

Basic Program Information

100 Scholars

At 100 Scholars, students receive individual instruction for specific subjects or courses where they require help. We provide supplementary, qualified tutoring to curriculum taught in elementary and secondary schools and programs for adult learning and literacy. Our students work with a qualified teacher to meet the academic requirements of a specific subject, course or ACTAAP exam. **We provide online, computer based, individual and small group tutoring based on the learning environment and facility usage. We use the following learning resources: Buckle Down Publishing, www.helpprogram.net, Encore Advantage educational software, Instructional Fair, Great Source, Reading A to Z, Renaissance Learning Star Math, Star Reading and Math Facts in a Flash and other supplemental resources as needed.**

We start by understanding your current situation and goals. Together, we formulate an education plan that takes into account your skill level, time horizon, and objectives. With regular communication and updating, we monitor your progress, recommending changes as skills are mastered and adjusting the tempo as situations dictate. We stress the importance of mastering fundamental and prerequisite skills before moving to additional skills

After the assessment, evaluation, and gap analysis are completed, a strategy is developed to accelerate the student back to grade level. A Student Learning Plan is designed to guide students through various academic topics and build the foundation to progress from one level to the next. At 100 Scholars we believe that the most effective way for students to learn is through a gentle development of concepts and the practice of those concepts extended over a considerable period of time. This is known to us as incremental development and continual practice and review. We have applied differentiated instruction and accelerated learning techniques to mathematics, science and reading. At its simplest, incremental development is the introduction of topics in easily understandable pieces (increments), permitting the assimilation of one facet of a concept before the next facet is introduced. Topics are never dropped but are increased in complexity and practiced every day, providing the time required for concepts to become completely familiar. As concepts become familiar and the requisite skills become automated, learning becomes an enjoyable experience at which students are able to succeed and find satisfaction as well as self-worth. All students are taught individually in one-on-one or small group formats.

High quality and effective teachers

We employ teaching professionals with proven ability to teach quickly and effectively; Ability to successfully mentor students academically; Excellent leadership and communication skills. All teaching professionals are carefully screened before being accepted into the program. All tutors are subject matter experts. Our tutors are state certified teachers, paraprofessionals or college students with experience teaching math, science and literacy deficient students. Certified Teacher in Math or Science or Reading/Language Arts preferred; A college student with at least 60 credit hours; or A college student currently enrolled in a teacher program; or Subject Matter Expert with a Bachelor Degree in any field. A strong customer friendly attitude and must participant in our Professional Development and complete our Tutoring Manual

The Scholars program began in June 1996. Over 5200 students have been served in Arkansas, Florida, Tennessee, and Texas. On average, the students engage our services for approximately four months, attending two – one and half hour sessions per week. Of those students who attended 40 hours or more, we experienced significant improvement. We re-test students after four months of study and of the students re-tested and students improved on average approximately 1.4 grade equivalence based on the Accelerated Math and Accelerated Reading Star Program.

Section IB: Basic Program Information

<p><i>Applicant Name</i> 100 Scholars</p>	<p><i>Program Name (if different from Applicant Name)</i></p>
<p><i>Has this applicant ever been removed from any state's approved provider list?</i> <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><i>If the response is "Yes", applicant must provide a description of the circumstances under which the removal occurred, and the state(s) from whose approved provider list the applicant was removed.</i></p>	
<p><i>Type of organization (indicate with a check in the appropriate box)</i></p> <p><input type="checkbox"/> For-profit <input type="checkbox"/> Not for Profit <input type="checkbox"/> School Entity <input type="checkbox"/> Higher Education Institution <input type="checkbox"/> Other (describe)</p>	<p><i>First Year applicant approved to offer SES services in Arkansas</i> 2005</p> <p><i>First year applicant approved to offer SES services anywhere</i> 2005</p>
<p><i>Subject areas to be covered (09-10 indicate with a check in the box)</i></p> <p><input type="checkbox"/> Math <input type="checkbox"/> English/Lang Arts <input type="checkbox"/> Science</p>	<p><i>Grades to be served (09-10) in each subject area to be covered</i></p> <p>Math K -12 English/Language Arts K-12 Science None</p>
<p><i>Staff availability and qualifications (do not exceed 100 word description)</i></p> <p>Certified and Highly Qualified Teacher, all have at least Bachelor Degrees; Paraprofessionals have at least 60 credit hours of study. The number of teachers varies. Last year we had approximately 200 teachers</p>	
<p><i>Service delivery setting (check all that apply)</i></p> <p><input type="checkbox"/> School <input type="checkbox"/> Business location <input type="checkbox"/> Place of religious worship <input type="checkbox"/> Community Center <input type="checkbox"/> Student's Home (parent or guardian must be present during tutoring) <input type="checkbox"/> On-line <input type="checkbox"/> Other (describe)</p>	<p><i>Specific student populations proposed to be served (check all that are proposed to be served)</i></p> <p><input type="checkbox"/> Low income <input type="checkbox"/> Minority <input type="checkbox"/> Migrant <input type="checkbox"/> Limited English proficient (indicate languages) <input type="checkbox"/> Special education <input type="checkbox"/> Other (describe)</p>

