

Section I: Program Information

Section IA: Program Description

1 to 1 Tutor

1 to 1 Tutor provides a high quality, research-based online program proven to increase students' math skills. Using Brainchild ACTAAP Achieve!, we tutor students in 2nd through 12th grade in Math. During tutoring, students interact with tutors on a 1:1 ratio via computer communications in "real time" – they can hear each other and see what each one is doing on the computer screen. Students communicate with tutors through a headphone and microphone and on the cyber whiteboard, provided without charge by our company. The whiteboard allows students to draw free-hand as needed to better express them and to demonstrate their abilities.

Our curriculum, made up of Brainchild online learning materials, is researched-based and aligned to the Arkansas Academic Standards (AAS). In each tutoring session, students have time to practice the skills being taught and are exposed to materials that are ACTAAP-like (Arkansas Comprehensive Testing, Assessment and Accountability Plan). Exposure to ACTAAP-like material allows students to prepare for the real ACTAAP and to grow comfortable with state exams.

Tutoring takes place in students' homes on a computer that has internet access. Our lessons and tests are available in both English and Spanish. For students who do not have a computer and/or internet service at home, 1 to 1 Tutor will attempt to make arrangements with the student's school or a local community site, such as a library, to get the student access to a computer. Tutoring is offered Monday-Friday before and/or after school until 9:00 pm and on weekends.

Our program is customized to meet the individual needs of the students. Guided by each student's Individual Learning Plan, tutors provide targeted instruction, AAS-aligned curriculum and lesson plans aimed at helping students reach their academic goals. Our instructional strategies, major design elements and curriculum are designed and proven to increase student learning. We provide 1 on 1 tutoring. Research shows the interactive nature of 1:1 ratio tutoring—whether online or in person—improves students' achievement, self-confidence and interpersonal skills. Our tutors use a method of formal ongoing assessment, which allows them to better individualize tutoring instruction, using the student's stronger skills to build up personal learning weaknesses. Research shows that formal/informal assessment needs to be used throughout the tutoring process and that good tutoring, particularly diagnostic/developmental tutoring, closely observes and records student learning strengths and weaknesses on a class-by-class basis. By using scaffolded instruction at the computer, 1 to 1 tutors can help students develop thinking and study skills while they are studying the subject matter that is the focus of the unit of instruction. Research shows time and again that scaffolding is one of the most effective instructional strategies available to teachers especially when working with students at computers.

1 to 1 Tutor, which provides only math tutoring, has been providing private and SES online tutoring in mathematics since 2007. During this time, we have provided services to over 700 students, most of whom were low-income students performing below grade level. We have worked with students of varying ethnicities, students with a disability, and English Language Learners. During the 2007-2008 school year, 1 to 1 Tutor provided Math tutoring to both California and Texas SES students. Our students' average overall academic increase was 26% (post-test minus pre-test = academic increase). We use Brainchild's on-line program, which has been proven to increase student achievement. In a Texas study that focused on randomly-selected students who scored under 50% in 4th grade math on the TAAS (Texas Assessment of Academic Skills) Test, students using Brainchild showed 52.5% growth in math achievement while students who were not using Brainchild showed only 3.4% growth.

1 to 1 Tutor hires only tutors who have a minimum of a college degree. Many of our tutors have a Master's degree. Most of our tutors have experience teaching Title I, low achieving, English Language Learners, and/or disabled students. Our tutors are trained in 1 to 1 Tutor policies, procedures, and our curriculum. Tutors are also trained in methods of instruction and teaching culturally diverse students.

Throughout the program, tutors attend monthly on-going training where they give feedback on our program, curriculum, and the progress of their students. This tutor feedback increases our tutors' effectiveness and tutoring knowledge base.

Section IB: Basic Program Information

<i>Applicant Name</i> 1 to 1 Tutor	<i>Program Name (if different from Applicant Name)</i>
<p><i>Has this applicant ever been removed from any state's approved provider list?</i> <input type="checkbox"/> Yes <input checked="" 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> <input checked="" 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><i>First Year applicant approved to offer SES services in Arkansas</i> N/A</p> <p><i>First year applicant approved to offer SES services anywhere</i> 2007</p>
<p><i>Subject areas to be covered (09-10 indicate with a check in the box)</i></p> <input checked="" type="checkbox"/> Math <input type="checkbox"/> English/Lang Arts <input type="checkbox"/> Science	<p><i>Grades to be served (09-10) in each subject area to be covered</i></p> <p>Math 2-12 English/Language Arts Science</p>
<p><i>Staff availability and qualifications (do not exceed 100 word description)</i></p> <p>1 to 1 tutors must have at a minimum college degree (with honors preferred), and we prefer to hire those with degrees in education and/or mathematics. Whenever possible, we hire state certified teachers, but we will consider paraprofessionals with experience working with at-risk students or students with disabilities.</p>	
<p><i>Service delivery setting (check all that apply)</i></p> <input checked="" type="checkbox"/> School <input type="checkbox"/> Business location <input type="checkbox"/> Place of religious worship <input type="checkbox"/> Community Center <input checked="" type="checkbox"/> Student's Home (parent or guardian must be present during tutoring) <input checked="" type="checkbox"/> On-line <input type="checkbox"/> Other (describe)	<p><i>Specific student populations proposed to be served (check all that are proposed to be served)</i></p> <input checked="" type="checkbox"/> Low income <input checked="" type="checkbox"/> Minority <input checked="" type="checkbox"/> Migrant <input checked="" type="checkbox"/> Limited English proficient (indicate languages) Spanish <input checked="" type="checkbox"/> Special education <input checked="" type="checkbox"/> Other (describe)

