

ACCESS: DESTINY

The **All Children Can Excel (with) Supplemental Services: Developing Emerging Scholars: Training, Involvement, & Yardsticks (Assesment) program (ACCESS: DESTINY)**, is an after-school program designed to provide focused instruction in reading and mathematics in a friendly atmosphere with an emphasis on skill acquisition, student learning, and student success. The program is guided by a university coordinator and faculty supervisors with extensive experience in K-12 settings as well as higher education. University of Arkansas Fort Smith faculty, College of Education pre-service teachers, site coordinators and additional certified teachers and paraprofessionals from Fort Smith schools have joined the endeavor to provide tutoring experiences for students at seven area schools.

Throughout the school year, University of Arkansas – Fort Smith pre-service teacher/tutors work closely with university supervisors and site coordinators to research, plan, implement and assess learning experiences for K-Grade 6 students enrolled in the tutoring program. The program utilizes research based teaching strategies in small-group settings to deliver instruction.

With high expectations for all students, ACCESS: DESTINY is increasing time for learning by extending students' school day and intensifying instruction by supplying a small group setting. Each session will be tailored to student learning needs being cognizant of the elements above. Students will be assigned to fluid small groups where direct, explicit comprehension instruction and collaborative learning through inquiry are emphasized. Phonics, vocabulary word study and fluency are targeted areas as suggested by the *Put Reading First* (2001) publication. Strategic reading behaviors will be taught within the context of trade books, guided readers or content articles based on student interests. Reading materials will be within the students' instructional reading level per the DRA. Students will write in a Reading/Writing Log to describe characters and events, make connections to life, text or world, compare or contrast information, summarize, document memorable words or phrases, map stories, record diagrams, take notes, ask questions and record impressions about their reading to deepen comprehension. Groups will present learning from inquires to other participants as a means of publication. All activities will be taught in the context of the Arkansas reading frameworks. While preparation and modification for instruction within small groups will be challenging, prior success using this approach will facilitate future accomplishments with prospective students.

In mathematics, the major elements include the diagnosis and solving of age-appropriate mathematical problems that are related to the Arkansas mathematics frameworks. Our process or plan will work toward skill acquisition embedded within problem-solving according to *About Teaching Mathematics* by Marilyn Burns. Instructors will utilize problems that are related to the Fort Smith Public Schools curriculum and the Arkansas Benchmarks tests. As much as possible, teaching will be based on initial and continuing assessments. Problems will be tailored to reflect authentic situations. Manipulative materials will be used in all levels of instruction.

Services will be offered at seven area Fort Smith public schools. Therefore, transportation of students will not be necessary. All teaching materials and resources will be provided by ACCESS: DESTINY.

Section IB: Basic Program Information

<i>Applicant Name</i> University of Arkansas Fort Smith, College of Education, Deebe M. Milford	<i>Program Name (if different from Applicant Name)</i> ACCESS: DESTINY
<i>Has this applicant ever been removed from any state's approved provider list?</i> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <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>	
<i>Type of organization (indicate with a check in the appropriate box)</i> <input type="checkbox"/> For-profit <input type="checkbox"/> Not for Profit <input type="checkbox"/> School Entity <input checked="" type="checkbox"/> Higher Education Institution <input type="checkbox"/> Other (describe)	<i>First Year applicant approved to offer SES services in Arkansas</i> 2004 <i>First year applicant approved to offer SES services anywhere</i> 2004
<i>Subject areas to be covered (09-10 indicate with a check in the box)</i> <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> English/Lang Arts <input type="checkbox"/> Science	<i>Grades to be served (09-10) in each subject area to be covered</i> Math K-6 English/Language Arts K-6 Science
<i>Staff availability and qualifications (do not exceed 100 word description)</i> The ACCESS: DESTINY Program is under the direction of a coordinator who is a faculty member of the College of Education. Additionally, the program employs four to five faculty supervisors from the Early Childhood Education program. Certified teachers and qualified paraprofessionals from Fort Smith Public Schools are chosen based on their success in current positions. Pre-service teacher/tutors will be selected based on their success as early childhood, middle school and secondary majors in the College of Education. The number of staff varies according to the number of students being served by the program.	
<i>Service delivery setting (check all that apply)</i> <input checked="" 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)	<i>Specific student populations proposed to be served (check all that are proposed to be served)</i> <input checked="" type="checkbox"/> Low income <input checked="" type="checkbox"/> Minority <input type="checkbox"/> Migrant <input checked="" type="checkbox"/> Limited English proficient (indicate languages) Spanish, Laotian, Vietnamese <input checked="" type="checkbox"/> Special education <input type="checkbox"/> Other (describe)