<p><i>Time when services are proposed to be offered</i></p> <p><input type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Weekends <input type="checkbox"/> Summer <input type="checkbox"/> Other (describe)</p>	<p><i>Student/instructor ratio</i></p> <p>5 Students to 1 Instructor</p>
<p><i>Cost per hour</i> \$50 per pupil per hour</p>	<p><i>Approximate number of hours required for proposed tutoring</i> 36 Hours</p>
<p><i>Minimum number of students that will be served in a single district</i> 10 Students</p> <p><i>Minimum number of students that will be served in a single school or setting</i> 10 Students</p>	<p><i>Will students be transported by this provider?</i></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p><i>Provider Contact Information:</i> Contact Person Name: Michael Flowers Street Address: 7340 Blanco Rd Ste 101 City, State, Zip: San Antonio, TX 78216 Contact telephone number: 1-888-468-0002 Contact fax number: 1-888-468-0002 Email: mflowers@100Scholars.com Website: www.100Scholars.com Hours of operation: Monday Through Thursday 3pm – 8pm, Saturday 9am – Noon</p>	

Indicate Arkansas School Districts in which this applicant provided SES services for any child during the 2008-2009 academic year.

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|---|---|---|
| <input type="checkbox"/> Alma | <input type="checkbox"/> County Line | <input type="checkbox"/> Hamburg |
| <input type="checkbox"/> Alpena | <input type="checkbox"/> Cross County | <input type="checkbox"/> Hampton |
| <input type="checkbox"/> Arkadelphia | <input type="checkbox"/> Crossett | <input type="checkbox"/> Harmony Grove (Ouachita) |
| <input type="checkbox"/> Ark School for the Blind | <input type="checkbox"/> Cushman | <input type="checkbox"/> Harmony Grove (Saline) |
| <input type="checkbox"/> Ark School for the Deaf | <input type="checkbox"/> Cutter Morning Star | <input type="checkbox"/> Harrisburg |
| <input type="checkbox"/> Armorel | <input type="checkbox"/> Danville | <input type="checkbox"/> Harrison |
| <input type="checkbox"/> Ashdown | <input type="checkbox"/> Dardanelle | <input type="checkbox"/> Hartford |
| <input type="checkbox"/> Atkins | <input type="checkbox"/> Decatur | <input type="checkbox"/> Hazen |
| <input type="checkbox"/> Augusta | <input type="checkbox"/> Deer/Mount Judea | <input type="checkbox"/> Heber Springs |
| <input type="checkbox"/> Bald Knob | <input type="checkbox"/> Delight | <input type="checkbox"/> Hector |
| <input type="checkbox"/> Barton Lexa | <input type="checkbox"/> DeQueen | <input type="checkbox"/> Helena/West Helena |
| <input type="checkbox"/> Batesville | <input type="checkbox"/> Dermott | <input type="checkbox"/> Hermitage |
| <input type="checkbox"/> Bauxite | <input type="checkbox"/> Des Arc | <input type="checkbox"/> Highland |
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| <input type="checkbox"/> Bearden | <input type="checkbox"/> Dierks | <input type="checkbox"/> Hope |
| <input type="checkbox"/> Beebe | <input type="checkbox"/> Dollarway | <input type="checkbox"/> Horatio |
| <input type="checkbox"/> Benton | <input type="checkbox"/> Dover | <input type="checkbox"/> Hot Springs |
| <input type="checkbox"/> Bentonville | <input type="checkbox"/> Drew Central | <input type="checkbox"/> Hoxie |
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| <input type="checkbox"/> Bismarck | <input type="checkbox"/> East End | <input type="checkbox"/> Iazard County Consolidated |
| <input type="checkbox"/> Blevins | <input type="checkbox"/> East Poinsett County | <input type="checkbox"/> Jackson County |
| <input type="checkbox"/> Blytheville | <input type="checkbox"/> El Dorado | <input type="checkbox"/> Jasper |
| <input type="checkbox"/> Booneville | <input type="checkbox"/> Elkins | <input type="checkbox"/> Jessieville |
| <input type="checkbox"/> Bradford | <input type="checkbox"/> Emersn Taylor | <input type="checkbox"/> Jonesboro |
| <input type="checkbox"/> Bradley | <input type="checkbox"/> England | <input type="checkbox"/> Junction City |
| <input type="checkbox"/> Brinkley | <input type="checkbox"/> Eureka Springs | <input type="checkbox"/> Kirby |
| <input type="checkbox"/> Brookland | <input type="checkbox"/> Farmington | <input type="checkbox"/> Lafayette County |
| <input type="checkbox"/> Bryant | <input type="checkbox"/> Fayetteville | <input type="checkbox"/> Lake Hamilton |
| <input type="checkbox"/> Buffalo Island | <input type="checkbox"/> Flippin | <input type="checkbox"/> Lakeside (Chicot) |
| <input type="checkbox"/> Cabot | <input type="checkbox"/> Fordyce | <input type="checkbox"/> Lakeside (Garland) |
| <input type="checkbox"/> Caddo Hills | <input type="checkbox"/> Foreman | <input type="checkbox"/> Lamar |
| <input type="checkbox"/> Calico Rock | <input type="checkbox"/> Forrest City | <input type="checkbox"/> Lavaca |
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| <input type="checkbox"/> Cedarville | <input type="checkbox"/> Gentry | <input type="checkbox"/> Little Rock |
| <input type="checkbox"/> Center Point | <input type="checkbox"/> Glen Rose | <input type="checkbox"/> Lonoke |
| <input type="checkbox"/> Charleston | <input type="checkbox"/> Gosnell | <input type="checkbox"/> Magazine |
| <input type="checkbox"/> Clarendon | <input type="checkbox"/> Gravette | <input type="checkbox"/> Magnet Cove |
| <input type="checkbox"/> Clarksville | <input type="checkbox"/> Green Forest | <input type="checkbox"/> Magnolia |
| <input type="checkbox"/> Cleveland County | <input type="checkbox"/> Greenbrier | <input type="checkbox"/> Malvern |
| <input type="checkbox"/> Clinton | <input type="checkbox"/> Green County Tech | <input type="checkbox"/> Mammoth Spring |
| <input type="checkbox"/> Concord | <input type="checkbox"/> Greenland | <input type="checkbox"/> Manila |
| <input type="checkbox"/> Conway | <input type="checkbox"/> Greenwood | <input type="checkbox"/> Mansfield |
| <input type="checkbox"/> Corning | <input type="checkbox"/> Gurdon | |
| <input type="checkbox"/> Cotter | <input type="checkbox"/> Guy Perkins | |
| | <input type="checkbox"/> Hackett | |

