

SECTION IIA: Program Overview

Huntington

Huntington's program provides high quality and research based curricula and lesson plans in Reading and Mathematics that are individualized to meet each student's academic needs. Our individualized instructional methodology is one of the reasons behind the positive impact of our program on student achievement. The Health and Education Research Operative Services, a nonprofit organization with a mission to “assess the outcomes of programs and initiatives that impact children, families, and communities”, has conducted studies indicating the effects of individualized instruction throughout the course of a student's education. They have concluded that individualized instruction not only offers short-term positive impact on a student's academic performance, it also produces long-term impact such as higher graduation rates and higher likeliness of attending college¹. To guarantee effective individualized instruction, we instruct students using a maximum student-teacher ratio of up to 6:1. The following report is one of many evaluations that demonstrate Huntington's record of effectiveness for delivering high quality SES services. In Cleveland, Ohio, where all districts are required to provide a detailed evaluation of SES providers to the Ohio Department of Education, Huntington, for the 2007-2008 school year, received an overall score of 54 out of a possible 57 points.

To ensure each student receives individualized instruction, Huntington uses research based and proven curricula that includes 432 different reading programs, 168 phonics lesson plans across 34 different skill sets, and 663 different lesson plans within 110 different levels in Math. Huntington also has 365 curriculum items relating to reading from letter recognition at the Kindergarten level to advanced critical thinking skills at the 12th grade level. Our Reading instructional methodology integrates active learning techniques, modeling of skills/strategies, context-based instruction, and a strong reliance on phonics and phonemic awareness. To accomplish this, we employ and provide curricula such as the *McGraw Hill Specific Skill Series*, among many others. Huntington's Math

¹www.heros-inc.org/star.htm 02/28/2005 Summary Study of Project Star

Program focuses on helping students reach the following standards at all grade level benchmarks: Algebra, Patterns and Functions, Geometry, Measurement, Statistics, Probability, Number Relationships and Numerical Operations, Computation Data Analysis, Mathematical Systems, and Mathematical Processes. All of the instructional materials are provided to students by Huntington. Huntington does not provide online tutoring services.

The primary components of the Huntington program include the Diagnostic Test (DT), individualized differentiated instruction, small group instruction, high quality and research-based curriculum and lesson plans, and parent/guardian and school/district engagement. In order to assess and diagnose student needs, every student at Huntington is administered a preliminary DT. Huntington utilizes the nationally recognized California Achievement Test (CAT/5™) as its standardized test. Student scores are then entered into the Learning Center Operation System (LCOS), which rates the student's performance relative to grade placement and determines the curricula assigned to the student. With the results from the DT and the information provided by the student's parents/guardians and the school/LEA personnel, Huntington creates an individualized learning plan for the student and creates his/her assessment profile which is subsequently used to monitor and track the student's progress throughout the program. This assessment includes the student's academic strengths and weaknesses along with a specific plan to address such weaknesses and maximize overall academic performance. The process continues by testing with the next pre-test or re-teaching material not mastered. If it appears that a program is not effective, we immediately adjust the student's learning plan. Three scores below 70% signals the need for a change in the students program. At the end of a student's program, the CAT/5™ is administered again to assess overall academic progress.

Before a student receives instruction, Huntington meets with the student's parent(s) at an initial conference. We ask parents to partner with us and consider themselves active agents of the student's success. This partnership requires a full understanding of our instructional methodology, scheduling, absence and make-up procedures, code of conduct, and parental participation. It also requires parental

attendance at frequent interim conferences and allows the Center Director to work with the parents/guardians to discuss any pertinent information regarding the student's school performance and academic strengths and weaknesses. Huntington also requires that they sign a release granting us permission to communicate with their child's teacher and/or school officials. We then work directly with school personnel to ensure that our content and instruction is consistent with the school district.

Progress, performance, and the student's individualized learning plan are assessed on a continual basis in order to monitor program effectiveness and make any necessary program adjustments. Interim conferences with parents/guardians are also scheduled before the program starts, after every 15 hours of instruction, and at the end of the program to review student progress and adjust the prescribed program as needed. On a quarterly basis, a member of the Huntington management also meets with LEA personnel to discuss and monitor our program and correct any problems. We provide school, LEA personnel, and parents with progress reports on a monthly basis. Upon completion of the program, a final conference is scheduled to review the student's overall progress, compare this progress to the student's academic goals, and discuss feedback and satisfaction with the program. In the event of any student and/or parent/guardian complains, Huntington will investigate the situation by contacting all parties involved and rectifying any matter that we may have handled incorrectly.

All Huntington teachers are trained to provide supplemental services in reading and math. We place teachers in the areas they are most experienced. We try to hire only state certified teachers and we require that each non-certified Huntington teacher hold a minimum of a bachelor's degree and earn a Huntington Certification before they may teach in a Huntington Center. Huntington further requires all of its teachers to complete on-going training as part of Huntington's Professional Development Plan. Huntington has been working with Title I students since the inception of the *NCLB Act*. As part of Huntington's training program and professional development plan, all teachers are instructed in techniques and procedures for working with diverse and special student populations and receive

ongoing training to ensure that these valuable skills continue to be developed. Please see section F for complaint process.