<p><i>Time when services are proposed to be offered</i></p> <p><input type="checkbox"/> Before school <input checked="" 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>List the ratio of instructors to children in the proposed program</p> <p>Not greater than 1:5 ratio</p> <p>Maximum number of students for each instructor (not to exceed 10 students per instructor) 5</p>
<p><i>Cost per hour (not to exceed current maximum allowable from RFA) \$ 50</i></p>	<p><i>Approximate number of hours required for proposed tutoring 1 hour per session/two sessions per child per week</i></p>
<p><i>Minimum number of students that will be served in a single district</i> 150</p> <p><i>Minimum number of students that will be served in a single school or setting</i> 5</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> ACCESS: DESTINY Contact Person Name: Dr. John R. Jones Street Address: 5210 Grand Avenue City, State, Zip: Fort Smith, AR 72913 Contact telephone number: 479-788-7908 Contact fax number: 479-788-7914 Email: jrjones@uafortsmith.edu Website: www.uafortsmith.edu Hours of operation: Mon.-Fri., 8:00-5:00</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 |
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| <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 |
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| <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 |
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| <input type="checkbox"/> Berryville | <input type="checkbox"/> Earle | <input type="checkbox"/> Huntsville |
| <input type="checkbox"/> Bismarck | <input type="checkbox"/> East End | <input type="checkbox"/> IZard 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"/> Emerson Taylor | <input type="checkbox"/> Jonesboro |
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| <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 |
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| <input type="checkbox"/> Buffalo Island | <input type="checkbox"/> Fordyce | <input type="checkbox"/> Lakeside (Garland) |
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| <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 |
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| <input type="checkbox"/> Cotter | <input type="checkbox"/> Hackett | |

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- 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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- 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

Section II: Narrative and Supporting Documentation

Section IIA. Program Overview

ACCESS: DESTINY was designed to improve mathematic and reading skills for students in grades K-6 through authentic, research-based instruction. Students' scores on ITBS and Benchmark Assessments identify areas in which students are scoring less than proficient on grade level curriculum. In the area of reading, formative assessments given by classroom teachers, (including the Developmental Reading Assessment (DRA) by Joetta Beaver for identifying reading level, comprehension strategies used by students, rate of fluency and areas of interest, the Developmental Spelling Assessment (DSA) by Kathy Ganske for indicating phonics and word study strengths and weaknesses, and Diagnostic Indicators of Basic Early Literacy Skills (DIBELS) for information about phonemic awareness, phonics, fluency, and vocabulary) will be reviewed with the tutors. Combining information from all assessments will give tutors diagnostic data to remediate areas of student weakness. Anecdotal notes, fluency checks, reading log entries and writing samples gathered by tutors will provide ongoing evidence of student progress, response to treatment and continued needs throughout the intervention period.

In reference to mathematics, student scores in the ITBS and Benchmark assessments will also identify areas of concern to be targeted for individual students. Teacher observation (anecdotal notes) and classroom performance assessments will also serve to offer added information. Finally, writing samples gathered by the tutor will serve as a tool to understand the concepts the learner brings with them. The Learning Institute tests, anecdotal notes, learning logs, and writing samples will provide ongoing evidence of student progress, response to treatment and continued needs throughout the intervention period.

