

Section IA: Program Description

Learning 4 Today's Academic Excellence Program

Learning 4 Today's Academic Excellence Program (L4T AEP) is a research-based technology and mastery learning model that combines the effective elements of computer-aided- instruction (CAI) and small group instruction to accelerate the acquisition of basic skills in reading, language arts and math. Students served by this program include grades Kindergarten through 12th grade. L4T's major program elements are mastery learning, small group instruction, and a computer-adaptive assessment test that allows us to tailor instruction to student needs. L4T's practices and curriculum are high quality, research-based and have been proven effective at increasing achievement in Title I students, a fact substantiated by extensive academic research. The literature indicates positive effects of mastery learning on students, especially in the areas of achievement, attitudes toward learning, and the retention of content. The core of L4T's program is our One2One Mastery small group tutoring component. Of the research in learning, no strategies have led to better outcomes than mastery learning and small group tutoring. L4T's Academic Excellence Program continues to demonstrate a record of effectiveness and a positive impact on student academic performance. Empirical evidence of our program's effectiveness can be shown in our 2007-2008 data, in which students in math and reading in all grade levels showed significant gains from pre- to post-assessment. This evidence includes a comparison of all students' pre- and post-assessment scores on the Scantron *Performance Series* (SPS) Computer Adaptive Test, a nationally recognized diagnostic assessment. The L4T AEP program starts with a diagnostic assessment utilizing the Scantron Performance Series computer adaptive test (CAT) which is aligned to Arkansas state standards, Curriculum Frameworks and, the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP). This is a scientifically based online diagnostic pre-assessment to determine where the gaps and deficiencies are in a student's reading, math or science skills. After the student completes the assessment, critical reports are immediately generated for teachers, parents and administrators that provide information about the skills the student has mastered and the skills needed to make academic progress beyond their current status in the form of suggested learning objectives. The suggested learning objectives are then used to create tests, quizzes and study guides in printable format from the Performance Series Skills Connection program to be used in the One2One Mastery small group tutoring sessions. The same objectives are then matched with the objectives in the McGraw-Hill Passkey web based computer tutorial program for grades 3-12, or Smart Tutor for grades K- 2, or MangoMon for students with special needs (IEP) or English as a second Language (ESL). Typically tutoring takes place at the school in which the student attends. Tutoring can also take place at a local community center or online at the student's home. Learning4Today is a private for-profit company whose headquarters is in Little Rock, AR and has provided SES services for four years. L4T only uses certified teachers that tutor in the L4T program are usually hired from the school in which the tutoring takes place. In cases where that is not possible, minimum requirements are a college degree. L4T has provided transportation in situations where no transportation is available and computers for in home online program as long as the student has a phone line or means for internet connectivity.