SECTION IIIA: Evidence of Links Between Research & Program Design (2 pages for each academic content area)

Huntington's instructional methodology in Reading is in complete alignment with the findings of the National Reading Panel. We integrate active learning techniques, modeling of skills/strategies, context-based instruction, and a strong reliance on phonics and phonemic awareness, fluency, reading comprehension strategies, critical thinking, and vocabulary development. Phonemic Awareness Instruction: Huntington Phonics Program begins with an extensive diagnostic evaluation. We administer a battery of tests including the Linksman Phonics which allows us to pinpoint and diagnose a student's problem in phonics (phonemic patterns or letter-sound relationships) from consonants, to short vowels, long vowels, blends, digraphs, irregular vowel and consonant patterns, syllabication rules, ending markers, prefixes, suffixes, and root words. The assessment of these results gives us a coarse screen of the student's reading competency and phonetic skills. Fluency: Our instructors model fluency reading and keep students engaged in repeated oral reading. Students engage in structured activities where they practice and apply reading comprehension skills. Comprehension: We develop a student's reading skills in the area of comprehension and critical thinking. Students will be instructed to use reading comprehension strategies according to their corresponding grade level. Phonics Instruction: As part of our phonics instruction we concentrate on teaching students to apply what they are learning about letters and sounds to the reading of words, sentences, and stories. Students will be instructed according to their corresponding grade level benchmark and abilities to do the following: recognize sight words, understand consonant letter sound association, understand short and long vowel sound association, grasp phonetic rules, associate picture clues with letter sounds and improve dictation skills. Vocabulary: Students are taught individual words and word meaning strategies. Students will be instructed according to their corresponding grade level benchmark and ability to do the following: recognize sight words, know word meanings, create sentences, and proofread spelling mistakes.

Huntington's Math Program, aligned with the standards of the National Council of Teachers of Mathematics, focuses on helping students reach the following standards at all grade level benchmarks: Algebra, Patterns and Functions, Geometry, Measurement, Statistics, Probability, Number Relationships and Numerical Operations, Computation Data Analysis, Mathematical Systems, and Mathematical Processes. Huntington's Math Program has been adapted from many leading materials grounded in scientifically based research such as the Principles and Standards for School Mathematics, (April 2000) by the National Council of Teachers in Mathematics.

In providing SES, Huntington employs high quality instructional practices such as the use of an extensive system of standardized tests and individualized instruction. The Health and Education Research Operative Services, a nonprofit organization with a mission to "assess the outcomes of programs and initiatives that impact children, families, and communities", has conducted studies indicating the effects of individualized instruction throughout the course of a student's education. They have concluded that individualized instruction not only offers short-term positive impact on a student's academic performance, it also produces long-term impact such as higher graduation rates and higher likeliness of attending college². In addition, the Tennessee's Project STAR (Student-Teacher-Achievement Ratio) is a four-year study on the effects of a reduced class size in grades K-3 that is now considered "one of the most important educational investigations ever carried out that illustrates the kind and magnitude of research needed in the field of education to strengthen schools" (Mosteller 1). Project STAR provided instrumental research on smaller class size, showing that students in smaller classes outperformed similar students in larger classes on standardized and curriculum based tests and that having the opportunity to teach students in small class ratio will facilitate instruction by allowing teachers the time to concentrate on the individual needs of each student ("Reducing Class Size, What Do We Know?" 4). To ensure such individualized instruction in our SES program, Huntington employs a maximum student to teacher ratio of 6:1. The Student Achievement Guarantee in Education

²www.heros-inc.org/star.htm 02/28/2005 Summary Study of Project Star

(SAGE) was a five year pilot program instituted by the State of Wisconsin with the goal of reducing class size in grades K-3 in school districts with primarily high-poverty student populations (James, Jurich and Estes 86). The findings of the SAGE program were similar to that of Project STAR. According to the American Federation of Teachers' website, SAGE found the following: SAGE first, second and third-grade students performed consistently better than comparison students in mathematics, reading, and language arts on the Comprehensive Test of Basic Skills. First and third-grade, African-American SAGE students gained significantly more than SAGE white students, closing the achievement gap. The achievement gap widened for non-SAGE students. Teachers reported more individualization in their instruction due to fewer discipline problems; being more knowledgeable about each student; and having more enthusiasm for teaching ("Hot Topics, Class Size, Supporting Research" 2).

