

## **The Boys and Girls Clubs of Central Arkansas, Inc. “A Club”**

The Boys & Girls Clubs of Central Arkansas, Inc., propose "A Club" to provide supplemental educational services to eligible students, grades 1 - 8 from the Little Rock, North Little Rock, and Pulaski County Special School Districts in the subject areas of mathematics and English/language arts.

Online delivery of rigorous, individualized, self-paced, standards-based courses will be provided by PLATO Learning Environments (PLE), a scientific-based curriculum grounded in the theory of each major content area and the field of Instructional Design. The principal influence on PLATO's Reading curricula has been the research summarized recently by the National Reading Panel (NRP) and its Mathematics influence has been the research applied to develop the curriculum standards of the National Council of Teachers of Mathematics (NCTM.)

Since 1993, a body of research including 49 studies by independent evaluators has demonstrated the overall effectiveness of the PLATO® curriculum—including improvements of up to 60% on achievement of standards (PLATO Learning, 2004, pp. 6–7). PLATO Exam Intervention learning paths are built using updated forms of the original PLATO curriculum. PLATO Learning's instructional-design standards and methodologies have evolved in ways that retain and build on the key features of the earlier curriculum.

What makes a Boys & Girls Club unique? Clubs are neighborhood and building centered, Clubs provide a safe, affordable place for young people ages 6 to 18 during non-school hours and the summer, Clubs are led by paid, trained youth development professionals, they combined the resources of local, state and national organizations, and Longevity, Boys & Girls Clubs have been around during bad times as well as good.

Boys & Girls Clubs have been an integral part of the central Arkansas culture since 1916. Central Arkansas Boys & Girls Clubs, Inc., is a not-for profit, community-based organization that was established in 2007 to streamline and centralize management and fiscal efficiencies for the eight (8) existing Pulaski County Clubs including; Billy Mitchell, James Penick, Jim Wetherington, Cudellous Hamilton, William E. Thrasher, Dalton Whetstone, Rose City, and Jacksonville Clubs. In 2008 these Clubs served a total of 6,788 central Arkansas youth.

Tutors are Highly Qualified Certified Teachers who have experience in the remediation of students who struggle. One Tutor will be assigned part time to each Club. Our Academic Coaches work part time as needed under the direct supervision of Tutors and have at least two years of study at an institution of higher learning (education major.) All instructors are thoroughly screened and are trained in the methods and curriculum used in our program. "A Club" employs individuals who are enthusiastic about helping students achieve and demands professionalism at all times.

Parents will be responsible for providing transportation to and from "A Club".

Participating students will be granted full Club membership allowing them to participate in any/all of the enrichment activities available at the Club at no charge. Activities include: Character & Leadership activities, Education & Career activities, Health & Life Skills activities, The Arts, Sports, Fitness & Recreation activities and Special activities.

### Section IB: Basic Program Information

<i>Applicant Name</i> <b>Boys &amp; Girls Clubs of Central Arkansas, Inc.</b>	<i>Program Name (if different from Applicant Name)</i> <p style="text-align: center;"><b>A Clubs</b></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  <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 checked="" type="checkbox"/> Not for Profit <input type="checkbox"/> School Entity <input type="checkbox"/> Higher Education Institution <input type="checkbox"/> Other (describe)	<i>First Year applicant approved to offer SES services in Arkansas</i>  <p style="text-align: center;">N/A</p> <i>First year applicant approved to offer SES services anywhere</i>  <p style="text-align: center;">N/A</p>						
<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>  <table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">Math</td> <td style="text-align: right;">1 - 8</td> </tr> <tr> <td>English/Language Arts</td> <td style="text-align: right;">1 - 8</td> </tr> <tr> <td>Science</td> <td style="text-align: right;">N/A</td> </tr> </table>	Math	1 - 8	English/Language Arts	1 - 8	Science	N/A
Math	1 - 8						
English/Language Arts	1 - 8						
Science	N/A						
<i>Staff availability and qualifications (do not exceed 100 word description)</i>  Program Director Full-time - Arkansas HQT certified teachers 8 Part-time Tutors (approximately 15 hours per week) - Arkansas certified teachers Academic Coaches, Part-time (as needed) - 2nd or 3rd year education major							
<i>Service delivery setting (check all that apply)</i>  <input type="checkbox"/> School <input type="checkbox"/> Business location <input type="checkbox"/> Place of religious worship <input type="checkbox"/> Community Center <input type="checkbox"/> Student's Home (parent or guardian must be present during tutoring) <input type="checkbox"/> On-line <input checked="" type="checkbox"/> Other (describe) Boys & Girls Club	<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 type="checkbox"/> Limited English proficient (indicate languages) <input type="checkbox"/> Special education <input type="checkbox"/> Other (describe)						
<i>Time when services are proposed to be offered</i>	<i>Student/instructor ratio</i>  List the ratio of instructors to children in						