<p><i>Time when services are proposed to be offered</i></p> <p><input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Weekends <input checked="" type="checkbox"/> Summer <input type="checkbox"/> Other (describe)</p>	<p><i>Student/instructor ratio</i></p> <p>List the ratio of instructors to children in the proposed program 1:1</p> <p>Maximum number of students for each instructor (not to exceed 10 students per instructor) 1</p>
<p><i>Cost per hour (not to exceed current maximum allowable from RFA) \$49</i></p>	<p><i>Approximate number of hours required for proposed tutoring 32</i></p>
<p><i>Minimum number of students that will be served in a single district 1</i></p> <p><i>Minimum number of students that will be served in a single school or setting 350</i></p>	<p><i>Will students be transported by this provider?</i></p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p><i>Provider Contact Information:</i> Contact Person Name: Ray Narayan & Laurie Rupert Street Address: 11 Indigo City, State, Zip: Irvine, CA 92618 Contact telephone number: 866-993-2263 & 951-768-6079 Contact fax number: 888-686-2353 Email: ray.narayan@yahoo.com; lr@1to1tutor.com Website: www.1to1tutor.org Hours of operation: 9am to 5pm</p>	

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

- | | | |
|---------------------------------------------------|-----------------------------------------------|-----------------------------------------------------|
| <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 |
| <input type="checkbox"/> Bay | <input type="checkbox"/> Dewitt | <input type="checkbox"/> Hillcrest |
| <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 |
| <input type="checkbox"/> Bergman | <input type="checkbox"/> Dumas | <input type="checkbox"/> Hughes |
| <input type="checkbox"/> Berryville | <input type="checkbox"/> Earle | <input type="checkbox"/> Huntsville |
| <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"/> Brinkley | <input type="checkbox"/> Farmington | <input type="checkbox"/> Lafayette County |
| <input type="checkbox"/> Brookland | <input type="checkbox"/> Fayetteville | <input type="checkbox"/> Lake Hamilton |
| <input type="checkbox"/> Bryant | <input type="checkbox"/> Flippin | <input type="checkbox"/> Lakeside (Chicot) |
| <input type="checkbox"/> Buffalo Island | <input type="checkbox"/> Fordyce | <input type="checkbox"/> Lakeside (Garland) |
| <input type="checkbox"/> Cabot | <input type="checkbox"/> Foreman | <input type="checkbox"/> Lamar |
| <input type="checkbox"/> Caddo Hills | <input type="checkbox"/> Forrest City | <input type="checkbox"/> Lavaca |
| <input type="checkbox"/> Calico Rock | <input type="checkbox"/> Fort Smith | <input type="checkbox"/> Lawrence County |
| <input type="checkbox"/> Camden Fairview | <input type="checkbox"/> Fouke | <input type="checkbox"/> Lead Hill |
| <input type="checkbox"/> Carlisle | <input type="checkbox"/> Fountain Lake | <input type="checkbox"/> Lee County |
| <input type="checkbox"/> Cave City | <input type="checkbox"/> Genoa Central | <input type="checkbox"/> Lincoln |
| <input type="checkbox"/> Cedar Ridge | <input type="checkbox"/> Gentry | <input type="checkbox"/> Little Rock |
| <input type="checkbox"/> Cedarville | <input type="checkbox"/> Glen Rose | <input type="checkbox"/> Lonoke |
| <input type="checkbox"/> Center Point | <input type="checkbox"/> Gosnell | <input type="checkbox"/> Magazine |
| <input type="checkbox"/> Charleston | <input type="checkbox"/> Gravette | <input type="checkbox"/> Magnet Cove |
| <input type="checkbox"/> Clarendon | <input type="checkbox"/> Green Forest | <input type="checkbox"/> Magnolia |
| <input type="checkbox"/> Clarksville | <input type="checkbox"/> Greenbrier | <input type="checkbox"/> Malvern |
| <input type="checkbox"/> Cleveland County | <input type="checkbox"/> Green County Tech | <input type="checkbox"/> Mammoth Spring |
| <input type="checkbox"/> Clinton | <input type="checkbox"/> Greenland | <input type="checkbox"/> Manila |
| <input type="checkbox"/> Concord | <input type="checkbox"/> Greenwood | <input type="checkbox"/> Mansfield |
| <input type="checkbox"/> Conway | <input type="checkbox"/> Gurdon | |
| <input type="checkbox"/> Corning | <input type="checkbox"/> Guy Perkins | |
| <input type="checkbox"/> Cotter | <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.

