Communication will be delivered in multiple forms and in languages most represented by eligible students-Q4.

Families represented in the proposed tutoring district are 47% African American and 45% Hispanic. All written materials (flyers, brochures, posters, etc.) are prepared in both English and Spanish and interpreters are used at events and activities to ensure that all information disseminated verbally is accurate and complete. Interpreters include staff from the ESL department, local Workforce Development students and high school students who are bilingual. In addition to the written information provided to parents, CISKCK staff also make personal phone calls as necessary to communicate student progress and program services. In addition program information, recruitment flyers and report will be disseminated electronically to district staff through e-mail.

Resolving Disputes between parents and provider-Q5.

At the time a parent chooses CISKCK as their provider of choice they will be given the procedure to follow if there is a problem. In the event conflict arises between a parent and a member of the tutoring staff, the on site Program Director will meet with the parties involved to attempt to settle the dispute at the building level. The Family Advocate will be invited to sit in on this meeting. If resolution is not reached, the matter will be referred to the CISKCK Executive Director who will meet with the parent. The building principal will be invited to be a part of this meeting. A written summary of the meeting and resolution will be provided to the parent and one placed in Provider files.

In the event the parent has expressed a concern regarding the state and district rules and regulations that providers are required to follow, they will be referred to the district Federal Programs officer.

F.. Qualifications of Instructional Staff:

Recruitment and Hiring of Staff – Q1.

The Assistant Director for CISKCK has the primary responsibility for recruitment, hiring and monitoring of qualified staff for the after school tutoring program. At a minimum each site will be staffed with: Program Director, Instructional Staff (Tutors) and Monitor(s), The number of tutors and monitors will vary at sites depending on the number of students enrolled. Teacher/student ratio will be 1/7. Depending on specific needs of a site a Curriculum Planner and/or Data Entry person may also be hired. Every effort is made to recruit district certified teachers as the instructional staff. A Bachelor's degree with secondary and/or elementary certification and a minimum of three (3) year's experience working in urban setting with low achieving students is preferred. Flyers are distributed to each school beginning in August as well as being disseminated electronically through the school district Staff Information Packet. Each potential staff person completes an application packet that includes sections requiring information on education background, work experience and references. Applicants who have not completed background checks through the Kansas Bureau of Investigation will complete the necessary paperwork for submission to the state for clearance. CISKCK partners with Youth Friends, Inc. to complete background checks on all of its employees. The Assistant Director will meet with each potential applicant to determine their qualifications and their availability and to review the job description for the position.

For those locations where there is a demonstrated need for staff with special qualifications for students with disabilities or limited English proficiency, special efforts will be made to recruit persons with special education certification and/or ESL experience. In some cases paraprofessionals will be placed in those sites to help support the instructional staff in meeting the needs of students with specific needs.

Performance reviews of instructional staff to observe implementation of the program and instruction will occur a minimum of two times a year. An on-site walkthrough is completed by Assistant Director, Program Coordinator or Independent Consultant contracted by CISKCK. That information is utilized to provide feedback to the instructional staff on their performance in carrying out program activities. The Program Director at each site is responsible for day to day monitoring of staff and implementation of program activities. Overall ongoing monitoring is conducted by Program Coordinator. Attendance and progress data is entered into district tracking system which allows CISKCK ongoing access to activities at the site.

Providers ability to provide high quality services to at-risk/low income, underachieving students – Q2.

Since its incorporation in 1998 CISKCK has demonstrated its ability to provide high quality services to at-risk/low-income, underachieving students, special needs students and non-native English speakers in the Kansas City, Kansas public schools. KCK Public Schools are primarily located in the urban core of Wyandotte County, with the highest poverty level in the state and a diverse population made up of 82% economically disadvantaged, 13% disabilities, 29% English Language Learners, 44% African American and 35% Hispanic. CISKCK is in its fifth year as an approved provider of supplemental education services, tutoring more than 1300 students since 2006. During the 2008-2009 school year more than 200 students participated in reading and math tutoring Sixty-three percent (63%) of students (kdg – 8th grades) achieved their goals. CISKCK is in its third year as a grantee for Communities Empowering Youth, a capacity building grant with a focus on developing effective and efficient programs to counter the risk factors of youth violence, gang related activity and child abuse and neglect. It is also in its second year implementing a Department of Education after school academic enhancement program in two high schools with large Hispanic populations. More than 100 students participated in the enhancement program. Also in the 2008-09 school year CISKCK implemented an early release Wednesday academic enrichment program in four middle schools in the district. Ninety-six percent (96%) of participating

students were free/reduced status, 47% were Hispanic, 38% were African American and 44% were English Language Learners. The majority of students at all four sites showed improvement in their grades and many showed improvement in their standardized MAP scores in both reading and math. At one site, ninety-three percent (93%) of the students participating in the program showed improvement in their MAP test scores. In addition outcomes from the FAST family intervention program implemented in two elementary schools showed: improved academic and behavior performance for target child, reduced child behavior problems, increased parent involvement in school, reduced family conflict, increased social support for families and improved social skill and interaction within families.

Description on ongoing professional development offered to staff-Q3.

At the time of hire staff will receive CISKCK manual of Policies and Procedures. This manual describes the program components and curriculum, roles and responsibilities of staff, expectations around record keeping and reporting and communication with district and parents and includes copies of all forms, timesheets and timelines. There will be a minimum of three large staff meetings during the year to review policies, procedures, attendance, assessments and student progress. At the site level meetings will occur monthly or as needed to review the program content and delivery of services at the site.

Staff will participate in three levels of professional development related to their specific curriculum areas: 1) implementation training (1-day) to support successful implementation of program, including navigating the program materials, experiencing the pace with tips for implementing instructional strategies, assessing student progress and learning how to differentiate instruction and reviewing ongoing professional development opportunities. 2) embedded professional development (ongoing) is supported through teacher's guides with step-by-step instructions, clear models, modified scripting and guidance for monitoring student progress to support extending interventions or adapting and 3) professional resources (ongoing) to supplement activities. In addition Scholastic offers optional ongoing professional development through online reading courses and a line of professional books that give after-school instructors access to proven strategies and practical techniques to improve students'reading.

Organization has adequate staff and resources to meet the demand- Q4.)

Communities in Schools of KCK/Wyandotte County has successfully implemented numerous tutoring programs, 21st Century Learning Centers, academic enrichment programs, parent involvement initiatives (Families and Schools Together-FAST) and Adopt-A-School programs. Through its partnerships with more than 20 faith based and numerous community based organizations, CIS is able to bring several programs to the district to help youth and families succeed.

The CISKCK Board of Directors consists of fifteen (15) community members representing, government, law enforcement, education, private business, parents and housing. The agency has six full time paid staff and four (4) VISTA staff. CISKCK hires more than 200 part time staff to help carry out its various programs. It has been successful in recruiting and maintaining district staff in the past and it generating resources to support its programs. Program Directors hired for each site are instrumental in recruiting instructional staff and providing them support as they implement the programs. A large number of applications are taken for positions and kept on file. This provides a pool of qualified staff to call upon as numbers of students increase. The agency contracts with an independent consultant to conduct evaluation of its programs and with the Kansas City, Kansas Chamber of Commerce for fiscal services. CISKCK recently completed a comprehensive needs assessment of the community and an organizational assessment to determine its capacity to meet identified needs.