- Marion
- Marked Tree
- Marmaduke
- Marvell
- Mayflower
- Maynard
- McCrory
- McGehee
- Melbourne
- Mena
- Midland
- Mineral Springs
- Monticello
- Mount Ida
- Mt. Vernon Enola
- Mountain Home
- Mountain Pine
- Mountain View
- Mountainburg
- Mulberry/
Pleasant View
- Murfreesboro
- Nashville
- Nemo Vista
- Nettleton
- Nevada
- Newport
- Norfolk
- Norphlet
- North Little Rock
- Omaha
- Osceola
- Ouachita
- Ouachita River
- Ozark
- Ozark Mountain
- Palestine Wheatley
- Pangburn
- Paragould
- Paris
- Parkers Chapel
- Pea Ridge
- Perryville
- Piggott
- Pine Bluff
- Pocahontas
- Pottsville
- Poyen
- Prairie Grove
- Prescott
- Pulaski County
Special
- Quitman
- Rector
- Riverside
- Riverview
- Rogers
- Rose Bud
- Russellville
- Salem
- Scranton
- Searcy
- Searcy County
- Sheridan
- Shirley
- Siloam Springs
- Sloan Hendrix
- Smackover
- South Conway
County
- South Mississippi
County
- South Side (Bee
Branch)
- Southside
(Batesville)
- Spring Hill
- Springdale
- Star City
- Stephens
- Strong Huttig
- Stuttgart
- Texarkana
- Trumann
- Turrell
- Twin Rivers
- Two Rivers
- Valley Springs
- Valley View
- Van Buren
- Van Cove
- Vilonia
- Viola
- Waldron
- Warren
- Watson Chapel
- Weiner
- West Fork
- West Memphis
- West Side
- Western Yell
County
- Westside
(Hartman)
- Westside
Consolidated
- White County
Central
- White Hall
- Wickes
- Wonderview
- Woodlawn
- Wynne
- Yellville Summit

Indicate the Arkansas School Districts in which SES services are proposed for the 2009-2010 academic year