- | | | |
|--------------------------------------------------------------|----------------------------------------------------------|--------------------------------------------------------------|
| <input checked="" type="checkbox"/> Alma | <input checked="" type="checkbox"/> Clinton | <input checked="" type="checkbox"/> Fountain Lake |
| <input checked="" type="checkbox"/> Alpena | <input checked="" type="checkbox"/> Concord | <input checked="" type="checkbox"/> Genoa Central |
| <input checked="" type="checkbox"/> Arkadelphia | <input checked="" type="checkbox"/> Conway | <input checked="" type="checkbox"/> Gentry |
| <input checked="" type="checkbox"/> Ark School for the Blind | <input checked="" type="checkbox"/> Corning | <input checked="" type="checkbox"/> Glen Rose |
| <input checked="" type="checkbox"/> Ark School for the Deaf | <input checked="" type="checkbox"/> Cotter | <input checked="" type="checkbox"/> Gosnell |
| <input checked="" type="checkbox"/> Armorel | <input checked="" type="checkbox"/> County Line | <input checked="" type="checkbox"/> Gravette |
| <input checked="" type="checkbox"/> Ashdown | <input checked="" type="checkbox"/> Cross County | <input checked="" type="checkbox"/> Green Forest |
| <input checked="" type="checkbox"/> Atkins | <input checked="" type="checkbox"/> Crossett | <input checked="" type="checkbox"/> Greenbrier |
| <input checked="" type="checkbox"/> Augusta | <input checked="" type="checkbox"/> Cushman | <input checked="" type="checkbox"/> Green County Tech |
| <input checked="" type="checkbox"/> Bald Knob | <input checked="" type="checkbox"/> Cutter Morning Star | <input checked="" type="checkbox"/> Greenland |
| <input checked="" type="checkbox"/> Barton Lexa | <input checked="" type="checkbox"/> Danville | <input checked="" type="checkbox"/> Greenwood |
| <input checked="" type="checkbox"/> Batesville | <input checked="" type="checkbox"/> Dardanelle | <input checked="" type="checkbox"/> Gurdon |
| <input checked="" type="checkbox"/> Bauxite | <input checked="" type="checkbox"/> Decatur | <input checked="" type="checkbox"/> Guy Perkins |
| <input checked="" type="checkbox"/> Bay | <input checked="" type="checkbox"/> Deer/Mount Judea | <input checked="" type="checkbox"/> Hackett |
| <input checked="" type="checkbox"/> Bearden | <input checked="" type="checkbox"/> Delight | <input checked="" type="checkbox"/> Hamburg |
| <input checked="" type="checkbox"/> Beebe | <input checked="" type="checkbox"/> DeQueen | <input checked="" type="checkbox"/> Hampton |
| <input checked="" type="checkbox"/> Benton | <input checked="" type="checkbox"/> Dermott | <input checked="" type="checkbox"/> Harmony Grove (Ouachita) |
| <input checked="" type="checkbox"/> Bentonville | <input checked="" type="checkbox"/> Des Arc | <input checked="" type="checkbox"/> Harmony Grove (Saline) |
| <input checked="" type="checkbox"/> Bergman | <input checked="" type="checkbox"/> Dewitt | <input checked="" type="checkbox"/> Harrisburg |
| <input checked="" type="checkbox"/> Berryville | <input checked="" type="checkbox"/> Dierks | <input checked="" type="checkbox"/> Harrison |
| <input checked="" type="checkbox"/> Bismarck | <input checked="" type="checkbox"/> Dollarway | <input checked="" type="checkbox"/> Hartford |
| <input checked="" type="checkbox"/> Blevins | <input checked="" type="checkbox"/> Dover | <input checked="" type="checkbox"/> Hazen |
| <input checked="" type="checkbox"/> Blytheville | <input checked="" type="checkbox"/> Drew Central | <input checked="" type="checkbox"/> Heber Springs |
| <input checked="" type="checkbox"/> Booneville | <input checked="" type="checkbox"/> Dumas | <input checked="" type="checkbox"/> Hector |
| <input checked="" type="checkbox"/> Bradford | <input checked="" type="checkbox"/> Earle | <input checked="" type="checkbox"/> Helena/West Helena |
| <input checked="" type="checkbox"/> Bradley | <input checked="" type="checkbox"/> East End | <input checked="" type="checkbox"/> Hermitage |
| <input checked="" type="checkbox"/> Brinkley | <input checked="" type="checkbox"/> East Poinsett County | <input checked="" type="checkbox"/> Highland |
| <input checked="" type="checkbox"/> Brookland | <input checked="" type="checkbox"/> El Dorado | <input checked="" type="checkbox"/> Hillcrest |
| <input checked="" type="checkbox"/> Bryant | <input checked="" type="checkbox"/> Elkins | <input checked="" type="checkbox"/> Hope |
| <input checked="" type="checkbox"/> Buffalo Island | <input checked="" type="checkbox"/> Emerson Taylor | <input checked="" type="checkbox"/> Horatio |
| <input checked="" type="checkbox"/> Cabot | <input checked="" type="checkbox"/> England | <input checked="" type="checkbox"/> Hot Springs |
| <input checked="" type="checkbox"/> Caddo Hills | <input checked="" type="checkbox"/> Eureka Springs | <input checked="" type="checkbox"/> Hoxie |
| <input checked="" type="checkbox"/> Calico Rock | <input checked="" type="checkbox"/> Farmington | <input checked="" type="checkbox"/> Hughes |
| <input checked="" type="checkbox"/> Camden Fairview | <input checked="" type="checkbox"/> Fayetteville | <input checked="" type="checkbox"/> Huntsville |
| <input checked="" type="checkbox"/> Carlisle | <input checked="" type="checkbox"/> Flippin | <input checked="" type="checkbox"/> Iazard County |
| <input checked="" type="checkbox"/> Cave City | <input checked="" type="checkbox"/> Fordyce | <input checked="" type="checkbox"/> Consolidated |
| <input checked="" type="checkbox"/> Cedar Ridge | <input checked="" type="checkbox"/> Foreman | |
| <input checked="" type="checkbox"/> Cedarville | <input checked="" type="checkbox"/> Forrest City | |
| <input checked="" type="checkbox"/> Center Point | <input checked="" type="checkbox"/> Fort Smith | |
| <input checked="" type="checkbox"/> Charleston | <input checked="" type="checkbox"/> Fouke | |
| <input checked="" type="checkbox"/> Clarendon | | |
| <input checked="" type="checkbox"/> Clarksville | | |
| <input checked="" type="checkbox"/> Cleveland County | | |