After the areas of concern have been clearly identified, then an individual achievement plan will be developed for each student. The students' targeted learning needs, reading levels, interests, and ages will be considered for developing small groups of one to five students for instruction. Instruction will be point in time remediation within the context of real reading, scaffolded by the tutor, during a small group session at the students' home school. In reading, explicit instruction will allow for 1) explanation of new learning, 2) modeling of targeted, desired reading behaviors, 3) guided practice with opportunity for shared construction of knowledge around a modeled lesson with specific feedback, and 4) independent practice. Teaching components during the reading sessions will align with practices found within the Arkansas Reading First Model or the Comprehensive Literacy Model and are aligned with the *Put Reading First* (Center for the Improvement Of Early Reading Achievement, 2001) and the Arkansas K-12 English Language Arts Curriculum Frameworks. Components will include shared reading, guided reading, read alouds and independent or familiar reading for fluency. Specific math instruction will follow the model in Marilyn Burns' *About Teaching Mathematics* problem-solving format: 1) Introduction of the problem, 2) Exploration of the problem 3) Summarizing the process and solution to the problem.

Tutors will receive ongoing embedded support and training from UA Fort Smith instructors, Fort Smith Public School Literacy Coaches, the Fort Smith Elementary Literacy Coordinator, Fort Smith teachers trained by Math Solutions from Marilyn Burns, the Fort Smith Elementary Math Coordinator, and ELL faculty and staff. The plan works on the premise that all students can learn and will begin with what the student knows and will build from there. Students and tutors will utilize guided reading and literature sets and math manipulatives and tools from each school's resources as well as UA Fort Smith's curriculum center.

Checkpoints to determine if skills have been mastered will be DRA results, retests of the Module tests provided by The Learning Institute, as well as anecdotal notes, fluency checks, reading/writing log entries, and writing samples. The reading questions are a combination of multiple-choice, open response, and writing prompts. They are correlated to the Arkansas English Language Arts Frameworks. The questions on the Learning Institute Chunk tests are at the highest level of Bloom's Taxonomy, address critical mathematical thinking processes in all five strands, are a combination of multiple-choice and open response and are correlated to the Arkansas Mathematics Curriculum Framework and Student Learning Expectations per grade level. Re-teaching of skills will take place as needed until mastery is achieved.

The ACCESS: DESTINY coordinator maintains all attendance and achievement data and collaborates with school district personnel and parents/guardians. School district personnel are updated at faculty meetings and through informal meetings. The ACCESS: DESTINY coordinator meets both formally and informally weekly with the Fort Smith Schools' site-coordinators and monthly with school site principals. Specific information relating to individual student progress is shared with the parents/guardians and classroom teachers through progress reports on a bi-weekly basis. If concerns and/or complaints arise between the applicant and families of students enrolled in the program, the issues will be addressed and resolved via conversation between all involved parties. Complaints and concerns between the applicant and Fort Smith Schools will be resolved in a similar manner, with the Coordinators of Students Services and the coordinator of the supplemental educational services engaging in cooperative conversation and resolution that holds to what is in the best interest of the students involved. In either instance, plans of action will be formulated, implemented and assessed in a timely manner.

Section III: Indicators of Quality

Section IIIA. Evidence of Links Between Research and Program Design

The *Reading Next* (Biancarose & Snow, 2004) document highlights direct, explicit comprehension instruction, effective instructional principles embedded in context, motivation, text based collaborative learning, strategic tutoring, diverse texts, extended time for literacy, on-going formative assessment of students, professional development and intensive writing as ways to improve literacy. With high expectations for all students ACCESS: DESTINY is increasing time for learning by extending students' school day and intensifying instruction by supplying a small group setting. Each session will be tailored to student learning needs being cognizant of the elements above. Students will be assigned to fluid small groups where direct, explicit comprehension instruction and collaborative learning through inquiry are emphasized. Phonics, vocabulary word study and fluency are targeted areas as suggested by the *Put Reading First* (2001) publication. . Additionally, the strategies follow the guidelines of The National Reading Panel (found at <http://www.nationalreadingpanel.org>) that reported "A Congressionally mandated independent panel has concluded that the most effective way to teach children to read is through instruction that includes a combination of methods." Strategic reading behaviors will be taught within the context of trade books, guided readers or content articles based on student interests. Reading materials will be within the students' instructional reading level per the DRA. Students will write in a Reading/Writing Log to describe characters and events, make connections to life, text or world, compare or contrast information, summarize, document memorable words or phrases, map stories, record diagrams, take notes, ask questions and record impressions about their reading to deepen comprehension. Groups will present learning from inquires to other participants as a means of publication. All activities will be taught in the context

of the Arkansas reading frameworks. While preparation and modification for instruction within small groups will be challenging, prior success using this approach will facilitate future accomplishments with prospective students. Appendix A speaks to the alignment of reading instruction to National Reading Panel findings.