Section IB: Basic Program Information

Learning4Today Academic Excellence

<p><i>Applicant Name</i></p> <p>Learning4Today (L4T)</p>	<p><i>Program Name (if different from Applicant Name)</i></p> <p>Learning4Today Academic Excellence</p>
<p><i>Has this applicant ever been removed from any state's approved provider list?</i></p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	
<p><i>Type of organization (indicate with a check in the appropriate box)</i></p> <p><input checked="" type="checkbox"/> For-profit</p> <p><input type="checkbox"/> Not for Profit</p> <p><input type="checkbox"/> School Entity</p> <p><input type="checkbox"/> Higher Education Institution</p> <p><input type="checkbox"/> Other (describe)</p>	<p><i>First Year applicant approved to offer SES services in Arkansas</i></p> <p>2005-2006</p> <p><i>First year applicant approved to offer SES services anywhere</i></p> <p>2005-2006</p>
<p><i>Subject areas to be covered (09-10 indicate with a check in the box)</i></p> <p><input checked="" type="checkbox"/> Math</p> <p><input checked="" type="checkbox"/> English/Lang Arts</p> <p><input type="checkbox"/> Science</p>	<p><i>Grades to be served (09-10) in each subject area to be covered</i></p> <p>Math (K-12)</p> <p>English/Language Arts (K-12)</p> <p>Science</p>
<p><i>Staff availability and qualifications (do not exceed 100 word description)</i></p> <p>The majority of L4T's tutors are state-certified teachers, working in the schools that the students in our program attend. From the applicant pool we select teachers who come recommended by school or LEA personnel. If teachers from the individual schools in which we provide services are not available, then teachers from nearby schools are recruited. If no Arkansas certified teachers are available, we hire tutors with minimum Bachelor's degrees in related fields, and experience teaching in Title I schools, working with students with disabilities as well as low income, ethnic minority and ESL students.</p>	
<p><i>Service delivery setting (check all that apply)</i></p> <p><input checked="" type="checkbox"/> School</p> <p><input type="checkbox"/> Business location</p> <p><input type="checkbox"/> Place of religious worship</p> <p><input checked="" type="checkbox"/> Community Center</p> <p><input type="checkbox"/> Student's Home (parent or guardian must be present during tutoring)</p> <p><input checked="" type="checkbox"/> On-line</p> <p><input type="checkbox"/> Other (describe)</p>	<p><i>Specific student populations proposed to be served (check all that are proposed to be served)</i></p> <p><input checked="" type="checkbox"/> Low income</p> <p><input checked="" type="checkbox"/> Minority</p> <p><input checked="" type="checkbox"/> Migrant</p> <p><input checked="" type="checkbox"/> Limited English proficient (indicate languages) Spanish</p> <p><input checked="" type="checkbox"/> Special education</p> <p><input type="checkbox"/> Other (describe)</p>

<p><i>Time when services are proposed to be offered</i></p> <p><input checked="" type="checkbox"/> Before school</p>	<p><i>Student/instructor ratio</i></p> <p>List the ratio of instructors to children in the proposed program 6-1</p>
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Learning4Today Academic Excellence

<input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Weekends <input checked="" type="checkbox"/> Summer <input type="checkbox"/> Other (describe)	Maximum number of students for each instructor (not to exceed 10 students per instructor) 10
<i>Cost per hour (not to exceed current maximum allowable from RFA) \$40.00- \$50.00 per hour.</i>	<i>Approximate number of hours required for proposed tutoring 32 hours</i>
<i>Minimum number of students that will be served in a single district 25 students</i> <i>Minimum number of students that will be served in a single school or setting 6</i>	<i>Will students be transported by this provider?</i> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No In situations where no transportation is provided.
<i>Provider Contact Information:</i> Contact Person Name: Dr. Rutha Smith-Carr, National Dir./ Al Lockett, President Street Address: 7101 West 12 th St. Ste. 400 City, State, Zip: Little Rock, AR 72204 Contact telephone number: 501 661 9291 Contact fax number: 501 663 3707 Email: info@learning4today.com / ruthascarr@learning4today.com al.lockett@learning4today.com Website: www.learning4today.com Hours of operation: 8am to 5pm M-F	