<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Weekends <input checked="" type="checkbox"/> Summer <input type="checkbox"/> Other (describe)	the proposed program 1 to 5 Maximum number of students for each instructor (not to exceed 10 students per instructor) 1 to 10
<i>Cost per hour (not to exceed current maximum allowable from RFA)</i> \$50.00	<i>Approximate number of hours required for proposed tutoring</i> 25
<i>Minimum number of students that will be served in a single district</i> 5  <i>Minimum number of students that will be served in a single school or setting</i> 1	<i>Will students be transported by this provider?</i>  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<i>Provider Contact Information:</i> Contact Person Name: Cindy Doramus Street Address: 1616 W. 3rd. City, State, Zip: Little Rock, AR 72201 Contact telephone number: 501-666-8816 Contact fax number: 501-666-3748 Email: cdoramus@arclubs.org Website: <a href="http://www.arclubs.org/">http://www.arclubs.org/</a> Hours of operation: School Year - 3:30 - 6:30 p.m. Monday - Friday Summer - 9:00 a.m. - 4:00 p.m. Monday - Friday	

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

None

(New Application)

**Indicate the Arkansas School Districts in which SES services are proposed for the 2009-2010 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"/> Booneville               | <input type="checkbox"/> Emersn Taylor        | <input type="checkbox"/> Jonesboro                     |
| <input type="checkbox"/> Bradford                 | <input type="checkbox"/> England              | <input type="checkbox"/> Junction City                 |
| <input type="checkbox"/> Bradley                  | <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 checked="" type="checkbox"/> <b>Little Rock</b> |
| <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

### **Narrative Description of Program**

The "**A Clubs**" initiative was developed by the Boys & Girls Clubs of Central Arkansas, Inc., to provide supplemental educational service opportunities to under-served, low-income populations throughout Pulaski County. Students in need of instructional remedies from the Little Rock, North Little Rock, and Pulaski County Special School Districts will be provided individualized web-based, self-paced instruction in the subject areas of English/language Arts and mathematics.

Boys & Girls Clubs have been an integral part of the American culture since 1860 and in Central Arkansas since 1916 (Billy Mitchell.) The Boys & Girls Club of Central Arkansas was incorporated as a not-for-profit community organization in 2007 to streamline and centralize management and fiscal efficiencies for the eight (8) existing Pulaski County Clubs including; Billy Mitchell, James Penick, Jim Wetherington, Cudellous Hamilton, William E. Thrasher, Dalton Whetstone, Rose City, and Jacksonville Clubs.

Each Central Arkansas Boys & Girls Clubs location will provide supplemental educational services to student(s) grades 1 - 8, utilizing PLATO's Learning Solutions (PLS). PLATO Learning products are web-based solutions that cover a broad range of teaching and learning needs. PLATO Learning consists of a research-based curriculum, standards-based assessment, individualized instruction, accountability management, flexible reporting and professional development. PLATO Learning has more than 40 years of experience in the educational technology market.

**A Clubs** will be administered at each of the participating Club's Computer Lab after-school from 3:30 - 6:30 p.m. Monday - Thursday

during the school year and from 9:00 a.m. - 4:00 p.m. Monday - Friday during the Summer months. A minimum of forty (40) "learning stations" will be strategically placed throughout the existing **A Clubs** locations. There will be a minimum of 1 student and an initial maximum of 30 students per location with each student provided an individualized learning solution consistent with where they are "now" based upon an initial screening and testing. Each student will then be provided a minimum of 2 hours and up to 8 hours weekly instruction.