Huntington's instructional model involves providing each student with an individualized instruction program differentiated for each student's needs and performance relative to grade placement as determined through Huntington's diagnostic assessment system. The instructional model employs formative assessments and targeted instruction to ensure student mastery of the learning objectives in the student's individualized curricula. Relevant research and literature demonstrates that a differentiated instruction model can positively impact student learning by providing learning tasks and outcomes tailored to students' needs. ("Differentiated Instruction and Implications for UDL Implementation" 6). Further, students are more successful in school and find it more satisfying if they are taught in ways that are responsive to their readiness levels and learning profiles. ("Differentiation of Instruction in the Elementary Grades" 2).

SECTION IIIC: Connection to State Academic Standards/School District's Program (3 pages)

Huntington Learning Center diligently aligns curriculum and instructional methodology to national academic standards. We also strive to meet or exceed state content standards in every state in which we operate. Upon review from Huntington's Educational Development Department of Arkansas' Academic Standards, it can be concluded that our instructional program is in full alignment with said standards. Huntington's individual education programs are designed to support Arkansas' standards in Mathematics and Reading at all grade levels.

In order to meet the Arkansas' Reading Academic standards, our program helps students develop schools skills such as: understanding terms in text while reading, using context clues, refining comprehension skills needed to read textbooks, and solidifying reading comprehension skills such as facts, inferences and interpretation. Our instructional methodology in Reading integrates active learning techniques, modeling of skills/strategies, context-based instruction, and a strong reliance on phonics and phonemic awareness, fluency, reading comprehension strategies, critical thinking, and vocabulary development. Huntington helps students meet all of the following Reading and Language Arts Content standards at all grade level benchmarks: Reading, Writing, Media Literacy, Listening, and Speaking. To accomplish this, we employ curricula such as the *McGraw Hill Specific Skill Series*, *SRA Reading Labs*, *Explode the Code*, *Wordly Wise 3000*, *Ridgewood Analogies*, *Analogies 1, 2, and 3*, *Megawords*, *Reading Comprehension in Varied Subject Matter*, and *Reading for Content*.

Huntington's Math Program focuses on helping students reach the following Arkansas' Math Academic standards at all grade level benchmarks: Algebra, Geometry, Measurement, Statistics, Probability and Computation Data Analysis, and Number Relationships and Numerical Operations. Huntington employs such curricula as the *SRA Math Labs*, *Enright: Computation Series*, *Modern Curriculum Press*, and *How to Series*. In Mathematics, Huntington provides up to 663 different lesson plans within 110 different skill levels, starting with number recognition and formation at the Kindergarten level through number operations, geometry, measurement, data analysis, probability, and algebra at the

higher grade levels. An example of a specific objective that Huntington’s program addresses in mathematics would be to teach and develop the student's mathematics skills specifically in the application of the mathematical symbols, plus, minus, and equals, while introducing the student to basic problem solving techniques. Students in all grades expand their computation skills and are challenged to apply their prior knowledge and experience in new and more difficult situations. A student’s individualized program will ensure that Huntington’s focus is also on helping students recognize the connection between math skills and how these skills build upon each other.

We fill in the skills that students need using varied curriculum. In reading, we provide 432 different prescribed programs based on student performance on the Diagnostic Test. Each program may be altered to meet unique student needs. In Phonics, we provide 168 different lesson plans to meet needs within the areas of 34 different skill levels. Huntington offers a total of 365 curriculum items dealing with reading from letter recognition at the Kindergarten level to advanced critical thinking skills at the 12th grade level. Below is a chart which demonstrates how Huntington's programming, for both Reading and Math for a first grader, is in direct alignment with Arkansas’ Academic Standards.

Grade 1 Reading/English Language Arts	Materials Used	Methods/Strategies
Strand: Reading Standard 8: Foundations of Reading Students shall apply concepts of print, acquire knowledge of spoken words and understand the relationship of speech to print as they develop a foundation for literacy.	1. <i>MCP Phonics</i> 2. <i>Working within Words</i>	1. This piece is used to build the student’s basic phonics skills. 2. This piece will develop the student’s word attack skills through instruction in phonics, syllabication, recognition of prefixes, suffixes, and root words.
Grade 1 Mathematics	Materials Used	Methods/Strategies
Standard 2: Properties of Number Operations Students shall understand meanings of operations and how they relate to one another.	1. <i>Modern Curriculum Press Math</i> 2. <i>How to Series</i>	1. This reinforces basic math concepts and teaches problem solving techniques. 2. This series gives students the extra boost they need to acquire important concepts in specific areas of math. It teaches students mathematical skills, including Addition and Subtraction.

Our highly successful program is carefully designed to meet the academic needs of each student while making a connection to the programs in place at his/her school. Huntington not only has researched the state standards in Arkansas, but we also keep abreast of the instructional goals that

Local Education Agencies (LEA) have for their students. We work directly with teachers and school personnel to ensure that our content and instruction is consistent with the content and instruction provided by the school district. Our close relationship with educators in the districts in which we operate ensures that we are able to align instruction with specific district programs. Every piece of curricula utilized in a student's individualized program is research based and proven to build the academic skills necessary for a student to be successful in school. This connection of the skills a student learns while attending Huntington to the skills learned at their school is also explained to the student so that he/she may understand the Huntington/School Connection. The varied curriculum that we utilize is critical and is also an integral part of the program's success. These materials are not only researched but time tested as well with thousands of student nationwide that we have served.