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|---|---|---|
| <input type="checkbox"/> Alma | <input type="checkbox"/> County Line | <input type="checkbox"/> Hamburg |
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- Mt. Vernon Enola
- Mountain Home
- Mountain Pine
- Mountain View
- Mountainburg
- Mulberry/
Pleasant View
- Murfreesboro
- Nashville
- Nemo Vista
- Nettleton
- Nevada
- Newport
- Norfolk
- Norphlet
- North Little Rock
- Omaha
- Osceola
- Ouachita
- Ouachita River
- Ozark
- Ozark Mountain
- Palestine Wheatley
- Pangburn
- Paragould
- Paris
- Parkers Chapel
- Pea Ridge
- Perryville
- Piggott
- Pine Bluff
- Pocahontas
- Pottsville
- Poyen
- Prairie Grove
- Prescott
- Pulaski County
Special
- Quitman
- Rector
- Riverside
- Riverview
- Rogers
- Rose Bud
- Russellville
- Salem
- Scranton
- Searcy
- Searcy County
- Sheridan
- Shirley
- Siloam Springs
- Sloan Hendrix
- Smackover
- South Conway
County
- South Mississippi
County
- South Side (Bee
Branch)
- Southside
(Batesville)
- Spring Hill
- Springdale
- Star City
- Stephens
- Strong Huttig
- Stuttgart
- Texarkana
- Trumann
- Turrell
- Twin Rivers
- Two Rivers
- Valley Springs
- Valley View
- Van Buren
- Van Cove
- Vilonia
- Viola
- Waldron
- Warren
- Watson Chapel
- Weiner
- West Fork
- West Memphis
- West Side
- Western Yell
County
- Westside
(Hartman)
- Westside
Consolidated
- White County
Central
- White Hall
- Wickes
- Wonderview
- Woodlawn
- Wynne
- Yellville Summit
- All Districts

Section II: Program Overview

A. Narrative Description of 100 Scholars

“Our difference is recognizing that each student is different and learns differently.”

At 100 Scholars, students receive individual instruction for specific subjects or courses where they require help. We provide supplementary, qualified tutoring to curriculum taught in elementary and secondary schools and programs for adult learning and literacy. Our students work with a qualified teacher to meet the academic requirements of a specific subject, course or ACTAAP exam.

We start by understanding your current situation and goals. Together, we formulate an education plan that takes into account your skill level, time horizon, and objectives. With regular communication and updating, we monitor your progress, recommending changes as skills are mastered and adjusting the tempo as situations dictate. We provide regularly scheduled conferences to keep you informed of any progress made. We stress the importance of mastering fundamental and prerequisite skills before moving to additional skills.

Our Approach

- An initial assessment is administered. We then develop a unique educational plan based on the results and to student’s level of understanding and comprehension.
- A customized study plan is created.
- Educational goals are established.
- Lessons are taught at the students pace, and adjusted as the child shows progress.
- We bear the burden of energizing the students and making learning fun
- We give excellent incentives to help students stay focus on achieving their educational goals.
- **Failure is not an option.**

Academic Mentoring Services

Students receive individual attention for reading, writing, math, and study skills through Academic Mentoring

Reading

- A focus on vocabulary, phonics and comprehension skills
- Students build on their skills to achieve success at the appropriate grade level

Writing

- A focus on understanding and applying the principles of writing using Language Mechanics (punctuation, capitalization) and Language Expression (grammar, sentence structure, paragraph analysis)
- Students begin with writing paragraphs and progress to essay writing, following curriculum requirements
- Students learn the skills to be better equipped to pass standardized literacy tests and score well on achievement test.

Math

- A focus on specific skills to understand and develop a complete foundation in math using Number Sense, Measurement, Geometry & Spatial Sense, Patterning & Algebra and Data Management & Probability
- Students learn the skills to be better equipped to pass standardized math tests or score well on achievement test.

Our mentoring services take each student through a planned instructional sequence. We mentor students to success. Each student is taught at a level and pace to their understanding and comprehension. Every student is evaluated to determine the best method of teaching. The preferred ratio is 1 to 5 Teacher-Students, but students with special needs (attention deficient) are often taught in a 1 to 1 relationship. ELL students are taught by a bilingual instructor.

High quality and effective teachers

We recruit teaching professionals to administer the program. All teaching professionals are carefully screened before being accepted into the program. The principle reason for such screening is to ascertain the motivation of each applicant. The screening process consists of the following elements:

- 1 Review of a completed application - includes a brief statement of why applicant wants to participate in the program.
- 2 Personal interview with the Program Director

Most of our teachers are state certified and have at least a Bachelor's degree and **ALL** must earn a Scholars certification.

Parent and School Outreach

100 Scholars ensures that the Personalized Education Plans are aligned with the district's curriculum and classroom pacing guides. We work in conjunction with the students' classroom instructional programs. Using the diagnostic results, we match instruction to fill skill gaps. We initiate communication with parents, teachers and school administrators explaining how our system works and determining the best means for communication. We conduct Parent/Teacher Involvement seminars to minimize and eliminate communication challenges. At program's end, students take a post-test to determine growth. The results are shared with parents, teachers and administrators. Our goal is to ensure that all stakeholders are informed of student's progress.