Online delivery of rigorous, individualized, self-paced, standards-based courses will be provided by PLATO Learning Environment (PLE), a scientific-based curriculum grounded in the theory of each major content area and the field of Instructional Design. The principal influence on PLATO's Reading curricula has been the research summarized recently by the National Reading Panel (NRP) and its Mathematics influence has been the research applied to develop the curriculum standards of the National Council of Teachers of Mathematics (NCTM.)

The Program Director (Arkansas Highly Qualified Teacher (HQT) certified) will provide overall governance and professional assistance to the **A Clubs** program and serve as coordinator/liaison for the various program components. In addition, Tutors, also with Arkansas Highly Qualified Teacher certification will be assigned to each Club location to monitor instructional sessions and provide academic and technical assistance to participating students as required. Academic Coaches will be utilized as needed to assure a low teacher to student ration. Director, Tutors, Academic Coaches and other key Club staff will undergo intensive training on Strategy, Planning, and Setup, Professional Development and

Coaching & Follow up in preparation for A Club implementation.

PLATO's innovation dates back to 1963 and continues today to deliver just-in-time online assessments that are tied directly to state standards; bring learning standards to the classroom, fully integrating them with required instructional resources; and providing customized meaningful professional solutions. Most importantly, PLATO make a difference in the lives of learners—as they upgrade their skills, increase their self-esteem, discover successful employment, and become better, more self-sufficient students and employees.

PLATO Learning Solutions provides "on-demand" progress reports that are user friendly and provide stakeholders, parents, teachers and school districts with the information necessary to monitor and evaluate academic progress of individual students.

PLATO system configuration requirements for each workstation (40 currently available) include Windows 2000 Professional with SP4, Windows XP SP2 Professional, 500 MHz processor or faster, 256 MB or more memory, 128 MB or more virtual memory, sound card, 56K modem or faster Internet connection, ISP, Web browser, sufficient hard drive disk space to run operation system and browser properly, mouse, keyboard, and monitor. All instructional materials are provided through PLATO.

Parents and teachers receive a progress report at the end of each corresponding nine-week period that tutoring is provided during the school year or following each summer session. The report indicates: period of attendance, number of sessions attended out of the number possible, evaluations administered and results, skills from the areas of instruction

which were taught, and recommendations. At any point that a student discontinues the tutoring program a written report will be given which includes the same elements prescribed above. Teachers are provided the individual student's learning path to ensure integration of lessons with learning experiences in the classroom, link the computer-based activities to real-world applications in the classroom, and understand how assessment, curriculum, and instruction-interconnected by technology ensure the district curriculum goals are implemented.

All complaints, regardless of origin will be resolved through the Program Director and the appropriate school district at the lowest level possible.

In addition to the PLATO Learning Solutions, **A Clubs** participants will have access to all of the enrichment activities otherwise available to Boys & Girls Club members.

#### **A. Evidence of Links Between Research & Program Design - Reading**

From its origins nearly 40 years ago, the PLATO system has built the largest base of basic research on computer-based learning in the field. Beginning with research funded by the National Science Foundation and conducted at the University of Illinois and collaborating institutions, nearly 900 references on the PLATO system are listed in the ERIC educational research data base. PLATO *Technical Paper #1*(Foshay 1994) summarized meta-analyses of the effectiveness of computer-based instruction, and also summarized selected reports on PLATO courseware through 1993.

Each PLATO curriculum receives guidance on content and research on instruction from a National Advisory Panel of experts. The panels include nationally recognized researchers in curriculum and instruction in the relevant field, senior curriculum specialists from school districts and colleges, and PLATO Learning's own curriculum specialists and instructional design specialists. In addition, PLATO Learning draws on its ongoing analysis of curriculum standards in all states, Canada and the U.K., as well as the synthesis of standards done by the Mid-Central Regional Education Laboratory (McREL). The goal of this planning process is to develop a standards-based map of learning outcomes to be taught, and to identify research-based "best practices" in teaching and testing each part of the curriculum, especially in a computer-based environment.