Huntington requires a minimum 30-hour program to be able to make a demonstrated improvement in the student's education. Teaching sessions are typically 1.5 to 2 hours in length and students must attend at least two sessions per week. Typically, Huntington's per hour rate is \$50.00. This rate would include the Diagnostic Test, because we do not charge a separate fee for the Diagnostic Test. This rate would also include all of the materials needed for our program. There are no additional costs for parents/families since this would all be covered under the supplemental educational services program paid for by the school district using Title I funds.

SECTION IIID: Monitoring Student Progress (2 pages)

In order to assess and diagnose a student's needs, every student at Huntington is administered a preliminary Diagnostic Test (DT). We use this baseline information to create the student's individualized program. Huntington employs the nationally accepted standardized test, California Achievement Test (CAT/5™), developed and published by CTB/Macmillan/McGraw Hill. Student scores are then entered into the Learning Center Operation System (LCOS), which rates the student's performance relative to grade placement and determines the curricula assigned to the student. We also utilize the CAT/5™ when we administer the post-test which helps to ensure consistency and to successfully gauge the effectiveness of the results and gains. With the DT information, we work closely with parents and school personnel to develop the student's individualized plan and specific student achievement goals. Each student at Huntington is provided with an individualized learning plan and instructional program, which contains specific goals and objectives that are used to measure the student's progress throughout the Huntington program. This assessment includes the student's academic strengths and weaknesses along with a specific plan to address such weaknesses and maximize overall academic performance. Huntington works closely with the student's parents/guardians and district staff in developing the student's individualized plan and specific student achievement goals.

Before instruction begins, we have an initial conference with the student's parents or guardians during which we provide the parents with a detailed explanation of the student's performance on the Diagnostic Test, work with the parents to determine the student's attendance schedule, and discuss any pertinent information regarding the student's school and academic performance. Interim conferences with parents/guardians are scheduled regularly to review student progress and adjust the prescribed program as needed.

Our highly successful program is carefully designed to meet the academic needs of each student while making a connection to the programs in place at his/her school, including their IEP or

504 plan. It is the aim of Huntington Learning Center to create an individualized Supplemental Educational Program that meets the needs of every student receiving our services. Our highly successful program is carefully designed to meet the academic needs of each student while making a connection to the programs in place at his/her school. We work directly with teachers and school personnel to ensure that our content and instruction is consistent with the content and instruction provided by the school district. We work with the school teacher and school personnel to acquire and fully align a student's IEP or 504 plan to their individualized instructional program with Huntington. Our close relationship with educators in the districts in which we operate insures that we are able to align instruction with specific district programs. If it appears that a program is not effective, we immediately adjust the student's individual learning plan and program.

Progress, performance, and the student's individualized learning plan are assessed on a continual basis in order to monitor program effectiveness and make any necessary program adjustments through numerous indicators including weekly progress reports, curriculum post-tests, standardized achievement tests, tutor observation, homework, in-school performance, as well as teacher/parent comments. Following completion of selected curricula on the lesson plan, the corresponding post-test is administered and competency determined. The process continues by testing with the next pre-test or re-teaching material not mastered. If it appears that a program is not effective, we immediately adjust the student's program and learning plan. Three scores below 70% signals the need for a change in the students' program. At the end of a student's program, the CAT/5™ is administered again to assess overall academic progress. Please refer to **Attachment IID2** for sample copies of the monitoring forms and documentation of student progress used for Huntington's program.

SECTION IIIE: Evidence of Effectiveness (4 pages)

For over 30 years Huntington Learning Centers, Inc. has provided high-quality academic services to students nationwide with great success. One of the measuring tools that Huntington employs to measure student's progress is the nationally accepted California Achievement Test (CAT/5™). The CAT/5™ test content represents different cultures and covers a broad range of subjects, appealing to all students. The CAT/5™ was developed by CTB McGraw Hill under sound policies, procedures, and standards with the specific objective of ensuring a high degree of validity and reliability.

To demonstrate the Huntington program's record of effectiveness, the chart below shows a sampling of students serviced in Reading and Math at various levels from 2006-2009 and it includes students serviced in Arkansas. The chart evidences an increase in the average grade equivalency (GE) and percentile from the initial CAT/5™ to the final CAT/5™ in both subject areas. Included in the data results are students, students from Title I schools, English Language Learners, Students with Disabilities, low income, and underachieving students. In mathematics, for this particular sample, scores indicate that students increased an average of **2.7 GE** or **25%**. In reading, for this particular sample, scores indicate that students increased an average of **1.4 GE** or **24%** from their initial CAT/5™ test to their final CAT/5™ test. These results are based on each student completing a 30-hour program of instruction with Huntington. Please see the chart below.