Section III Indicators of Quality

A. Evidence of Links Between Research & Program Design

Buckle Down Publishing, our major supplier of instructional materials, has researched their Buckle Down Reading and Buckle Down Math materials. A Texas school was able to raise its reading scores on the Texas test from below the state average for high school reading to above the state average. Reading results increased from -4.2% deficit passing rate compared to state average to 4.1% increase passing rate above the state average. Data source: Texas Education Agency (2002). Two high schools in Hernando County, Florida, were recognized in May 2003, for their achievement in improving their FCAT scores. Central (3.2% percent change increase) and Springstead (4.2% percent increase) students exceeded the average state (0.2% percent change increase) math FCAT score in both 9th and 10th grades from 2002 to 2003. These two high schools have been using Buckle Down materials for the past two years. Central High is 37% free or reduced lunch, 21% minorities, 16% Students with Disabilities 2%)

Data Source: FDOE

Our learning resources incorporate and refine research-based educational practices that help teachers provide interesting and challenging instruction; the materials are not only student-friendly, but they also help motivate students to learn state standards and develop the confidence to demonstrate what they know on state-mandated assessments. Some examples of research-based techniques found in the Buckle Down learning resources include:

- Standards-based practice tests—Practice tests give students the opportunity to demonstrate their test-taking skills on instruments focused precisely on a given state's assessment. The practice tests also help teachers isolate specific standards on which students need more preparation or instruction.
- Test-taking

strategies—Test-taking hints are important for all students to learn and use so that they can accurately demonstrate what they know on state assessments. Direct practice on similarly formatted practice tests has been shown to improve students' standardized test scores. Research has shown a significant improvement in the scores of students who have received instruction in the same format (fonts, leading, kerning, and so on) as that of the assessment tool. The formatting of Buckle Down's practice tests and end-of-lesson practice sections mirror that of the state assessment as closely as possible, and so allow students to take advantage of this opportunity to increase their scores.

Recent scientifically based research studies have shown that successful reading programs include the following five elements: Phonemic Awareness, Phonics, Fluency, Vocabulary, Text Comprehension. In teaching phonics some experts have determined that approximately two years of phonics instruction is sufficient for most students.

Buckle Down phonics materials for the primary grades are aligned with Arkansas State Standards. This research-based material coupled with our Differentiated Instruction approach provides accelerated learning for each unique student.

B. Links between Program Design and NRP, NCTM, NSTA standards

Evidence of Links Between Research and Program Design

Reading

Dimensions of Reading	Components of the Supplemental Educational Services Provider's Instructional Program
Phonemic Awareness Instruction	Reading A to Z <ul style="list-style-type: none">• Each phonics lesson begins with a phonemic awareness section. Strategies include listening to alliterative passages, blending and segmenting words, and segmenting words, and manipulating sounds in words through substitution, deletion, and addition of phonemics. Elkonin boxes are provided for tactile blending and segmenting activities.
Phonics Instruction	Reading A to Z <ul style="list-style-type: none">• Each Leveled Reader lesson form levels aa through J contains a specific strategy for teaching a targeted phonemic.• Read-Aloud Books have a high occurrence of words that contain the targeted phonemic. Reading A to Z provides books for all the major phonemics• Picture cards with objects whose names begin or end with the various phonemics can be used in sorting, classifying, and oddity tasks• Chants for each of the major phonemics can be used in identifying phonemics during read-aloud activities.

<p>Fluency</p>	<p>Reading A to Z</p> <ul style="list-style-type: none"> • Reading A-Z's Fluency Passages are designed for a one-minute read, allowing students to do several readings of each passage to improve reading rate and accuracy.
<p>Vocabulary</p>	<p>Reading A to Z/ Buckle Down</p> <ul style="list-style-type: none"> • Vocabulary books are specially designed for English Language Learners of all ages. Each book uses strictly controlled text that reinforces high-frequency words and identifies all vocabulary terms with clearly labeled photos. The books cover familiar topics that help build key everyday vocabulary of everyday usage for English Language Learners and other students with limited oral and reading vocabulary.
<p>Text Comprehension</p>	<p>Reading A to Z/ Buckle Down</p> <ul style="list-style-type: none"> • The comprehension leveled reader Quick Check is a fast, easy way to assess how well students are absorbing their reading. The Quick Check is a multiple-choice and essay quiz that tests how well students remember and understand the book. Multiple-choice questions cover facts, inferences, and essential comprehension skills such as sequencing and identifying main ideas. Essay questions encourage critical and inferential thinking and often allow students to make personal connections with the text. The Quick Checks will accompany every leveled reader from Level C to Level Z

Evidence of Links Between Research and Program Design

Mathematics

Mathematical Process Standards	Components of the Supplemental Educational Services Provider's Instructional Program
Problem Solving	Buckle Down Publishing <ul style="list-style-type: none">• Build new mathematical knowledge through problem solving• Solve problems that arise in mathematics and in other contexts• Apply and adapt a variety of appropriate strategies to solve problems• Monitor and reflect on the process of mathematical problem solving.
Reasoning and Proof	Buckle Down Publishing <ul style="list-style-type: none">• Recognize reasoning and proof as fundamental aspects of mathematics• Make and investigate mathematical conjectures• Develop and evaluate mathematical arguments and proofs• Select and use various types of reasoning and methods of proof