- Jackson County
- Jasper
- Jessieville
- Jonesboro
- Junction City
- Kirby
- Lafayette County
- Lake Hamilton
- Lakeside (Chicot)
- Lakeside (Garland)
- Lamar
- Lavaca
- Lawrence County
- Lead Hill
- Lee County
- Lincoln
- Little Rock
- Lonoke
- Magazine
- Magnet Cove
- Magnolia
- Malvern
- Mammoth Spring
- Manila
- Mansfield
- 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
- 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
Consolidate
d
- White
County
Central
- White Hall
- Wickes
- Wondervie
w
- Woodlawn
- Wynne
- Yellville
Summit

Section II A: Program Overview

We provide online math tutoring to students in grades 2-12. Our tutors work from a remote site and communicate with students via headphone/microphone and cyber-tablet, which are provided to students by 1 to 1 Tutor and are free of charge to all students. If a student does not have a computer and high-speed internet connection at home, we will provide all the tools needed for the student to participate. We offer instruction seven days a week, before and after school, and through the summer.

An innovative aspect of our program is our curriculum, Brainchild's Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) Achiever! (henceforth referred to as ACTAAP Achiever), a multimedia, computer-based learning program that allows students to work from home at their own pace and level, with online tutors available via remote access. The ACTAAP Achiever meets the standards of validity and reliability from "Standards for Educational and Psychological Testing" (1999), directly aligns to Arkansas Curriculum Framework (ACF), measures achievement in basic skills and covers a broad range of subjects. ACTAAP Achiever offers both formative and summative assessments. ACTAAP Achiever allows students to review their incorrect answers, instructs them on missed concepts, has a study mode that offers questions with immediate, detailed feedback, and provides post-tests to self-measure progress.

We assess and diagnose student needs prior to start of tutoring with an ACTAAP Achiever pre-test. We gather input from parents/guardians and LEAs, along with our pre-test results, to set realistic and attainable goals with timetables that are guided by the number of hours a student will be in our program and student's ability. We continually

assess student skills and needs through ongoing assessment using the ACTAAP Achiever pre-tests, which are given to students at the beginning of each lesson and are used to create a unique, individualized lesson plan. A “Review Mistakes” feature allows tutors to take students back through the items they answered incorrectly to show them solutions while the problems are fresh in their minds. Student progress is also measured and monitored via feedback from classroom teachers, parents/guardians and schools.

Our tutors must have at a minimum of a college degree (with honors preferred), and we prefer to hire those with degrees in education and/or math. Whenever possible, we hire state certified teachers, but we will consider paraprofessionals with experience working with at-risk students or students with disabilities. Once hired, our tutors receive extensive training in 1 to 1 Tutor policies/procedures, the specifics of our curriculum and instructional strategies, the technology used in working with our students, our assessment practices, and documentation of tutoring sessions and student progress. Our professional development covers differentiated instruction, teaching and communicating with culturally diverse and disadvantaged students, and focusing on student learning.

We are dedicated to creating students’ achievement goals based on their current academic needs and feedback from parents/guardians and teachers. We emphasize collaboration between our staff and parents/guardians and district administrators in selecting the goals that are included in the Individual Learning Plan (ILP). We consult students’ classroom teachers to ensure correlation between our program and their instruction. Written progress reports are issued monthly and at program’s end to parents/guardians and LEA. Delivery to parents/guardians is via hand delivery or US Mail. Progress reports are always provided in a parent’s/guardian’s native language.

Delivery of progress reports to LEAs is via electronic delivery, hand delivery or US Mail. Progress reports define each student's educational goals as stated in their ILP, lesson scores, measured achievement, attendance, and tutor comments regarding participation and the student's progress within the curriculum. All reporting complies with NCLB and FERPA confidentiality provisions.

1 to 1 Tutors hopes to prevent parent/guardian complaints by maintaining open communication. The first point of contact to lodge a complaint or concern is with our main office at 1-866-993-2263 a complaint can be taken via phone or we can fax/email/mail a complaint form to the complainant. Our corporate office will work with the appropriate field manager to assess the complaint/concern and determine whether it can be handled informally or whether it requires formal investigation to include the Local Educational Agency (LEA) or State Educational Agency's (SEA's) assistance.

1 to 1 Tutor has been providing private and SES online tutoring in math since 2007. During this time, we have provided services to over 700 students, most of whom were low-income students performing below grade level. We have worked with students of varying ethnicities, students with disabilities, and English Language Learners. During the 2007-2008 school year, 1 to 1 Tutor provided math tutoring to both California and Texas SES students. As demonstrated in our students' 2007-2008 pre- and post-test scores, our students' average overall increase on math testing was 26% (post-test minus pre-test = academic increase). We randomly request the parents/guardians of our students evaluate the effectiveness of the math tutoring sessions. Sixteen responded; results showed that 1 to 1 Tutor has a 76% success rate of improving classroom test scores and a 100% rate of causing other math-related academic improvement.