While there are limited formal research studies on SES provider effectiveness, and many of the external evaluations of SES providers do not report on individual provider effectiveness, we would like to include several examples of recent evaluations/reports that highlight Huntington's ability to deliver high quality SES services with a demonstrated record of effectiveness. The Chicago Public School System prepared The 2007 Supplemental Educational Services Program: Year 4 Summative Evaluation, which found that students receiving services at Huntington "demonstrated significantly

greater reading achievement gains than students eligible for SES that did not participate."³ The study, which reported student reading gains among 25 providers, ranked Huntington first in face to face tutoring overall with 49% greater gains in student achievement than would have been expected among students that had not received tutoring. Please note, the one company listed above Huntington is an on-line provider.

Huntington's effectiveness has also been established in other states across the nation. In a 2006-2007, SES Preliminary Evaluation Report prepared by the Indiana Department of Education, Huntington Learning Center received a Grade "A-" in "Customer Satisfaction" and a Grade "A" in Service Delivery in serving 98 students in the MSD Shakamak, Monroe City Community School Corp. and Spencer-Owner Community Schools.⁴ Additionally, in Cleveland, Ohio, where all districts are required to provide a detailed evaluation of SES providers to the Ohio Department of Education, Huntington, for the 2007-2008 school year, received an overall score of 54 out of a possible 57 points, which placed it in the highest category of "Effective" with a range of 40-57.⁵

In Kentucky's 2006-2007 Evaluation of Supplemental Educational Services: Student Achievement Analysis in Jefferson County Public Schools, Huntington was found to have a positive trend in Mathematics that approximated significance. In Reading, Huntington was the only provider of the 17 providers that served 15 students or more to demonstrate significant positive effects.⁶ The Los Angeles Unified School District's report entitled, *Five Years of Supplemental Educational Services in LAUSD: Participation and Impact on Student Achievement (March, 2008)*, discussed the correlation between students' attendance at an SES program and performance on California Standards Test (CST). The study indicated the number of students who "Attended" or had "High Attendance" at Huntington

³ Curtin J. Jones, Ph.D., "The 2007 Supplemental Educational Services Program: Year 4 Summative Evaluation", Chicago Public Schools, Office of Research, Evaluation and Accountability, October 2007, 13 January 2009 http://research.cps.k12.il.us/export/sites/default/accountweb/Research/Elementary_School_Reports/SES_elemschl_vr4.pdf.

⁴ "2006-2007 SES Preliminary Evaluation Report by the Indiana Department of Education," Indiana Department of Education, 13 January 2009 <http://mustang.doe.in.gov/dg/ses/pdf/EvalReports0607/Huntington%20Learning%20Center.pdf>.

⁵ "Supplement Educational Services Effectiveness Report," Ohio Department of Education, 10 October 2009 <https://ccip.ode.state.oh.us/DocumentLibrary/ViewDocument.aspx?DocumentKey=820>.

⁶ "2006-2007 Evaluation of Supplemental Educational Services in Kentucky: Student Achievement Analysis in Jefferson County Public Schools," Center for Research in Educational Policy, Memphis TN, January 2008.

surpassed most if not all of the other service providers in the students' ELA "Value Added Scores" on the CST.

Huntington has had great success instructing students nationwide. The student's parents are first hand witnesses of Huntington's contribution to the academic improvement and enrichment of each student that receives instruction as part of our program. Please see attached letters of reference, **Attachment III E3**, from some of our clients that detail their overall satisfaction with our program.

SECTION IIIF: Communication with parents and families (3 pages)

Before a student receives instruction, Huntington meets with the student's parent(s) or guardian(s) at an initial conference during which the Center Director provides the parents/guardians a detailed explanation of the student's performance on the Diagnostic Test and a summary report. We ask parents to partner with us and consider themselves active agents of the student's success. Parents indicate acceptance of their role as active agents of the student's progress by signing the General Enrollment Information Form that is provided to them and explained by Huntington during the initial conference. This partnership requires a full understanding of our instructional methodology, scheduling, absence and make-up procedures, code of conduct, and parental participation. It also requires parental attendance at frequent interim conferences. The initial conference allows the Center Director to work with the parents/guardians to determine an attendance schedule for the student and give the Center Director the opportunity to discuss any pertinent information regarding the student's school performance and academic strengths and weaknesses. With this information, Huntington can then recommend a program best suited to service the student's identified academic needs.

Huntington believes that parent participation is integral to student progress, and we work hard to foster parental support as evidenced by our practice of regularly scheduled parent/guardian conferences. Additionally, all full-time Huntington employees receive intensive training on parent contact, conferencing, dealing with conflicts, and problem resolution on a monthly basis. For example, Directors are trained in communication skills, professional relationship building, and conflict resolution. In this way, Huntington continually reinforces its capacity to cultivate a positive working relationship with parents.