Communication	Buckle Down Publishing <ul style="list-style-type: none"> • Organize and consolidate their mathematical thinking through communication • Communicate their mathematical thinking coherently and clearly to peers, teachers, and others • Use the language of mathematics to express mathematical ideas precisely
Connections	Buckle Down Publishing <ul style="list-style-type: none"> • Recognize and use connections among mathematical ideas • Understand how mathematical ideas interconnect and build on one another to produce a coherent whole • Recognize and apply mathematics in contexts outside of mathematics
Representation	Buckle Down Publishing <ul style="list-style-type: none"> • Create and use representations to organize, record, and communicate mathematical ideas • Select, apply, and translate among mathematical representations to solve problems • Use representations to model and interpret physical, social, and mathematical phenomena

C. Connection to State Academic Standards and Districts Instructional Programs

100 Scholars tutorial program was designed with emphasis on Arkansas standards in Mathematics, with rules, regulations, and guidelines related to ACTAAP benchmark. Special focus is placed on ensuring that the program is appropriately aligned to the “No Child Left Behind” (NCLB) legislation. This alignment is important to ensure compliance with the NCLB legislation. 100 Scholars tutorial program complies with Arkansas State standards in Mathematics and Language Arts for grades K-12.

100 Scholars’ instructional math and reading program addresses each of the Arkansas State Standards. For example, the following is a portion of our learning resources alignment for the 3rd grade Math State Standards.

Lesson 1: Whole Numbers, NO.1.3, NO.1.3.2, NO.1.3.3; Lesson 2: Number Theory, NO.2.3.1, NO.3.2.2, NO.2.3.3, O.2.3.4; Lesson 3: NO.1.3.4, NO.1.3.5, NO.1.3.7

For example, the following is a portion of our learning resources alignment for the 5th grade Reading State Standards.

Lesson 1 and 2: Vocabulary, Word Study, and Fluency, R.11.5.1, R.11.5.2, R.11.5.3, R.11.5.4, R.11.5.5; Lesson 3: Comprehension, R.9.5.11, R.9.5.12, R.9.5.18, R.9.5.19.

Additional alignment are attached in the following pages.

In Connection with Instructional programs, we work with parents and teachers to obtain the instructional syllabus and lesson plans to incorporate learning objectives into each student's Personalized Education Plan.

There are no out of pocket expenses to parents for their child to participate. The only associated cost to parents is for transportation.

D. Monitoring Student Progress

An important step in developing student education plans is ensuring that our services are consistent with the District's curriculum and instruction and are aligned with the State's academic standards. To facilitate development of the student education plan, we use the *Renaissance Learning Star Math and Star Reading* program or the Achieve Test as our diagnostic tool. This assessment tool is a nationally normalized test which gives us grade equivalent information and national percentile data. More importantly, the assessment gives us the specific skill areas where the student needs concentrated practice. Once the knowledge gaps are identified, a Personalized Education Plan "PEP" is developed and the instructional program is tailored to the student's individual needs.

After the initial assessment, the student is continuously monitored, evaluated and tracked according to the plan. The PEP is documented every time the student engages our services. Weekly reports are given to parents and teachers to ensure they are aware of skills mastered and skills still needing practice. At any time, a parent can review the educational binder where the education plan, class work and homework are kept. If a student needs work with basic math facts, an additional progress report is made available with the assistance of *Math Facts in a Flash*. Maintaining communication and a positive relationship with parents

and teachers are keys to student success. Attendance is a metric we use as a measure of program effectiveness. The goal of our progress report is to help ensure that “students are improving their academic achievement and that instructional goals are being met.” The same Star Math and Star Reading program used in the pre-test is used as a post-test to validate progress gains and skills mastered. Also, student progress is monitored using Scholars Education Plans.

E. Evidence of Effectiveness

Buckle Down Publishing, our major supplier of instructional materials, has researched their Buckle Down Reading and Buckle Down Math materials. A Texas school was able to raise its reading scores on the Texas test from below the state average for high school reading to above the state average. Reading results increased from -4.2% deficit passing rate compared to state average to 4.1% increase passing rate above the state average. Data source: Texas Education Agency (2002). Two high schools in Hernando County, Florida, were recognized in May 2003, for their achievement in improving their FCAT scores. Central (3.2% percent change increase) and Springstead (4.2% percent increase) students exceeded the average state (0.2% percent change increase) math FCAT score in both 9th and 10th grades from 2002 to 2003. These two high schools have been using Buckle Down materials for the past two years. Central High is 37% free or reduced lunch, 21% minorities, 16% Students With Disabilities.