Detailed overviews of each curriculum, including a more extensive discussion of its underlying research base, its learning outcomes and the features of the products are summarized in other PLATO Technical

Papers6. For ease of reference, however, discussions of the theory base underlying these curricula are excerpted here.

This review of reading research focuses on the instructional practices that have been demonstrated as being effective for beginning readers. These practices are the research base for PLATO reading curricula.

A key finding from current reading research is that there is no “one best way” to teach a particular reading skill or capacity. A variety of instructional methods and reading approaches have been shown to be effective, depending upon the instructional objective and student characteristics. An effective reading program will likely involve a mix of instructional approaches, including direct instruction on well-structured tasks and problem-solving activities utilizing more open assignments and methods. Individual interests and learning needs should be recognized in the reading instruction. A broader, more comprehensive review of these issues in the reading process can be found in the PLATO Technical Paper, *Teaching Reading with PLATO*.

While a range of instructional methods has proven successful in teaching beginning reading, three areas of instructional focus have proven especially effective in helping young, beginning readers learn to read.

- Alphabetic principles, including phonemic awareness and phonics instruction
- Fluency including reading with accuracy, speed, and expression

- Comprehension as promoted by vocabulary instruction, text comprehension instruction, and teacher preparation and comprehension strategies instruction

The third area, comprehension, is particularly important as readers of any age progress past initial decoding; comprehension skills develop throughout education, and thus it is as important to develop comprehension strategies at the secondary and post-secondary levels as it is at the elementary level. Consequently, it is a major objective of the PLATO secondary reading curricula.

### **A. Evidence of Links Between Research & Program Design - Math**

This review of mathematics research focuses on the instructional practices that have been demonstrated as being effective for learning mathematics, and explains how they have been applied to the PLATO mathematics curricula. A key finding from this research is that there is no “one best way” to teach a particular math skill or capacity. A variety of instructional methods and teaching approaches have been shown to be effective, depending upon the instructional objective and learner characteristics. An effective math program will likely involve a mix of instructional approaches, including direct instruction on well-structured tasks and problem-solving activities utilizing more open assignments and methods. Individual interests and learning needs should be recognized in the math instruction. Therefore, the PLATO mathematics curricula use a mix of instructional approaches, and the software is designed to be used in a classroom as part of a larger mathematics curriculum, while still being robust and complete enough to be used by itself for self-instructional study.

The National Council of Teachers of Mathematics (NCTM) standards (1989, 2000) have been well received by national educational groups, the U.S. Department of Education, and the states as they reviewed or formulated new state standards, new benchmark tests, and new curriculum materials. The NCTM standards have led to less emphasis on skills for their own sake, more on deep understanding of important concepts that spiral through curricula and are interrelated. Even though a range of methods have proven successful in teaching mathematics, across these methods the following areas of instructional focus have proven especially effective in helping young learners to learn

mathematics: Skill Modeling and Practice with Feedback , Collaborative Learning, Computation, Mental Math and Estimation, Problem-Solving, Active Learning with Real-World Connections, and Curriculum and Mathematics Connections.

PLATO Learning believes the following trends in math instruction are likely to continue and grow in acceptance:

- In general, less emphasis on skills for their own sake, more on deep understanding of important concepts that spiral through curricula and are interrelated (fraction, proportion, ratio, scaling, patterns, functions, etc.). In other words, skills follow rather than lead.

- In general, more rich, multi-step problems. For some teachers, instruction is problem-driven, which allows the concepts and skills to be taught in context. For others, the rich problems come with or after formal instruction in concepts, procedures, and skills.

- In general, more emphasis on how math strands (algebra, geometry, measurement, probability and statistics, data collection and analysis, etc) are connected – more integration of the strands at each grade level.

- The addition of topics from these areas: pattern recognition, data collection and analysis, probability and statistics, functions, and discrete math. Topics from these areas are introduced earlier than in the past, so gaps in these areas are most apparent for grades 6-8.

- In the US, a shift in attention toward the bottom 25% of the class. This shift is largely driven by individual state standards (based on NCTM

standards) and the mandated, high stakes tests that determine who passes and who graduates. State testing will accelerate changes in math instruction for the bottom 25% and add pressure to show good results quickly.

We believe these trends underlie the evolution of most state curriculum standards, and we are basing the evolution of our mathematics curricula on these principles.