Ruby Payne (1996) found that the “key to achievement for students from poverty is in creating relationships with them.” The relationships that develop between the tutor and the students in the small groups are a key motivator.

In mathematics, the major elements include the diagnosis and solving of age-appropriate mathematical problems that are related to the Arkansas mathematics frameworks. Goldsmith, Mark and Kantrov (1998) note,

Students gain mathematical competence by learning to think about mathematics and communicate their ideas to others. In addition to mastering skills and concepts..., students should be engaging in a variety of mathematical processes. The *Standards* outline four processes that promote mathematical thinking across the grade levels and which should be a fundamental part of mathematics education: problem solving, communication, mathematical reasoning, and connections. (p.5)

Our process or plan will work toward skill acquisition embedded within problem-solving according to *About Teaching Mathematics* by Marilyn Burns. Instructors will utilize problems that are related to the Fort Smith Public Schools curriculum and the Arkansas Benchmarks tests. As much as possible, teaching will be based on initial and continuing assessments. Problems will be tailored to reflect authentic situations. Appendix B speaks to the alignment of the instructional program with mathematics standards.

**Section III B. Evidence of Links Between Program Design and NRT & NCTM Standards
Appendix A
Reading**

Dimensions of Reading	Components of the Supplemental Educational Services Provider's Instructional Program
Phonemic Awareness Instruction	Shared Reading Word Study
Phonics Instruction	Guided Reading Word Study Phonetic Connections Word Journeys
Fluency	Independent Reading Shared Reading
Vocabulary	Guided Reading Read Aloud
Text Comprehension	Read Aloud Guided Reading
Other	*Guidelines for using each component are given within <i>Put Reading First</i> booklet.

**Appendix B
Mathematics**

Mathematical Process Standards	Components of the Supplemental Educational Services Provider's Instructional Program
Problem Solving	<i>About Teaching Mathematics</i> format <ul style="list-style-type: none"> • Introduction to the problem • Exploration of the problem • Summarizing the process and solution
Reasoning and Proof	" "
Communication	" "
Connections	" "
Representation	" "
Other	

Section III C. Connection to State Academic Standards and School or School District's Instructional Programs

The instruction provided to students by tutors is designed to address specific grade level standards not yet mastered by each individual student. Arkansas Academic Standards in Reading, Mathematics and Language Arts will be referenced throughout preparation for instruction. The Student Learning Expectations (SLE) will be noted on each session's tutoring plan/progress monitoring form. Every two weeks, each student will be assessed on mastery of targeted SLEs. Student regrouping based on identified needs will occur at this time.

ACCESS: DESTINY will implement best practices from Comprehensive Literacy and Standards-Based Mathematics, many of which are currently in use in schools to be served. Diagnostic assessment will be conducted to determine reading and math levels and SLEs not yet mastered. Instruction will then be designed to intensely focus remediation using level-appropriate material specific to nonmastered SLEs. Frequent assessment will be used to determine progress and plan for upcoming tutoring sessions. The Arkansas Department of Education Content Standards will serve as a basic resource for students in the College of Education. Both faculty and tutors will code their objectives to appropriate Arkansas Standards.

Throughout instruction, teaching components during reading and math sessions will address students' targeted learning needs and interests, using appropriate literature, creative writing opportunities and manipulatives. There will be no cost to parents/families, with materials being supplied by the provider.

Section III D. Monitoring Student Progress

Students will be assessed using the Developmental Reading Assessment (DRA), Developmental Spelling Assessment (DSA) and the Diagnostic Indicators of Basic Early Literacy Skills (DIBELS). Additional data will include response to grade level writing prompts and performance on a grade level Student Learning Expectation (SLE) math assessment. Upon receiving

the assessment results, an analysis of this data will reveal each student's current level of functioning in relation to grade level SLEs, thereby defining gaps in learning. Each lesson will be tailored to meet the individual academic needs of the student. Although most sessions will be small-group, the groupings will be determined by skills and levels. Additionally, if needed, one-to-one instruction will be provided. Lessons will be correlated with The National Reading Panel's findings on best practices, mathematics standards, and the Arkansas State Frameworks.