Our learning resources incorporate and refine research-based educational practices that help teachers provide interesting and challenging instruction; the materials are not only student-friendly, but they also help motivate students to learn state standards and develop the confidence to

demonstrate what they know on state-mandated assessments. Some examples of research-based techniques found in the Buckle Down learning resources include:

- Standards-based practice tests—Practice tests give students the opportunity to demonstrate their test-taking skills on instruments focused precisely on a given state’s assessment. The practice tests also help teachers isolate specific standards on which students need more preparation or instruction.
- Test-taking strategies—Test-taking hints are important for all students to learn and use so that they can accurately demonstrate what they know on state assessments. Direct practice on similarly formatted practice tests has been shown to improve students’ standardized test scores.
- Use of assessment formats—Research has shown a significant improvement in the scores of students who have received instruction in the same format (fonts, leading, kerning, and so on) as that of the assessment tool. The formatting of Buckle Down’s practice tests and end-of-lesson practice sections mirror that of the state assessment as closely as possible, and so allow students to take advantage of this opportunity to increase their scores.

As evidenced by our STAR Test results, the students increased 1.5 grade equivalents in math and increased 1.2 grade equivalents in reading for sample Title I students served 2006-2007

Recent scientifically based research studies have shown that successful reading programs include the following five elements: Phonemic Awareness, Phonics, Fluency, Vocabulary, Text Comprehension. In teaching phonics some experts have determined that approximately two years of phonics instruction is sufficient for most students. Buckle Down phonics materials for the primary grades are aligned with the Sunshine State Standards. According to Russell Gersten's presentation at the February 6, 2002, seminar on scientifically based research sponsored by the United States Department of Education, there are currently four distinct elements of mathematics programs proven to be most effective in the classroom. These include programs and curricula that provide the following:

1. ongoing information to students as to where they are in meeting state math standards
2. peer assisted learning
3. explicit instruction with an array of examples
4. real-world problems that use math

Our adopted Buckle Down materials encompass all the above elements, and they are especially good for providing ongoing information about students' mastery of standards, an array of examples, and real-world

problems using math. Through consistent review of recent pedagogical findings, 100 Scholars Program materials and teaching methods have produced the best results. The NRP standards for reading include phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Students read orally with their instructor each session; “guided oral reading” is proven to improve Reading fluency and we encourage parents to let their students read aloud at home for at least 20 minutes per day and read for 60 minutes per day in total. Based on International Reading Association, children learn vocabulary, another critical reading component, both directly and indirectly. Every reading session include interactions with teachers through conversations, being read to, or reading on their own. Our Math program is aligned with the NCTM standards of Math and based on the 2003 RAND Mathematics Study Panel, which include five intertwined strands: 1. Conceptual understanding, 2. Procedural fluency, 3. Strategic competence, 4. Adaptive reasoning, and 5. Productive disposition. Each lesson breaks down the mathematical concepts into comprehensible steps. Class Size: Each class includes 5 students per tutor. Research shows that students taught in small groups of 2-5 students made the same gains in reading performance as students taught in a one-to-one setting. Benefits of small group tutoring: more efficient use of teacher and student time; increased

instructional time; increased peer interaction; and more opportunities for students to improve generalization of skills. Time on Task: Session is 90 minutes long, the ideal encouraged by the Florida Center for Reading Research's Just Read, Florida Program. We engage students at least two sessions per week since greater frequency results in greater gains by the student.

Instructional Materials: Primary instructional materials are taken from Buckle Down Publishing and www.helpprogram.net online software. Supplementary instructional materials include research-based products from Buckle Down Publishing, Instructional Fair, Encore Advantage educational software using a Netbook, Leapfrog handheld devices, Frank Schaffer, Pearson, Houghton/Mifflin, Renaissance Learning Star Math, Star Reading & Math Facts in a Flash and CTB/McGraw-Hill. All our materials are proven to be effective with Title I students.

F. Communication with Parents and Families

Our communication with the parent begins with the initial introduction to our services. At the initial meeting, we consult with the parent to determine the best means of communication. The diagnostic test is reviewed with the parent and the Parent District Provider Agreement is developed. Our progress report is shown to the parent and a specific monthly frequency is agreed upon.

The parent is required to submit a study plan for our review and we will mutually agree to the timetable and goals for the student's progress. The parents are required to attend our parent orientation workshop, which is scheduled on the weekend. However, sessions have been scheduled during the week to accommodate parents work schedules. The following topics are facilitated during the 3 hour session: (1) creating a good learning environment; (2) making the most of homework; (3) Helping your child prepare for tests; (4) Bringing math and reading into everyday life and (5) thinking about why your child might be struggling.

The parents are given weekly progress reports. They are required to sign and return them to the tutor. (A copy is attached.)

Disputes and conflicts are resolved with the Program Director. To date, all conflicts have been resolved. Most conflicts have arisen due to miscommunication and pre-conceived expectations. Our open communication has allowed us to resolve conflicts before they escalate.

We contact parents weekly using an automated "Call-em-all" robocall system to encourage parents to ensure their child attends the sessions. Also, we use the system to notify parents of cancellations and special events. This systems has helped us keep parents informed.

This year we will use a Parent liaison to contact parents through the schools and community to track down difficult to contact parents.