**B. Links Between Program Design and NRP, NCTM, NSTA standards  
Complete the appropriate page for each content area to be covered**

**Evidence of Links Between Research and Program Design**

**Reading**

<b>Dimensions of Reading</b>	<b>Components of the Supplemental Educational Services Provider's Instructional Program</b>
<b>Phonemic Awareness Instruction</b>	PLATO's FOCUS curriculum is based on the well researched Orton-Gillingham method for phonics and phonics awareness. This method was cited by the NRP as one of the best researched methods.
<b>Phonics Instruction</b>	PLATO's FOCUS curriculum is based on the well researched Orton-Gillingham method for phonics and phonics awareness. This method was cited by the NRP as one of the best researched methods.
<b>Fluency</b>	Oral reading is supported in curricula at the elementary and lower level secondary courses through read-the-screen audio. Silent reading is supported at all levels through short, medium and long passages of a variety of text types, all carefully leveled using standard reading formulas.
<b>Vocabulary</b>	Direct instruction is accomplished with the Vocabulary Builder system, which teaches pre-reading vocabulary and SAT vocabulary, and provides a convenient tool for teachers to build their own word lists. Indirect instruction is accomplished through incorporation of a level-appropriate full online dictionary which can provide definitions for any on-screen word or any word typed in.
<b>Text Comprehension</b>	Reading comprehension is one of the outstanding strengths of the FOCUS Beginning Reading and Projects for the Real World curricula, the PLATO elementary reading curricula. Extensive comprehension practice, with exercises using explicit and inferential questioning, at multiple levels. The PLATO secondary reading curriculum includes and even stronger, more sophisticated treatment of

	<p>reading comprehension, in a spiral curriculum structure. Initial comprehension strategies are taught in Essential Reading Skills 2, which roughly parallels and thus reviews and reinforces the comprehension skills taught in the elementary curriculum. Next are the Reading Strategies series of curricula, which span grade levels 7 - 14. These curricula emphasize cognitive strategies for reading comprehension across a variety of text types and content areas.</p>
<b>Other - Technology</b>	<p>Technology integrated as a tool to allow exploration of concepts/principles.</p>

## Evidence of Links Between Research and Program Design

### Mathematics

<b>Mathematical Process Standards</b>	<b>Components of the Supplemental Educational Services Provider's Instructional Program</b>
<b>Problem Solving</b>	PLATO problem solving activities (PSA's) involve real-world scenarios of compelling interest to elementary, secondary and adult learners. PSA's require integration of many math strands, as well as integration of math with other curriculum knowledge.
<b>Reasoning and Proof</b>	Analysis and explanation of reasoning processes are at the core of the PSA's throughout the elementary and secondary math curricula.
<b>Communication</b>	Activities provide students the opportunity to organize and consolidate their mathematical thinking through communication. They are given the opportunity to use the language of mathematics to express mathematical ideas precisely.
<b>Connections</b>	Integration of math strands: PLATO curricula are highly modular, and can be sequenced as the instructor desires. In additions, certain key concepts and skills, such as functions, are addressed in multiple levels to support a spiral structure.
<b>Representation</b>	Multiple representations are at the core of the PSA's which typically support representations in graphical, equation, and matrix form. The elementary curriculum also adds manipulables as a form of representation.
<b>Other - Technology</b>	Technology integrated as a tool to allow exploration of concepts/principles.

**C. Connection to State Academic Standards and School or School District's Instructional Program(s)**

The entire PLATO Learning Solution's curriculum is tied to specific state student learning expectations (SLE). When the learning path for a student is set, an outline is provided that designates specific learning expectations. This is based on student assessment and how it outlines specific needs. PLATO currently provides tailored curriculum designed to meet Academic Standards for 20 states, Arkansas being one of them.

A Club is designed to increase student academic achievement in order that students attain proficiency in meeting state standards. The self-paced learning path for each student ensure age/grade proficiency consistent with state, district and school expectations. Based on current and confirmed research into the way children learn, lessons utilize user-friendly, meaningful content, aligned with those challenging state standards to inspire learning and keep student's attention. A Club solutions support differentiated instruction, formative assessment, and response to intervention.