Section III A: Evidence of Links Between Research & Program Design

1. 1 to 1 Tutor provides high quality instruction proven to increase students' achievement in math. Our program is customized to meet the individual needs of the students. Guided by each student's ILP, tutors provides one-on-one, targeted and scaffolded instruction, ongoing formal/informal assessment, curriculum aligned to Arkansas Curriculum Frameworks (ACF) and lesson plans aimed at helping students reach their academic goals. Our instructional strategies, major design elements and curriculum are designed and proven to increase student learning. Research shows the interactive nature of 1:1 ratio tutoring—whether online or in person—improves students' achievement, self-confidence and interpersonal skills (Rouse, 2007?). Research also shows that scaffolding is one of the most effective instructional strategies available to teachers, especially when working with students at computers. Our instructional approach is supported by the National Council of Teachers of Mathematics (NCTM) findings that students learn best if (1) instruction is incremental, (2) practice is continual, and (3) assessments are cumulative and distributed across grade levels. *Markman, Lisa and Rouse, Cecilia E., "Technology's Edge: The Educational Benefits of Computer-Aided Instruction," (November 2007). Larkin, M. (2002). *Using Scaffolded Instruction to Optimize Learning. ERIC Digest.* <http://www.vtaide.com/png/ERIC/Scaffolding.htm> . Purdue University. (2009). *How do Computers Enhance Learning? Important Instructional Principles: Scaffolded Instruction.* <http://education.calumet.purdue.edu/Vockell/CAI/Cai3/cai3scaffold.htm>]

2. 1 to 1 Tutor's mode of instructional delivery is one-to-one computer-based instruction available to students at home via the Internet, seven days a week. Students communicate with an instructor via a headphone/mic or cybertablet. Student/instructor ratios are always 1:1, a ratio that has proven highly beneficial for students by providing an optimum

learning platform with focused instruction. One-to-one instruction allows students to experience focused, systematic learning time with a tutor on a program tailored to match their individual needs. Research shows that focused or systematic instruction is the best approach with low achieving students because it involves careful sequencing to gradually build skills. Students identified as needing a more quiet and focused learning environment benefit from the one-to-one online instruction. Another study that compared distance with classroom learners found distance education learners out-perform their classroom/in-person counterparts.

1 to 1 Tutor's curriculum is Brainchild's ACTAAP Achiever!, a multimedia, computer-based learning program that allows students to work from home at their own pace and level, with online tutors available via remote access. ACTAAP Achiever is fully aligned to the ACF and features focused, differentiated instruction that is assessment-driven and maximizes learning. ACTAAP Achiever provides interactive ACF-based lessons in math for grades 2-12. Students receive self-paced instruction and timely feedback. In a Texas study that focused on randomly-selected students who scored under 50% in 4th grade math on the TAAS (Texas Assessment of Academic Skills), students using Brainchild showed 52.5% growth in math achievement while students who were not using Brainchild showed only 3.4% growth.

*[[<http://www.brainchild.com/Pdfs/TXResearch.pdf>]; *The Effectiveness of Web-Based Instruction: A Case Study*, (1999); Bernard M. Robert, Abrami, Philip C. et al, *How Does Distance Education Compare With Classroom Instruction? A Meta-Analysis of the Empirical Literature*, (2004); Cornwell, T. *Laptops may Supplant Books*; Cox, C.E. *"Being Empowered with Notebook Computers."*]

***Due to space limitations, full citations are available upon request.**

Section III B: Links Between Program Design and NCTM standards

Mathematics

Mathematical Process Standards	Components of the Supplemental Educational Services Provider's Instructional Program
Problem Solving	1 to 1 Tutor students build mathematical knowledge through problem solving by solving problems that are shared by mathematics and other contexts. A broad range of strategies are used to solve problems before reflecting on the process of mathematical problem solving.
Reasoning and Proof	1 to 1 Tutor teaches reasoning and proof as critical elements of mathematics. Our students learn to make and investigate mathematical conjectures, develop and evaluate mathematical arguments and proofs, and select various types of reasoning and methods of proof.
Communication	1 to 1 Tutor uses small group instruction, which is proven to promote increased peer interaction. Students grow more comfortable questioning and explaining concepts to clarify their thinking process and consider other perspectives, increasing coherent mathematical thinking. Through our use of small group instruction, 1 to 1 Tutor enables all students to: Organize and consolidate their mathematical thinking through communication; Communicate their mathematical thinking coherently and clearly to peers, teachers, and others; Analyze and evaluate the mathematical thinking and strategies of others; and Use the language of mathematics to express mathematical ideas precisely.

Mathematical Process Standards	Components of the Supplemental Educational Services Provider's Instructional Program
Connections	<p>1 to 1 Tutor uses metacognition to help students recognize and apply mathematics in other contexts and to understand how mathematical ideas interconnect. Metacognitive “thinking about thinking” encourages planning, monitoring, evaluating and adapting cognitive strategies while the student is learning. Through the use of this strategy, we enable our students to: Recognize and use connections among mathematical ideas; Understand how mathematical ideas interconnect and build on one another to produce a coherent whole; and Recognize and apply mathematics in contexts outside of mathematics.</p>
Representation	<p>1 to 1 Tutor students learn to create representations to organize, record and communicate mathematical ideas. Representations are used to model and interpret physical, social and mathematical phenomena.</p>
Other	

Section III C: Connection to State Academic Standards and School or School District's Instructional Program(s)

1. For instructing students in grades 2-12, we use Brainchild's ACTAAP Achiever!, which combines assessment and learning materials. In Math Mechanics 1, students learn addition and subtraction by focusing on single digit addition/subtraction and regrouping; percentages through equivalent forms, percent increase/decrease, ratios and proportions, and commissions and interest; basic multiplication and regrouping, basic division and long division with dividers; and decimals through place value, multiplication, division, fraction comparisons, and money operations. In Math Mechanics Level 2, students learn basic fractions using lowest terms, fraction comparisons and equivalents, add/subtract denominators; algebra by combining like terms, equations and inequalities, exponents and integer operations; and advanced fractions by covering fraction division, multiplication of mixed numbers and fractions.