G. Communication with Schools and Districts

We download the Language Arts and Mathematics Curriculum Framework from <http://arkansased.gov/>. The standards are incorporated into the Personalized Education Plan and the student's skills in comparison to the standards are continually assessed throughout the program engagement. Our program is skill-based and students are evaluated as to what skills are mastered or what skills need practice.

The teachers are given the same progress reports as parents. The reports are signed by parents weekly and given to the school facilitator monthly. Our goal is to coordinate a joint Parent/District/Provider face-to-face conference. If a face-to-face conference cannot be accommodated, we conduct a conference call. If we cannot facilitate the joint meeting, then we meet with the parents and teachers separately.

100 Scholars ensures that the Personalized Education Plans are aligned with the district's curriculum and classroom pacing guides. We work in conjunction with the students' classroom instructional programs. We reinforce classroom instruction, giving more practice and differentiated instruction. We will promote the 25 book reading standard. We will provide incentives for students that meet the challenge. In addition to the school's administered testing, we will provide students with the opportunity to test

monthly using our STAR Renaissance Place. Using the diagnostic results, we match instruction to fill skill gaps. We initiate communication with parents, teachers and school administrators explaining how our system works and determining the best means for communication. We conduct Parent/Teacher Involvement seminars to minimize and eliminate communication challenges. At program's end, students take a post-test to determine growth. The results are shared with parents, teachers and administrators.

H. Qualifications of Instructional Staff

We recruit teaching professionals to administer the program. (**See the attached Recruitment Flyer**) All teaching professionals are carefully screened before being accepted into the program. The principle reason for such screening is to ascertain the motivation of each applicant. The screening process consists of the following elements:

- Review of a completed application - includes a brief statement of why applicant wants to participate in the program.
- Personal interview with the Program Director

All of our teachers have at least a Bachelor's degree and must earn a Scholars certification (See the attached "**A Strategic Training Guide for Development and Growth.**") All teachers are expected to uphold and abide by 100 Scholars Code of Ethics listed below and the **EIA Code of Ethics.**

1. I will keep all information about the student, whom I am assigned, confidential.
2. I will be on time for tutoring appointments, not only out of courtesy but to be a good example for my student to follow.
3. I will maintain accurate records of tutoring sessions as expected and required.

4. I will give honest feedback to the student I serve and will not insult him or her with false hope or empty flattery.
5. I will show respect for my student's cultural background and personal value system.
6. I understand that my role as a tutor is to never do the student's work for him or her.
7. I recognize that I may not have all the answers to student questions. In this event, I will seek assistance in finding the correct information.
8. I will respect my student's personal dignity at all times.
9. I understand that my ultimate goal is to assist my student to become an independent learner.
10. I understand that my relationship to the student is professional and not personal.
11. I will share any concerns I have with my supervisor.

I Provider Goals and Objectives

Major Design Elements

Goal	Objective	Measurement
<p>To develop effective supplemental education plans that incorporates the states' academic standards and the schools' instructional design and curriculum</p>	<ul style="list-style-type: none"> • Every student working with an agreed upon Parent District Provider Agreement and an approved supplemental education plan (100%) 	<ul style="list-style-type: none"> • Validation from teacher/school designee
<p>To create an academically-challenging, safe, supportive and effective learning environment</p>	<ul style="list-style-type: none"> • Conducive learning environment and achievement zone. Survey with 90% approval rating • Preferred online or computer based (Depends on school facility and students access) Individualized differentiated instruction educational software and Buckle Down Publishing resources 	<ul style="list-style-type: none"> • Survey students and parents • Site Monitoring

<p>To increase student achievement</p>	<ul style="list-style-type: none"> • 100% completion of objectives as outlined in the PDPA. • At least one grade equivalence after 40 hours of instruction. 	<ul style="list-style-type: none"> • STAR Math Program, STAR Reading Program, Achieve Test or any school related normalized assessment tool. • Evaluate student progress on district assessments.
<p>To ensure that all schools are staffed with highly-qualified teachers</p>	<ul style="list-style-type: none"> • All staff members to have at least 60 hours of college credits with 80% of staff members with Bachelor degrees or higher.. 	<ul style="list-style-type: none"> • Upon hiring
<p>To strengthen the family/school relationship to support academic development of all students</p>	<ul style="list-style-type: none"> • Facilitate kick-off and close-out meetings with parents and teachers (50% parental participation) 	<ul style="list-style-type: none"> • Ratio of meetings held per # of students
<p>To provide parents and teachers with regular progress reports</p>	<ul style="list-style-type: none"> • As agreed to, but at least monthly (100% compliance) 	<ul style="list-style-type: none"> • Reports submitted per # of students

J. Cost of Service

The cost of service is \$50 per pupil per hour for small group instruction or \$100 per pupil per day of instruction or \$400.00 per pupil per instructional week.

Saturday programs are three (3) hours per Saturday up to \$150 per Saturday

Summer programs meet five (5) days per week for two or more hours of instruction per day are no more than \$500 per week.