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

- | | | |
|---|---|---|
| <input type="checkbox"/> Alma | <input type="checkbox"/> County Line | <input type="checkbox"/> Hamburg |
| <input type="checkbox"/> Alpena | <input type="checkbox"/> Cross County | <input type="checkbox"/> Hampton |
| <input type="checkbox"/> Arkadelphia | <input type="checkbox"/> Crossett | <input type="checkbox"/> Harmony Grove (Ouachita) |
| <input type="checkbox"/> Ark School for the Blind | <input type="checkbox"/> Cushman | <input type="checkbox"/> Harmony Grove (Saline) |
| <input type="checkbox"/> Ark School for the Deaf | <input type="checkbox"/> Cutter Morning Star | <input type="checkbox"/> Harrisburg |
| <input type="checkbox"/> Armorel | <input type="checkbox"/> Danville | <input type="checkbox"/> Harrison |
| <input type="checkbox"/> Ashdown | <input type="checkbox"/> Dardanelle | <input type="checkbox"/> Hartford |
| <input type="checkbox"/> Atkins | <input type="checkbox"/> Decatur | <input type="checkbox"/> Hazen |
| <input type="checkbox"/> Augusta | <input type="checkbox"/> Deer/Mount Judea | <input type="checkbox"/> Heber Springs |
| <input type="checkbox"/> Bald Knob | <input type="checkbox"/> <input checked="" type="checkbox"/> Delight | <input type="checkbox"/> Hector |
| <input type="checkbox"/> Barton Lexa | <input type="checkbox"/> DeQueen | <input type="checkbox"/> <input checked="" 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"/> <input checked="" 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"/> Izard County Consolidated |
| <input type="checkbox"/> Blevins | <input type="checkbox"/> East Poinsett County | <input type="checkbox"/> Jackson County |
| <input type="checkbox"/> Blytheville | <input type="checkbox"/> El Dorado | <input type="checkbox"/> Jasper |
| <input type="checkbox"/> Booneville | <input type="checkbox"/> Elkins | <input type="checkbox"/> Jessieville |
| <input type="checkbox"/> Booneville | <input type="checkbox"/> Emerson 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"/> <input checked="" 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"/> <input checked="" type="checkbox"/> Forrest City | <input type="checkbox"/> Lavaca |
| <input type="checkbox"/> Calico Rock | <input type="checkbox"/> Fort Smith | <input type="checkbox"/> Lawrence County |
| <input type="checkbox"/> Camden Fairview | <input type="checkbox"/> Fouke | <input type="checkbox"/> Lead Hill |
| <input type="checkbox"/> Carlisle | <input type="checkbox"/> Fountain Lake | <input type="checkbox"/> Lee County |
| <input type="checkbox"/> Cave City | <input type="checkbox"/> Genoa Central | <input type="checkbox"/> Lincoln |
| <input type="checkbox"/> Cedar Ridge | <input type="checkbox"/> Gentry | <input type="checkbox"/> <input checked="" type="checkbox"/> Little Rock |
| <input type="checkbox"/> Cedarville | <input type="checkbox"/> Glen Rose | <input type="checkbox"/> Lonoke |
| <input type="checkbox"/> Center Point | <input type="checkbox"/> Gosnell | <input type="checkbox"/> Magazine |
| <input type="checkbox"/> Charleston | <input type="checkbox"/> Gravette | <input type="checkbox"/> Magnet Cove |
| <input type="checkbox"/> Clarendon | <input type="checkbox"/> Green Forest | <input type="checkbox"/> Magnolia |
| <input type="checkbox"/> Clarksville | <input type="checkbox"/> Greenbrier | <input type="checkbox"/> Malvern |
| <input type="checkbox"/> Cleveland County | <input type="checkbox"/> Green County Tech | <input type="checkbox"/> Mammoth Spring |
| <input type="checkbox"/> Clinton | <input type="checkbox"/> Greenland | <input type="checkbox"/> Manila |
| <input type="checkbox"/> Concord | <input type="checkbox"/> Greenwood | <input type="checkbox"/> Mansfield |
| <input type="checkbox"/> Conway | <input type="checkbox"/> Gurdon | |
| <input type="checkbox"/> Corning | <input type="checkbox"/> Guy Perkins | |
| <input type="checkbox"/> Cotter | <input type="checkbox"/> Hackett | |

Learning4Today Academic Excellence

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

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

- | | | |
|----------------------------|------------------------|-----------------------------|
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| ✓ Benton | ✓ Dover | ✓ Hot Springs |
| ✓ Bentonville | ✓ Drew Central | ✓ Hoxie |
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- ✓ 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
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Section II: Narrative and Supporting Documentation