Interim conferences with parents are scheduled on a regular basis before the program begins, after every 15 hours of instruction and at the end of the program to review student progress, family concerns, and adjust the prescribed program as indicated through homework, re-tests, and teacher observations. In addition, Huntington provides parents with progress reports on a monthly basis.

Please refer to **Attachment III F1** for sample copies of progress reports. This report provides the parent with information on the student's progress in Reading and/or Math, specifically focusing on the skills that have been covered in each subject area. Upon completion of the program, a final conference is scheduled to review the student's overall progress, compare this progress to the student's academic goals, and discuss parent/guardian and student feedback and satisfaction with the program.

While all information provided to parents will be in English, Huntington makes every effort to communicate with parents/guardians in a language they understand and when necessary, will provide an interpreter for the conferences. Our centers are open Monday-Thursday from 9:30 am – 8:30 pm, Fridays 9:30 am – 7:00 pm, Saturdays from 9:00 am – 3:00 pm, and Sundays 9:00 am – 3:00 pm including some holidays. These hours allow for working parents to schedule hours for their children that are accommodating around their work schedule. We also offer a free homework presentation to the parents from the school districts we work with. This 60-minute presentation offers parents training on how they can better help their children with homework. Some of the key topics covered during this presentation are Most Common Homework Problems, Solutions to Homework Problems, and Huntington's Key to School Success.

In the event that any student and/or parent/guardian complains, we would investigate the situation by contacting all parties, take any appropriate corrective action, and rectify any matter that may have been handled incorrectly. Parent/guardian and student satisfaction are a direct reflection of our program's success. All of our managers and teachers are trained in conflict resolution. Therefore, we are committed to maintaining and encouraging an open line of communication between staff and parents/guardians in order to meet the needs of all parties involved.

SECTION III G: Communication with Districts/Schools (3 pages)

It is the aim of Huntington to create an individualized program that meets the needs of the students receiving our services. Our highly successful program is carefully designed to meet the

academic needs of each student while making a connection to the programs in place at his/her school. Huntington not only has researched the state standards in Arkansas, but we also keep abreast of the instructional goals that Local Education Agencies (LEA) have for their students. We work directly with teachers and school personnel to ensure that our content and instruction is consistent with the content and instruction provided by the school district. Our close relationship with district personnel ensures that we are able to align instruction with specific district programs. Every piece of curricula utilized in a student's individualized program is research based and proven to build the academic skills necessary for a student to be successful in school. This connection of the skills a student learns while attending Huntington to the skills learned at their school is also explained to the student so that he/she may understand the Huntington/School Connection. Below is a chart which demonstrates how Huntington's programming, for both Reading and Math for a first grader and sixth grader, is in direct alignment with Arkansas' Academic Standards and the school skills that the student will develop using the materials listed.

Grade 1 Reading/English Language Arts	Materials Used	Methods/Strategies	School Skills Developed
<p>Strand: Reading Standard 8: Foundations of Reading Students shall apply concepts of print, acquire knowledge of spoken words and understand the relationship of speech to print as they develop a foundation for literacy.</p>	<p>1. <i>MCP Phonics</i> 2. <i>Working within Words</i></p>	<p>1. This piece is used to build the student's basic phonics skills. 2. This piece will develop the student's word attack skills through instruction in phonics, syllabication, recognition of prefixes, suffixes, and root words.</p>	<ul style="list-style-type: none"> • Using context clues • Auditory discrimination • Visual discrimination • Identifying letters • Understanding consonant letter sound association <ul style="list-style-type: none"> • Understanding short and long vowel sound association • Grasping phonetic rules • Breaking words into sounds • Reading comprehension (simple sentences) • Learning word parts • Associating picture clues with letter sounds
Grade 1 Mathematics	Materials Used	Methods/Strategies	School Skills Developed
<p>Standard 2: Properties of Number Operations Students shall understand meanings of operations and how they relate to one another.</p>	<p>1. <i>Modern Curriculum Press Math</i> 2. <i>How to Series</i></p>	<p>1. This reinforces basic math concepts and teaches problem solving techniques. 2. This series gives students the extra boost they need to acquire important concepts in specific areas of math. It teaches students mathematical skills,</p>	<ul style="list-style-type: none"> • Number Recognition • Number Representation • Learn how to Count • Basic Addition • Basic Subtraction • Problem Solving