Teachers are provided the individual student's learning path to ensure integration of lessons with learning experiences in the classroom, link the computer-based activities to real-world applications in the classroom, and understand how assessment, curriculum, and instruction-interconnected by technology ensure the district curriculum goals are implemented.

Lessons are designed around Arkansas' goals to increase the rigor of their English and mathematics standards and have a clear, well-

defined common core in English and mathematics.

#### **D. Monitoring Student Progress**

PLATO Learning provides specific resources for diagnostic, formative, and summative assessment that support delivery of standards-based online courses. The assessments are flexible and can be used in part or in whole depending on the intended implementation.

- Unit pretests exempt students from content within the unit that they already know. If they already have mastered all the content in the unit, they are moved on to the next unit, allowing for individualized instruction.
- Results from module mastery tests embedded within each activity provide accurate, detailed formative assessment information on how well students are learning the knowledge objectives covered by course material.
- Unit post-tests measure how well students have learned and can apply the content of the unit. Unless schools or teachers choose otherwise, students who fail to demonstrate mastery of the content on these assessments are required to review the unit, then retake and pass the unit post-test before moving on to the next unit within the Course.
- The end-of-semester test, which is taken offline in a proctored environment, provides a summative assessment of how well students have learned and can apply the content of the Course. These assessments require students to utilize higher order, critical-thinking skills to validate their mastery of the major concepts and skills addressed in the Course content.

Depending on the nature of the program, teachers and program

staff may have a wide range of responsibilities for monitoring and guiding student work. Continuous data tracking empowers administrators for proactive decision making by giving them real-time measures of academic progress. PLATO Learning provides several tools to support program administrators and teachers in carrying out these functions.

The learner status monitor reports on student performance within a specific PLATO Course by displaying the components of the Course and status information on each component, including:

- Whether a Course component has been completed, started, or not started
- Whether a Course component has been mastered
- If a student is exempt from completing the component
- Time that the student has spent on task for each component

**Student performance reports.** Information on student performance in the PLATO Courses can also be requested through a variety of reports that are available on PLE. Reports typically include student results, the date students completed the item, their time-on-task, and summary information on modules within a designated unit. Unlike conventional data systems, which impose a retrospective view, providing information on the past, PLE enables administrators to find out what's actually happening in the classroom today. Teachers and program staff view student performance in real time and can identify if students are moving through the Course without difficulty, or they may want to intervene if they find a student has not mastered module learning with multiple tries.

**Options for adjusting instruction.** Based on the information gained by monitoring student progress, teachers and program staff can adjust instruction in several ways to meet students' ongoing needs:

- Students can be required to retake modules within a PLATO Course.
- For students progressing quickly and requiring further challenge, additional activities can be assigned as a supplement to the PLATO Course, including extension activities, PLATO content titles, and added local resources based on a search of standards-aligned interactive instructional resources from the PLATO Learning Environment.

For those students who are not progressing through the Course successfully or are struggling with a particular concept, part or all of another PLATO instructional sequence from licensed PLATO content titles or added local resources can be assigned to provide additional practice or skills remediation for implementations on PLE.

### **E. Evidence of Effectiveness**

Despite challenges faced by many Club members, the Harris Survey 2006 finds alumni equal or exceed the U.S. population in academic attainment. 90% of alumni graduate high school, 26% of alumni are likely to earn a college degree. 62% indicated that they became more committed to their education, and 33% indicated that they were the first person in their family to go to college.

***Real Learning. Real Results.***<sup>™</sup> Long before “at risk” was a part of the mainstream educator’s vernacular, PLATO® established itself as a champion of students who struggled to achieve academic mastery in the traditional classroom.

Educators have trusted PLATO instructional solutions for more than 40 years. We are the undisputed leader in the development of intervention, remediation, and credit recovery solutions that adhere to strict state- and federally-mandated academic standards. Most importantly, self-paced, engaging, and interactive PLATO solutions have helped hundreds of thousands of students achieve learning success.

Since 1993, a body of research including 49 studies by independent evaluators has demonstrated the overall effectiveness of the PLATO® curriculum—including improvements of up to 60% on achievement of standards (PLATO Learning, 2004, pp. 6–7). PLATO Exam Intervention learning paths are built using updated forms of the original PLATO curriculum. PLATO Learning’s instructional-design standards and methodologies have evolved in ways that retain and build on the key features of the earlier curriculum.