Regular assessment of student learning will be conducted via the administration of bi-weekly SLE exams correlated with the previous week's instruction. Additionally, Benchmark-like exams will highlight skills which require reteaching.

Each student participating in ACCESS: DESTINY will have a Tutoring Plan. These plans will identify grade level SLEs which have been mastered and those requiring remediation. SLEs to be remediated will be assessed on a bi-weekly basis.

Assessments previously referenced, such as the DRA, DSA, DIBELS and SLE Math exams will be used to evaluate student ability. Student progress will be monitored through the review of writing samples, fluency checks and Benchmark-like performance assessments. Each student's classroom teacher will also be asked on a monthly basis to briefly respond to specific questions regarding the student's daily performance, attendance and behavior. The ACCESS: DESTINY coordinator will work closely with the pre-service teacher/tutors to track and chart student progress. Additionally, the ACCESS: DESTINY coordinator and site coordinators will maintain contact with parents or guardians concerning student progress.

Samples of monitoring forms are as follows:

Section III E. Evidence of Effectiveness

UA Fort Smith began the DESTINY Program in the spring of 2004 at school site Tilles Elementary School in Fort Smith, Arkansas. The DESTINY Program served 23 students. Using the Group Reading Assessment and Diagnostic Evaluation Program (GRADE), pre-test scores ranged from P2 to 2.4. Following 16 small-group and one-to-one sessions, the post-test GRADE scores ranged from P-4.2, with an .86 average gain. The DESTINY Program used 3rd quarter math assessments supplied by the classroom teachers. The UA- Fort Smith DESTINY tutors identified the BELOW BASIC skill areas and created individualized plans to meet each student's specific needs. Post-test scores indicated that 100% of the students made progress in their deficient areas.

For the 2004-2005 school year, the UA-Fort Smith DESTINY Program served 78 students at Tilles Elementary in Fort Smith, Arkansas. Fourteen UA-Fort Smith tutors served the students in small groups with a ratio of one tutor for four students. Pretest scores in math ranged from 0.0 to 5.9. Post-test scores ranged from 0.0 to 7.7, with an average gain of .55. Pre-test scores in reading ranged from 0.0 to 5.0 .Post-test scores ranged from 0.0 to 6.4, with an average gain in reading of .4. During the 2005-2006 school year, 69 students were served at Tilles Elementary with 12 tutors participating. The average gain in mathematics was .5 across grade levels. The greatest gain was in Grade 5 with a 1.5 gain. Lowest gains were in Grades K, 1 and 4 with a .1 gain. Literacy gains

were an average of .6 across grade levels. The greatest gain was in Grade 2 with a 1.8 gain. The lowest gain was in Grade 3 with a .1 gain.

UA-Fort Smith DESTINY Program began serving students at Morrison Elementary in Fort Smith, Arkansas during the 2004-2005 school year. Eight UA-Fort Smith tutors served 49 students at that site. The tutor to student ratio was 1:6. Pre-test scores in math ranged from K.5-5.7. Post-test scores in math ranged from 1.6 to 8.0, with an average gain of .6. Pre-test scores in first grade ranged from DRA Level 2 to Level 4. Post-test scores in first grade ranged from DRA Level 4 to Level 14, with an average first grade reading gain of 6 levels. Pre-test scores in grades 2-6 ranged from 0.3 to 6.8. Post-test scores in grades 2-6 ranged from 0.9-6.5, with an average gain of .6 for students in grades 2-6. Mathematics results in 2005-2006 noted an average gain of .6 across grade levels. The greatest gain was in Grade 6 with a 1.2 gain, while the lowest gain was in Grade 4 with .0 gain. Literacy results noted a .3 gain across grades. The greatest gain was in Grade 1 with a 1.1 gain, and the lowest gain was in Grade K with .0 gain. The DESTINY Program had a positive impact on student achievement scores. The GRADE Reading Program was used in 2003-2004 and pre and post-testing showed significant gains. Student classroom assessments were used for the Math component. Individualized goals were established for each student based on their skill scores. Every student improved his or her scores.