ACTAAP Achiever is fully aligned to the Arkansas Academic Standards (AAS) and Arkansas Curriculum Frameworks (ACF) and features focused, differentiated instruction that is assessment-driven and maximizes learning. ACTAAP Achiever provides interactive ACF-based lessons that are organized by ACF goals in math for grades 2-12. A demonstration of ACTAAP Achiever's program and a full alignment for 4th grade math can be accessed at: <http://www.brainchild.com/wademo/Test/language.aspx>. Samples are included below. Alignments for all grades are available upon request and not included herein due to space restrictions.

Each ACTAAP Achiever's lesson includes a pre-test, lesson, guided study/practice and a post-test that addresses specific AAS. ACTAAP Achiever's 4th grade Data Analysis and Probability: DAP 15.4.1 Graphs and Charts lesson addresses

ACF 15: Data Analysis and works with these specific objectives: DAP.15.4.1 Represent and interpret data using pictographs, bar graphs and line graphs in which symbols or intervals are greater than one; and DAP.15.4.2 Match a set of data with a graphical representation of the data. The 4th grade level Number Sense: NO.4.2 Factors and Multiples lesson addresses ACF Number and Operations, Standard 2: Properties of Number Operations, including the following objective: NO.2.4.2 Apply number theory use the terms multiple, factor, and divisible by in an appropriate context generate and use divisibility rules for 2, 5, and 10 demonstrate various multiplication & division relationships.

2. We communicate frequently with the schools we work with to ensure our program is consistent with the academic program students experience during the regular school day. Our instructors keep the lines of communication open with students' classroom teachers and parents/guardians through phone calls and emails. Instructors follow lesson plans that derive from our curriculum, which is directly correlated to ACF, as shown above. Furthermore, when establishing students' measurable objectives and timelines for development of the Individual Learning Plan (ILP), we consult students' classroom teachers to ensure correlation between our program and their instruction. Our instructional staff consults with parents/guardians, classroom teachers and school administrators about student goals to be included in the ILP. We emphasize collaboration between our staff and parents/guardians, classroom teachers and district administrators in creating the ILP. We are dedicated to creating students' achievement goals based on their current academic needs and feedback from parents/guardians and teachers.

3. By using the research-based ACTAAP Achiever, our materials are integral to our program and student success. Because our curriculum is modeled on Arkansas Curriculum Framework and provides ACTAAP-like tests, we are able to increase student classroom and test score achievement. Our online program provides students with quality one-to-one tutoring at home. Being able to access SES tutoring from home is especially important for students identified as needing a more quiet and focused learning environment.

4. 1 to 1 Tutor provides all the tools needed for the student to participate in the program – headphone/microphone and cybertablet. If student needs a computer or internet access, we will locate and make arrangements for a student’s use of a computer either at the student’s school or at a community site, such as a library. There are no costs to parents/families for students to participate in 1 to 1 Tutor’s SES program.

Section III D: Monitoring Student Progress

1. We use the nationally recognized Brainchild ACTAAP Achiever! to identify appropriate placement levels and measurable goals. The ACTAAP Achiever meets the standards of validity and reliability from "Standards for Educational and Psychological Testing" (1999), directly aligns to Arkansas Curriculum Framework (ACF), measures achievement in basic skills and covers a broad range of subjects. ACTAAP Achiever offers both formative and summative assessments. ACTAAP Achiever will create a unique, individualized lesson plan based on the pre-test results. 1 to 1 Tutor then gathers input from parents/guardians, classroom teachers and LEA. We set realistic and attainable goals with timetables that are guided by the number of hours a student will be in our program and student's ability. Our instructors monitor students' growth during each session by providing continuous comprehension checks and administering mini-tests, which are built in to ACTAAP Achiever. Brainchild's ACTAAP Achiever! will be administered as the pre-test and the post-test to measure student growth attained during the program. Student progress is also measured and monitored via classroom teacher, parent/guardian and school feedback.

1 to 1 Tutor works with teachers/schools and parents/guardians to develop plans that help students meet their academic goals. We use ACF goals in developing ILPs to ensure that our program is consistent with the LEA and classroom instructional program. Upon student enrollment, we initiate direct and frequent communication with parents/guardians, teachers and school administrators to introduce our staff and our program so that we can coordinate with the students' classroom programs. We find through frequent communications with all parties, we complement rather than duplicate

or conflict with the school's efforts. We are dedicated to accurately determining an appropriate program for students based on their current academic needs and feedback from parents/guardians and teachers. Our tutors maintain students' test results, ILPs, attendance records, and session details in our management information system. Using ILPs helps students meet their academic goals by informing students' lesson plans. The interconnectivity of the ACF, ILP and our ACTAAP Achiever is the key to ensuring students' success in meeting their educational goals.