PLATO Learning began over 40 years ago as a National Science Foundation funded R&D project at the University of Illinois. Its research legacy includes nearly 900 citations in ERIC, independent studies, and an ongoing program of third-party research funded by the company. In a secondary analysis of recent empirical studies documenting the effects of PLATO Learning Technologies on student learning, commissioned by the PLATO Research Advisory Panel, University of Michigan Research Scientist James Kulik concluded that PLATO Learning's research base was diverse and compelling (Kulik, 2003). The following is excerpted from the Kulik analysis.

Eleven studies examined the relationship between PLATO Learning Technologies use and student learning. Researchers measured PLATO Learning Technologies use either by the number of modules mastered or the amount of time spent on activities. Correlation coefficients give the strength of association between PLATO Learning Technologies use and learning. The median correlation between the number of modules mastered and student learning is .41. The median correlation between student time-on-task and learning is .35. Those correlations are statistically significant and meaningful for practice.

**PLATO Learning Technologies and Pre-Post Comparisons:**

The problem that motivates many educators to turn to PLATO Learning is poor student performance. Schools adopt PLATO Learning Technologies because they believe it will improve educational outcomes. What they want to know is whether students will learn more than they would from

plausible, alternative teaching methods.

Eighteen studies reported exam scores from students tested before and after PLATO Learning Technologies instruction. In these studies, a researcher administered a test before students received any PLATO Learning instruction and then administered the same test after instruction. In many of these studies, researchers used effect size statistics to summarize comparison results. Effect sizes specify the number of standard deviation units that separate average outcome scores of experimental and control groups. Cohen (1977), a pioneer in the use of effect sizes, classified effect sizes of around 0.2 as small, 0.5 as moderate and 0.8 as large. The median of all the effect sizes in these 18 studies of PLATO Learning is 0.82—a large effect size and especially when derived from varied settings. **The Power of PLATO Learning: 0.8 Median Effect Size**

**PLATO Learning Technologies and Comparisons of Experimental and Control Groups:** The third type of evidence on the effectiveness of PLATO Learning Technologies comes from eight studies with control groups—an experimental group received PLATO Learning Technologies instruction; a comparison group received conventional instruction. The mean effect size in the eight studies was 0.43, a moderate improvement and clearly large enough to be meaningful for practice.

Effects were roughly of the same magnitude in the verbal and quantitative measures. Similarly, using the Borman procedures to categorize research evidence from most to least compelling, Kulik concluded that **PLATO Learning's evaluation results put the**

**company's instructional programs at the top of the list as having the strongest evidence of effectiveness, when compared with other well-researched curricula, both technology-based and instructor-led.**

#### **F. Communication with parents and families**

A Clubs believes that in order for its students to be successful it must have a strong, vibrant system of communication with parents/families. To achieve this goal, it relies on a variety of two-way, on-going and meaningful communication methods.

We recognize that an important way to foster parental involvement is through various avenues of communication throughout the period of instruction. Conferences, personal contacts, phone calls and written notices will be utilized to establish and maintain an open line of communication. The staff is encouraged to keep in close contact with parents not only in situation where there is an academic or behavior concern, but also when good things are going on in the classroom.

Parents are welcome and encouraged to come and observe their child at any time. When they first bring their child for tutoring or pick them up, we invite them to meet the staff and observe a session. This helps parents understand what is being taught and how. We also have the expectation that our staff will initiate contact with parents/guardians in the event a student is experiencing difficulties academically, socially or behaviorally. Parents are encouraged to contact the school and/or their child's teachers if they have any questions or concerns about the instructional program.

Parents will receive a progress report at the end of each corresponding nine-week period that tutoring is provided during the school year or following each summer session. The report indicates: period of attendance, number of sessions attended out of the number possible, evaluations administered and results, skills from the areas of

instruction which were taught, and recommendations. At any point that a student discontinues the tutoring program a written report will be given which includes the same elements prescribed above.