During 2004-2005 and 2005-2006 school years, DESTINY tutors worked with the classroom teachers to pre-test and identify individual student weakness for reading and math. Post-tests were conducted to determine gains. As noted above, aggregate gains were made in both areas. Additionally, during the first year of the DESTINY Program at Tilles Elementary, 25 students began and 23 students completed the program. For the 2004-2005 school year at Tilles, 19 students began the program and either moved or dropped out. The attendance rate by grade was K=84%, First=91%, Second=77%, Third= 95%, Fourth = 92%, Fifth = 69%, and Sixth = 83%. The total attendance rate was 83% at Tilles. At Morrison Elementary, 4 students either moved or dropped out of the program during the 2004-2005 school year. The attendance percentages by grade level were K=94%, First = 79%, Second= 82%, Third = 92%, Fourth = 79%, Fifth = 91%, and Sixth = 75%. The total attendance average was 93% at Morrison. For the 2005-2006 school year, the Tilles attendance rate was 88% and the Morrison attendance rate was 85%.

UA Fort Smith's expanded ACCESS: DESTINY Program served a total of seven schools during the 2006-2007 academic year. For the first time in the program's history, site coordinators and additional certified teachers and paraprofessionals also joined the endeavor to provide tutoring experiences for students at Tilles, Morrison, Trusty, Sutton, Pike, Howard and Sunnymede Elementary Schools.

Using documentation of submitted lesson plans, it was found that 31 of the 34 pre-service tutors employed for the entire school year completed and submitted 100% of their lesson plans. Therefore, 88.2% of the UAFS pre-service tutors reached the goal.

During the 2007-2008 academic year, service to students was continued at the same schools.

Site coordinators and additional certified teachers and paraprofessionals continued to assist with tutoring experiences for students at Tilles, Morrison, Trusty, Sutton, Pike, Howard and Sunnymede Elementary Schools.

During the 2008-2009 academic year, service to students again continued at the same schools. Site coordinators and additional certified teachers and paraprofessionals continued to assist with tutoring experiences for students at Tilles, Morrison, Trusty, Sutton, Pike, Howard and Sunnymede Elementary Schools.

Overall attendance at all participating schools was 81%.

Poverty is a challenge for all schools that are served by the ACCESS: DESTINY tutoring program. Several studies have concluded that poverty negatively affects student achievement (Haveman, R., Wolfe, B, and Wilson, K; 1997) and emotional well-being (Mayer, S.E.; 1997). Brooks-Gunn, J., Duncan,G., and Maritato, N (1997) found “Children raised in low-income families score lower than children from more affluent families do on assessments of health, cognitive development, school achievement, and emotional well-being” p. 1997. Haveman & Wolfe (1995) found “A variety of factors have been found to be consistently related to the school attainments of children; the parents’ education, the family’s income, the number of parents in the child’s family, the parent’s expectations, and characteristics of the child’s school and teachers are among the more important”. (p. 421). Payne (1996) stressed the importance of positive relationships in the education of young children. The ACCESS: DESTINY Program is based on establishing relationships between the tutors and the students in small group or one-to-one sessions. Additionally, the program coordinator, faculty supervisors, and site teachers work together to create lessons geared to individual needs. The site coordinators establish relationships with the parents or guardians of the students and maintain open communication with them throughout the program.

The strength of the ACCESS: DESTINY Program is the ability of the tutors to provide the caring, empathy, motivation, and educational expertise these

students need to survive. The high attendance rate can be attributed to the relationship the tutors, faculty supervisors, and the coordinator had with the students and their parents or guardians. Payne (1996) said, "When students who have been in poverty (and have successfully made it into middle class) are asked how they made the journey, the answer nine times out of 10 has to do with a relationship – a teacher, counselor, or coach who made a suggestion or took an interest in them as individuals" (p. 143). That is the beauty of small group instruction found in the ACCESS: DESTINY Program.

The ACCESS: DESTINY coordinator will maintain all records concerning continued achievement gains and student outcomes. Additionally, the coordinator will document student attendance, retention/promotion rates, family/parent satisfaction and/or student behavior/discipline as in past years of the program's existence.