		including Addition and Subtraction.	
Grade 6 Reading/English Language Arts	Materials Used	Methods/Strategies	School Skills Developed
Strand: Reading Standard 9: <i>Comprehension</i> Students shall apply a variety of strategies to read and comprehend printed material.	<ol style="list-style-type: none"> <i>Specific Skills</i> <i>New Practice Reader</i> 	<ol style="list-style-type: none"> Used to develop the student's reading comprehension and writing skills by teaching getting the facts, and main idea, inference, and sequencing. Used to develop the student's comprehension skills in the areas of giving direct and implied details, seeing the meaning of the whole, and understanding new words while improving reading rate. 	<ul style="list-style-type: none"> Studying for tests Answering chapter questions Answering questions that involve who, what, where, when, why and how Collecting information for research papers Focusing on important information Writing a research paper Creating a thesis Creating topic sentences Organizing your thoughts Supporting a topic sentence Reading comprehension (facts and details)
Grade 6 Mathematics	Materials Used	Methods/Strategies	School Skills Developed
Strand: Algebra Standard 4: <i>Patterns, Relations and Functions</i> Students shall recognize, describe, and develop patterns, relations and functions	<ol style="list-style-type: none"> <i>Discovering Algebra</i> <i>HBJ Pre Algebra</i> 	<ol style="list-style-type: none"> Prepares students for a first year algebra program. Introduces pre-algebraic concepts and theories. 	<ul style="list-style-type: none"> Algebra Problem Solving

During our initial conference with parents, Huntington requires that they sign a release granting us permission to communicate with their child's teacher and/or school officials, in order to forge a partnership. Huntington staff makes every attempt to meet with the school teacher of every student we service to make sure our curriculum is in alignment with the teachers goals for the students. On a quarterly basis, Huntington expects an in-person meeting with LEA personnel to discuss and monitor our program in order to correct any problems and ensure that we are running it efficiently. We provide school and LEA personnel with agreed-upon written reports including but not limited to attendance and progress reports on a monthly basis, unless otherwise specified by school district. Please refer to **Attachment III G1** for sample copies of progress reports. This report provides the parent with information on the student's progress in Reading and/or Math, specifically focusing on the skills that have been covered in each subject area. A final conference is scheduled to review overall student

progress, relate student progress to initial and subsequent academic goals, and discuss parent, student, and district satisfaction and feedback.

Huntington has worked with over 150 Local Education Agencies nationwide. We work with LEAs of all different sizes and in many cases we have worked with the same LEAs for over 3 years. It is through our partnership with LEAs that we have been able to provide our high quality instruction to thousands of students nationwide.

SECTION IIIH: Qualifications of Instructional Staff (3 pages)

All Huntington teachers are trained to provide supplemental services in reading and math. We try to hire state certified teachers. Many of our teachers hold advanced degrees and credentials, usually in education. If we hire a non-certified teacher, then each non-certified Huntington teacher must hold a minimum of a bachelor's degree and earn a Huntington Certification before they may teach in a Huntington Center. Huntington created the Huntington Teachers College Program to train prospective teachers. Huntington requires all non-certified staff to complete initial and on-going training, which includes our Reading Training Program that involves forty-five (45) hours of training in-center and an additional twelve (12) hours of work at home. The Math Training Program requires forty-one (41) hours of in-center training and twelve (12) hours of work at home. Prospective teachers who hold state certification must complete approximately ten (10) hours of training to earn Huntington Certification. Huntington instructors are also trained on using each piece of curriculum properly, how to instruct properly, the skills covered using each piece of curriculum, and how it relates to school work. In addition, Huntington offers continuing education units to our tutors through a partnership with Old Dominion University.

In addition to the initial training as noted above, Huntington also requires all of its teachers to complete on-going training as part of Huntington's Professional Development Plan. Huntington develops and distributes Huntington Teacher Meeting Plans for use in all Centers nationwide at the monthly mandatory teacher meetings, where teachers receive ongoing training and information in order to ensure their continued professional development. Teacher Meeting Plans cover changes in curriculum, program overviews, and student management strategies. Specifically, Huntington trains all teachers to instruct students according to the Huntington curriculum, which is chosen by the Huntington Curriculum and Training Council. Professional Development Workshops are offered to teachers annually by Huntington Learning Centers nationwide.

In striving to recruit the most qualified teachers, Huntington places ads in local papers, uses Web based services like Monster.com, the placement offices of local Colleges and Universities, and networks within the educational community in the local area where we have tutoring centers. Potential candidates must complete an Application for Employment; this document requires detailed information about the candidate, including name, address, social security number, date of birth, education information, certifications, work experience, and references. All potential candidates must supply a minimum of 3 references that will be contacted by a Huntington staff member and asked a series of questions prior to them being hired by Huntington. Once the potential candidate is interviewed by a minimum of two Huntington staff members, they will be rated accordingly and a determination will be made once all Huntington staff members have met and discussed the candidate's qualifications and reference checks. Please see **Attachment IIIH1** for a copy of our Staff Credential Matrix which has details on our current instructional staff in Arkansas.