2.1 to 1 Tutor produces monthly written progress reports to be issued on paper and sent through U.S. Mail to parents/guardians and via email to classroom teachers and LEA personnel. Progress reports define each student's educational goals, lesson scores, achievement, attendance, and tutor comments regarding the student's participation and work habits. Interim telephone conferences can be arranged between tutors or site coordinators and parents/guardians. These conferences keep parents/guardians informed about their students' educational progress and level of participation, allowing parents/guardians to ask questions or address any concerns. Furthermore, these conferences reinforce the parent's/guardian's partnership and commitment to our program. At the end of the program, we issue a final written progress report to parents/guardians, teachers and LEAs that will address each student's percentage gains from pre-test to post-test. We track the primary languages for students and parents/guardians; all progress reports will be translated from English to any applicable language. All communications regarding our students are stored in a secure database. We comply with NCLB and Family Educational Rights and Privacy Act (FERPA) confidentiality regulations.

Section III E: Evidence of Effectiveness

1. Each year, our management staff evaluates our program and makes necessary changes to the format of our curriculum to ease the administrative burden of our instructional staff and to allow them to spend more time teaching and less time on paperwork. This year, we are introducing some significant changes to our program to increase our effectiveness with students. We will be using Brainchild's Arkansas Comprehensive Testing, Assessment and Accountability Program Achiever! (ACTAAP Achiever), a formative assessment and instructional online program based on Arkansas Curriculum Frameworks. The ACTAAP Achiever, which will be used as a pre-test, interim test, and post-test, is nationally-recognized and assesses math skills such as: concepts, operations, number sense, measurement, geometry, spatial sense, algebraic thinking, data analysis, statistics and probability and problem solving.

1 to 1 Tutor, which provides only math tutoring, has been providing private and SES online tutoring in mathematics since 2007. During this time, we have provided services to over 700 students, most of whom were low-income students performing below grade level. We have worked with students of varying ethnicities, students with disabilities, and English Language Learners. During the 2007-2008 school year, 1 to 1 Tutor provided math tutoring to both California and Texas SES students. As demonstrated in the Record of Effectiveness table below, our students' average overall academic increase was 26% (post-test minus pre-test = academic increase).

2. Evidence of the Brainchild Achiever program's effectiveness: Texas A & M Graduate School of Education selected "at-risk" grade 4 students for the study, defined as those who scored under the 50th percentile on the TAKS test. A control group received conventional math instruction. The experimental (Brainchild) group added Brainchild handheld tutors to their instruction. The control group's average score went from 55% to 59%. The Brainchild group's went from 55% to 87%. Additionally, in an Army JROTC/Brainchild Two-Week Pilot Program, students were given a pretest in each subject area. Students not attaining mastery used Brainchild handheld tutor to study the content for one week per subject area. The following week, they were given a post-test.

3. 1 to 1 Tutor has seen positive results among SWDs and ELs. For example, in March 2007, a sixth grade student with a learning disability started our private math tutoring program with an IEP score at the second grade 4-month level, putting the student nearly four grade levels behind. By decreasing all distractions and providing focused instruction, the student improved one academic level within the year. Since our instruction is provided in-home via computers, with one-on-one attention, our program proves especially beneficial for students who require fewer distractions. Each student receives personal instruction depending on his/her exact needs. This could include bilingual instruction, lessons matched to students' exact academic needs, and sessions scheduled in a way that fits into each student's lifestyle. All of these techniques ensure that our program maintains consistent effectiveness.

Section III F: Communication with parents and families

1. 1 to 1 Tutor produces written progress reports monthly. Our progress reports define each student's educational goals, lesson scores, achievement, attendance, and tutor comments regarding the student's participation and work habits. Interim telephone conferences can be arranged between tutors or site coordinators and parents/guardians. These conferences keep parents/guardians informed about their students' educational progress and level of participation, allowing parents/guardians to ask questions or address any concerns. Progress reports are written by students' tutors and reviewed by our managing instructors; they are issued monthly and at program's end to parents/guardians. Delivery to parents/guardians is via hand delivery or US Mail. Progress reports are always provided in a parent's/guardian's native language. Progress reports outline each student's progress toward meeting ILP educational goals, lesson scores, achievement, attendance, tutor comments regarding participation and progress, and the student's progress within the curriculum. All reporting complies with NCLB and FERPA confidentiality provisions.

2. 1 to 1 Tutors hopes to prevent parent/guardian complaints by maintaining open communication. The first point of contact to lodge a complaint or concern is with our main office at 1-866-993-2263. A complaint can be taken via phone or we can fax/email/mail a complaint form to the complainant. Upon receiving a complaint/concern, our corporate office will provide a copy of the complaint/concern to the appropriate field manager. Together, they shall assess the complaint/concern to determine whether it can be handled informally or whether it requires formal handling, which would include the Local Educational Agency (LEA) or State Educational

Agency's (SEA) assistance. The decision to handle informally or formally will be informed by the nature and/or severity of the complaint/concern. If the informal complaint process is unsuccessful, then the complaint/concern will be handled formally. Upon conclusion of the formal complaint investigation, a written report shall be filed with the LEA and SEA which specifies the nature of the complaint/concern, establishes whether a violation of policy occurred and, where appropriate, sets out recommendations for discipline or corrective action. During the process, 1 to 1 Tutor may change tutor assignment to the complainant's student, if warranted and prudent.