Section III F. Communication with Parents and Families

Student progress will be reported to the student's parents/families bi-weekly. Each tutor will use the "How Am I Doing?" form to communicate individual student progress on the SLEs which were the focus of instruction during the previous two weeks. Additionally, SLEs to be taught during the next two weeks

will be identified and ways in which parents/families can support student learning will be noted.

After individual student diagnosis is completed, parents will be consulted regarding the development of their child's individual tutoring plan which will include goals and objectives, criteria for mastery and a schedule for reporting progress. The form used to report bi-weekly progress, "How Am I Doing?", will be provided in English, Spanish, Vietnamese, Laotian and for any other language deemed necessary.

The program will comply with Fort Smith Public Schools guidelines and operate from a base of mutual respect. Specific information regarding the dispute resolution procedures will be provided to each parent. This document will accompany the initial tutor plan. After this process is discussed, a parent signature will be requested. If, due to a work schedule, a parent is unable to meet with ACCESS: DESTINY staff following a tutoring session, staff will make every effort to meet with the parent at a mutually convenient time and place. Interpreters will be provided as necessary. The following pages include the "How Am I Doing?" document that is used to report progress to both parents and families.

Section III G. Communication with Districts/Schools

By design, the ACCESS: DENSTINY instructional program incorporates best practices as defined in *The Reading Next* (Biancarose & Snow, 2004)

document as well as the *Put Reading First* (2001) publication. In the area of mathematics, tutoring will be provided within a standards-based, inquiry framework. After review of the Arkansas consolidated School Improvement Plan (ACSIP) created by staff at each of the schools in which SES is to be offered, it was evident that similar practices are implemented in both literacy and math. Each of the seven schools targeted conduct some form of diagnostic assessment and have access to instructional level appropriate materials and resources.

However, differences do exist between ACCESS: DESTINY and the instruction students receive during the school day. Tutoring is provided in groups smaller than those groups typically possible in general classrooms. These groups are fluid and flexible with restructuring to occur across multiple grade levels.

Another feature of ACCESS: DESTINY is the ability to draw upon the expertise of university staff to provide on-going, site-based monitoring and professional development. These individuals are not only university instructors but are also employed to provide specific support for students in the ACCESS: DESTINY program.

Additionally, the time of day in which tutoring is provided enables the tutors and students to work in an environment free from the kinds of distractions and time constraints inherent in a regular school day.

To ensure communication of each student's progress between the tutor and the student's classroom teacher, a copy of the "How Am I Doing?" progress

monitoring form will be provided every two weeks. It is also expected that this program will include numerous informal exchanges among the designated school's faculty members and ACCESS: DESTINY instructors as the emphasis is not on programmatic success but instead student success.

Section III H. Qualifications of Instructional Staff

The ACCESS: DESTINY Program is under the direction of a coordinator who is located in the College of Education. Additionally, the program employs four to five faculty supervisors from the Early Childhood Education Program. The pre-service teacher/tutors are recruited each year from early childhood and middle school education majors. Each applicant must be recommended by a faculty member. The number of pre-service teacher/tutors and certified teachers varies according to the number of students being served by the ACCESS: DESTINY Program.

Pre-service teacher/tutors will have completed a variety of field experiences in connection with their classes. All pre-service teacher/tutors will have worked with diverse populations, English Language Learners (ELL), and Title I students. As an example, in Practicum I, each of the pre-service teacher/tutors will have worked with an individual student, identified the student's deficits, completed a plan to remediate the deficits, implemented intervention strategies, and assessed the student's progress. Assessment techniques are a major

part of the process. In another course, all pre-service teacher/tutors have completed 10 hours working specifically with Title I math students.

Faculty members and the ACCESS: DESTINY coordinator have extensive experience in the K-12 setting as well as higher education. They have worked with students from diverse settings and have completed professional development in working with students from poverty. Likewise, the co-coordinator, certified public school teachers, and certified paraprofessionals hold similar credentials. They enrich and complete the collaborative team of educators.