All employees at the Huntington Learning Centers are required to undergo a criminal background check. Huntington uses Sterling Testing Systems to conduct these checks. We would be willing to conduct background checks and fingerprinting through any agency recommended by the state of Arkansas or the Local Education Agency. All such backgrounds checks are completed before any of the above-mentioned individuals have initial contact with students and are completed no later than 365 days from the previous background check completed for the particular individual. All of the above-mentioned individuals are required to provide Huntington with their legal name, valid social security number and date of birth. Through this process Huntington is able to hire tutors with strong credentials, excellent qualifications and the proper and necessary background check and reference checks. Our tutors have the experience and knowledge to instruct our high quality program which improves student academic achievement. Their qualifications and experience will ensure that they are able to provide effective tutoring in a small group setting. In addition, all of our tutors are also

provided with the proper training necessary to ensure that instruction is always provided properly and effectively.

Huntington has been working with Title I students since the inception of the NCLB Act. Since then, Huntington has served thousands of Title I students and has achieved great success in working with low-income students and students from culturally diverse populations. Huntington utilizes positive reinforcement as an instructional strategy in teaching Title I students and special student populations, including ELL, students with disabilities, low income, and homeless students. As part of our training program and professional development plan, all teachers are instructed in techniques and procedures for working with diverse and special student populations and receive ongoing training to ensure that these valuable skills continue to be developed. This training, together with Huntington's approach using individualized instruction, ensures diverse and special student populations receive services tailored to their individualized academic needs. Specifically in working with ELL and students with mild learning disabilities, Huntington trains teachers to utilize the following procedures and strategies: one-on-one instruction; diagnostic evaluations that measure oral or silent reading, initially asking questions that have a yes or no answer (backed by visual aids) progressing slowly to questions requiring slightly longer answers, and requiring instructors to be clear and interesting, using exaggerated facial expressions, a slower speech rate, abundance of gestures, and clear enunciation. Teachers also incorporate a student's IEP or 504 Plan, if applicable.

Moreover, full-time Huntington Center staff members conduct on-going observations and evaluations of all teachers to ensure that quality instruction is being provided to all of our students. In addition to the supervisory role of the Center Director and the Assistant Director, the Huntington Center appoints an especially skilled veteran certified teacher as the Head Teacher to provide additional supervision to instructors. Huntington performs both performance and salary reviews first upon completion of 12 months of employment and after each subsequent 12 months of employment. An employee may receive a performance review at the discretion of their supervisor at any time.

SECTION III-I: Provider Goals and Objectives (2 pages)

One of Huntington's major indicators of measuring our program's success is by meeting the goals and objectives that we set forth each year for the students. An example of a long term goal is the increase of a student's grade equivalency (GE) average of 1.0 to 2.0 scores above the initial CAT/5™ to the final CAT/5™ in either reading or math. We strive to meet this goal by setting short goal objectives.

An example of a short-term objective for mathematics would be to teach and develop the student's mathematics skills and concepts specifically in the application of the mathematical symbols: +, -, =. Then, we would introduce the student to basic math concepts that are presented in a sequential order and reinforced throughout the program. Finally, we would reinforce basic math concepts and teach problem solving techniques. We would introduce the lesson by having the teacher review the math concepts and provide appropriate directions for each scheduled activity. We would accomplish this objective utilizing materials like the *Silver Burdett and Ginn Book K*, *Sullivan Programmed Math Book 1*, and *Modern Curriculum Press Mathematics Book*.

An example of a short-term objective for reading would be to teach students all of the reading rules with an emphasis on sight words. We would also develop the student's word attack skills through instruction in phonics, syllabication, recognition of prefixes, suffixes, and root words. To begin the lesson the teacher will review the basic concepts being introduced and provide appropriate directions for each scheduled activity. We would utilize materials including the *Sullivan Programmed Reading Book*, *Working Within Words*, and *1000 Instant Words*.

SECTION IIIJ: Cost of Services (1 page)

Huntington requires a minimum 30-hour program to be able to make a demonstrated improvement in the student's education in either reading or math. Teaching sessions are typically 1.5 to 2 hours in length and students must attend at least two sessions per week. Typically, Huntington's per hour rate is \$50.00. This rate would include the Diagnostic Test, because we do not charge a separate fee for the Diagnostic Test. This rate would also include all of the materials needed for our program. The cost of the program includes the following items: personnel, background checks, materials, facility fee, security fee, incentives, and overhead costs.

Huntington's incentive policy is outlined in the Huntington Learning Center SES Operating Manual (the Manual) and is in full compliance with the Arkansas Incentive Policy and the Education Industry Association Code of Ethics. Huntington does not provide any enrollment incentives, but does allow for nominal rewards for student performance, attendance, and completion. Huntington limits the reward amount to \$30 per student per school year (or per complete Huntington program). Examples of such rewards are: pizza parties, gift cards to approved bookstores and pencils/pens. In order to qualify for the performance, attendance, or completion incentive reward the student must show improvement after the CAT/5™ is administered at the end of a student's program. Huntington's incentive policy and the conditions necessary for the student to earn such reward(s) are clearly communicated to the student's parents/guardians at the Initial Conference and subsequent interim conferences.