For any complaint or grievance - whether it is verbally lodged; or by letter; fax or email, we will document the nature of the complaint or grievance and acknowledge the complaint within 1 day. All complaints, regardless of origin will be brought to the attention of the Program Director. The Program Director will conduct the necessary investigation to establish the circumstance and facts of the case and forward his/her recommendation to the Executive Director. The latter will verify and decide whether there is basis to accept or dismiss the complaint/grievance. The Executive Director will offer a solution not later than (7) days from acknowledgement of the complaint/grievance. If the solution is accepted, no further action will be pursued. If the solution is declined, the complaint/grievance will be referred to the appropriate School District who will review the case and offer a second solution. At this point the school district's grievance policy will be adhered to until a solution is accepted. The complainant will be kept informed of the status of the proceedings throughout this process.

### **G. Communication with Districts/Schools**

Teachers are provided the individual student's learning path to ensure integration of lessons with learning experiences in the classroom, link the computer-based activities to real-world applications in the classroom, and understand how assessment, curriculum, and instruction-interconnected by technology ensure the district curriculum goals are implemented.

Teachers receive a progress report at the end of each corresponding nine-week period that tutoring is provided during the school year. The report indicates: period of attendance, number of sessions attended out of the number possible, evaluations administered and results, skills from the areas of instruction which were taught, and recommendations. At any point that a student discontinues the tutoring program a written report will be given which includes the same elements prescribed above.

Direct communication from the student's teacher(s) if there are specific skills they want additional focus on is welcomed. If a child is not attending regularly or making the gains expected, the classroom teacher will be notified to determine what may be causing the deficiency(s).

## H. Qualifications of Instructional Staff

**Program Director: Full Time Employee:** will require a Masters of Education with Highly Qualified Teacher Certification. 5 years teaching experience preferred.

**Tutors:** Part Time (1 per Club location) will require minimum Bachelor of Science in Education with Arkansas Highly Qualified Teacher Certification.

**Academic Coaches:** Part Time (as needed) desired second or third year education majors.

All employees must be enthusiastic about helping students achieve and must demonstrate professionalism at all times.

Director, Tutors, Academic Coaches and other key Club staff will undergo intensive training on Strategy, Planning, and Setup @ 6 hours on-site, Content Titles Orientation @ 6 hours on-site, Professional Development and Coaching @ 6 hours on-site in preparation for the A Club initiative.

## I. Provider Goals and Objectives

A Club's mission is to build a positive learning environment to meet the needs of each student by providing opportunities to develop academic and social skills necessary to meet grade level standards in reading and mathematics. Our specific goals are to provide a safe environment for students and staff, to instill an eagerness on the part of students to learn, to provide student programs which respond to cultural and ethnic diversity, and to have good communication between students, parents and teachers.

**Objective 1.** Provide supplemental educational services to a minimum of 80 eligible students during school year 2010.

**Objective 2.** 90 % of participating youth complete Individualized Education Plan instruction.

2A: Improve their math computation skills to appropriate age/grade level.

2B: Improve their vocabulary skills to appropriate age/grade level.

**Objective 3.** 70% of participating students score proficient or advanced for Math for appropriate grade level on the Arkansas Benchmark exam.

**Objective 4.** 70% of participating students score proficient or advanced for Literacy for appropriate grade level on the Arkansas Benchmark exam.

**Objective 5.** 80% of parents surveyed rate the program a "C" or above on the Arkansas Department of Education Supplemental Educational Service: Parent Satisfaction Survey.

**Objective 6.** A Clubs becomes self sufficient by providing a revenue stream capable of sustaining and/or expanding the program into the foreseeable future (x5 years).



**J. Cost of Service**

Services will be rendered at the following rates:

Weekday: \$50.00 per instructional hour, or \$100.00 per pupil per day of instruction or \$400 per pupil per instructional week, whichever amount is LESS.

Summer Program: \$50.00 per instructional hour, or \$100.00 per pupil per day of instruction or up to \$500.00 per week, whichever amount is LESS.

Students will be granted full Club membership allowing them to participate in any/all of the enrichment activities available at the Club at no additional charge which include: Character & Leadership activities, Education & Career activities, Health & Life Skills activities, The Arts, Sports, Fitness & Recreation activities and Special activities.