The Dean of the College of Education at University of Arkansas-Fort Smith and the Coordinator of Early Childhood Education will recruit the Coordinator of the ACCESS: DESTINY program. The UA Fort Smith faculty members will be selected based on their success and experience in working with persons training for careers as teachers. Pre-service teacher/tutors will be selected based on faculty recommendations and their success as early childhood and middle school majors in the College of Education. All will be students who will also be completing at least three education courses concurrent with their ACCESS: DESTINY assignment. Certified teachers and qualified paraprofessionals from Fort Smith Public Schools will be chosen based on their success in current positions.

Required staff credential matrix information will be provided for pre-service teacher/tutors, certified teachers and qualified paraprofessionals as soon as

those participants are hired. If approved, further recruitment will take place from September 18, 2009 until September 29, 2009. Scheduled training dates include the following:

September 23-University faculty meeting- Agenda: Development of plan of action

Responsibilities
Projected number of students/schools
Development of monitoring schedule
Development of training modules

Tutor training- September 30, October 7,14, 21 Conduct Agenda: Expectations/NAEYC Code of Ethical

Lesson planning format
Reading instruction
Math instruction
ELL instruction
Documentation/monitoring
Pay/paper work
Assessments
Supplies

Ongoing training, preparation, reflection of performance Curriculum Center

Mondays-Thursdays,1:00-3:00 at local sites, M/S 102 and M/S

Section III I. Provider Goals and Objectives

The mission of UA-Fort Smith is to raise the educational level for citizens in this region. The goal of the ACCESS: DESTINY Program is aligned with that mission. It is expected that the service proposed will improve individual student achievement in the areas of literacy and mathematics as evidenced by performance on criterion-referenced and/or norm-referenced tests.

Goal 1: Given participation in level-appropriate, standards-based small group tutoring, each student will increase his/her reading level, comprehension

and rate of fluency as measured by the performance on frequently administered formative assessments and criterion and norm referenced exams.

Objective 1: By the conclusion of the project period on June 30, 2010, as a result of small group or individual instruction, students in the ACCESS: DESTINY Program will improve their reading comprehension a minimum of .4 across grade levels as measured by pre-and post-test results.

Objective 2: By the end of the project period on June 30, 2010, as a result of small group or individual instruction, students in the ACCESS: DESTINY Program will improve their reading decoding skills by a minimum of .4 across grade levels as measured by pre-and post-test results.

Goal 2: Given participation in level-appropriate, standards-based small group tutoring, students will increase their mathematics computation, reasoning and problem-solving ability as measured by standards-based math assessment, performance on frequently administered formative assessments and criterion and norm referenced exams.

Objective 1. By the end if the project period on June 30, 2010, as a result of small group or individual instruction, students in the ACCESS: DESTINY Program will increase their math skills across grade levels a minimum of .4 as measured by pre-and post- test achievement measures .

Goal 3: The ACCESS: DESTINY Program will create opportunities for pre-service teachers to practice their teaching skills using research-based reading

and math techniques. This goal is reciprocal because the ACCESS: DESTINY students' achievement will be impacted by the pre-service teacher/tutors' use of research-based techniques and strategies.

Objective 1: By the conclusion of the project period on June 30, 2010, pre-service teacher/tutors will research, plan, pre-test, implement and post-test research based reading and math strategies. Each pre-service/intern tutor will submit 100% of his/her lesson plans correlated with the National Reading Report findings and Arkansas Department of Education Frameworks for reading and mathematics.

Section III J. Cost of Services

I. Cost of Service

The price structure includes the per pupil cost per instructional day of \$50. Students attend tutoring two afternoons per week for 1 hour at each session. Therefore, the weekly cost is \$100. The cost also includes additional time for faculty consultation, interaction with parents, and assessment of students.

Section III K. Financial and Organizational Capability

UA Fort Smith receives funds through tuition and fees; state appropriations; endowment income; gifts, grants, and contracts; sales and services of educational departments and auxiliary enterprises (campus store, athletics, student services); and investments. The institution is audited annually according to applicable standards found in *Government Auditing Standards*, issued by the

Comptroller General of the United States. The University is widely recognized throughout the state for its outstanding record of “clean” annual audits. (See Financial Report that follows.) A copy of the Internal Revenue Service Report indicates UA Fort Smith’s status in regard to its legal status to conduct business in the state.