By offering our tutorial services online, working parents' schedules are greatly accommodated in that no transportation is required and our services are available at the times of the day when most working parents are home and available. Additionally, we schedule all calls and meetings with parents at times that they dictate as being times of convenience.

Section III G: Communication with Districts/Schools

1. 1 to 1 Tutor ensures the SES instruction we provide directly relate to students' classroom instruction. Our curriculum and assessment, Brainchild's ACTAAP Achiever!, was modeled after the ACTAAP. Brainchild's ACTAAP Achiever! has lessons numbered by individual ACF standards, practice ACTAAP tests, and district-wide benchmark assessments and learning material. In fact, ACTAAP Achiever!'s alignment to ACF is used by many Arkansas schools to promote attainment of AYP. We also communicate frequently with the schools we work with to ensure our program is consistent with the academic program students experience during the regular school day. Our instructors keep the lines of communication open with students' classroom teachers and parents/guardians. Instructors follow lesson plans that derive from our curriculum, which is directly correlated to ACF. Furthermore, when establishing students' measurable

objectives and timelines for development of the Individual Learning Plan (ILP), we consult students' classroom teachers to ensure correlation between our program and their instruction.

Our instructors keep the lines of communication open with students' classroom teachers and parents/guardians. We are dedicated to creating students' achievement goals based on their current academic needs and feedback from parents/guardians and teachers, and we emphasize collaboration between our staff and parents/guardians, classroom teachers and district administrators in creating the ILP. We consult students' classroom teachers to ensure correlation between our program and their instruction. Additionally, our instructional staff consults with parents/guardians, classroom teachers and school administrators about student goals to be included in the ILP.

2. Progress reports are in written form and are issued monthly and at program's end to the student's daytime teacher and LEA. Delivery to teachers and LEAs is via electronic delivery, hand delivery or US Mail. Progress reports define each student's educational goals as stated in their ILP, lesson scores, achievement, attendance, and tutor comments regarding participation and progress, and student's progress within the curriculum. All reporting complies with NCLB and FERPA confidentiality provisions.

Section III H: Qualifications of Instructional Staff

1. Once hired, our tutors receive a minimum of 3 hours of training in 1 to 1 Tutor policies/procedures, the specifics of our curriculum and instructional strategies, the technology used in working with our students, our assessment practices, and documentation of tutoring sessions and student progress. Training also covers differentiated instruction teaching and communicating with culturally diverse and disadvantaged students, and focusing on student learning. Furthermore, tutors are trained in written and verbal communication techniques with parents/guardians and school/LEA personnel, as well as conflict resolution. This training includes 1) using a medium appropriate to the parents/guardians and LEA personnel, 2) the format (for written communication) defined by the LEA, and 3) giving feedback to students and employees. During the program, tutors attend monthly professional development meetings where they are encouraged to give feedback on the program, curriculum, and the progress of their students. Professional development is encouraged throughout the program, and some workshops are provided in-house. Tutors may also attend development workshops in schools and/or via online. Professional development courses recommended to tutors include: Differentiated Instruction, Increasing Success Through Instructional Strategies, Technology in Action, and Developing Accomplished Teaching Practices.

2, 3 and 4. 1 to 1 Tutor recruits instructional staff by outreach at various colleges, word of mouth among teachers, and advertisements online and in print. Our tutors generally have college diplomas (with honors preferred), and we prefer to hire those with degrees in

education and/or mathematics. Whenever possible, we hire state certified teachers, but we will consider paraprofessionals with experience working with at-risk students or students with disabilities. Many of our tutors have been with us for 4 years and have vast experience tutoring, in particular, tutoring Title I students.

Our tutors are located have been successfully providing online tutoring services to students throughout the U.S. since 2005 and to SES students in California and Texas since 2007. 1 to 1 Tutor conducts criminal background checks on all employees. 1 to 1 will comply with the fingerprinting and clearance requirements as specified by the State and/or LEAs. 1 to 1 Tutor will comply with the rules of each LEA in which we provide SES services; this includes requiring staff background checks, fingerprinting, and any other requirements regarding the health and safety of students.

Section III I: Provider Goals and Objectives

1. 1 to 1 Tutor expects students in our program to show significant academic gains in math, both in the classroom and on state benchmark exams. We expect students in our program to meet the individual achievement goals set forth in their ILPs. Our expectation is that 1 to 1 Tutor students will show improvement in math from ACTAAP Achiever pre-test to post-test of at least 10-15 percent and sub-skill improvement of 25%.

2. 1 to 1 Tutor's long-term goals are to provide individualized educational services and opportunities that enable underperforming students attending Title I schools to succeed through academic achievement in math. In consultation with students' classroom

teachers, school officials and students' parents/guardians, we create personalized objectives for each student that we use to bridge the gap between student needs and the long-term goals of our program. Each student's ILP includes individualized objectives that tutors use to guide the student's academic program and to assess the student's achievement and progress along the way. While many of these objectives are specific to each individual student. 1 to 1 Tutor employs the following objectives for our students:

- ❖ 25% improvement in specific math skill areas, in which the student needs improvement (identified as such by the student's ILP and ACTAAP pre-test scores)
- ❖ 10 to 15% improvement in math overall
- ❖
- ❖ **Section III J: Cost of Service**

1 to 1 Tutor offers individual instruction at the rate of \$49 per hour, per student. We do not offer group-instruction.