Section IIA. Program Overview

Narrative Description of Program

Learning 4Today's Academic Excellence Program (L4T AEP) is a research-based technology and mastery learning model that combines the effective elements of computer-aided-instruction (CAI) and small group instruction to accelerate the acquisition of basic skills in reading, math and science. The L4T AEP program starts with the Scantron Performance Series computer adaptive test (CAT) which is aligned to Arkansas state standards, Curriculum Frameworks and, the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP). This is a scientifically based online diagnostic pre-assessment to determine where the gaps and deficiencies are in a student's reading, math or science skills. This allows us to tailor an instructional path based on the results of the assessments and ensures that the student is receiving the instruction that matches those concepts and skills the district has identified as essential. A district, school, or teacher may select particular skills based on their use of the frameworks or student population they are serving (special needs or ESL) or use all of the suggested learning objectives based on a more comprehensive state model. After the student completes the assessment, critical reports are immediately generated for teachers, parents and administrators that provide information about the skills the student has mastered and the skills needed to make academic progress beyond their current status in the form of suggested learning objectives. An individual learning plan (ILP) is then designed, aligned to both state and district content expectations from those learning objectives. This is done in consultation with the classroom teacher and the student's parent/guardian. This insures that the tutoring will be aligned

with and supportive of the classroom work and that the parent is informed of the areas that tutoring will be directed and the expectations of the tutor. Once the ILP is approved, the suggested learning objectives are then used to create tests, quizzes and study guides in printable documents from the Performance Series Skills Connection program to be used in the small group tutoring sessions. The same objectives are then matched with the objectives in the McGraw-Hill Passkey web based computer tutorial program for grades 3-12, or Smart Tutor for grades K- 2, or MangoMon for students with special needs (IEP) or English as a second Language (ESL).

Student progress is monitored on a continuous basis with bi- weekly and monthly activity reports on time-on-task, lessons completed; lessons passed or failed and progress towards standards mastery. Students spend about one half hour to forty five minutes on the online tutorial program, then move to a small group where they are engaged in One2One Mastery tutoring to facilitate the transfer of knowledge and mastery of skills gained from the CAI program. One2One Mastery™ tutoring is a learning system that utilizes explicit instruction and motivational support, for the mastery of learning objectives. (All teachers in our program go through training and professional development in mastery learning, data focused instructional strategies, and student motivation). Instruction is organized on a mastery learning model with specific objectives and standards of mastery for each unit. Each individualized skill unit, whether on the online tutorial program or in the small group session with the tutor, starts with a pre-test to determine the starting level of competency (a student can test out of the lesson by achieving 80% mastery), then a tutorial to teach the skill, followed by guided practice and then a post test to determine the level of mastery achieved. The exact same skill that the student works on with the PassKey online tutorial program is presented to the student through the Skills Connection in a

paper and pencil model in the small group session so that mastery is completed in both domains.

One2One Mastery instruction provides:

- transfer from knowledge and skills gained from the computer generated individualized tutorial to pencil and paper
- Development of metacognitive skills and strategies
- remediation of skills that indicate additional needs
- motivation, active encouragement and high expectations for success
- positive discipline and character development
- support, practice, and preparation for high stakes tests

This powerful combination provides subject mastery, intrinsic motivation, increased confidence, and deep retention with the transfer of skills gained from the computer to paper and pencil. Administrators, teachers and parents are kept informed with timely progress reports. Ongoing formative assessments are performed and a post assessment is administered at the end of the instructional program to measure gains. Students complete the L4T AEP program with mastery of the skills in which they were instructed, improved self-esteem, and better prepared for statewide testing. Site Coordinators and tutors are monitored by L4T to insure that quality of the program remains high and that program expectations are met. Any disputes between parents and tutors are written up and submitted on a Parent Dispute Form and addressed by the L4T Regional Director to resolve the matter. A request can be entered to move the student to another program if the matter is not resolved to the parent's satisfaction. L4T guarantees that a student will master skills in the One2One Mastery Program.

Section III: Indicators of Quality

The Learning4Today Academic Excellence Program was developed after years of research into methods for the acceleration of learning and the acquisition of basic skills in students at-risk of failure. The major design components of the program support the five areas of reading instruction identified by the 2000 National Reading Panel Report and align with the five mathematical process standards. The research based components of the program include; Computer Adaptive Testing (CAT), Computer-Aided Instruction, and Small group tutoring and mastery learning. **High Quality:** Our program design elements include the following high quality practices: (1) Close coordination with the classroom teacher: When tutoring is coordinated with good classroom reading practices, students perform better than when tutoring is unrelated to classroom instruction [Venezky, R. L., & Jain, R. (1996).] (2) Ongoing Professional Development: Tutees whose tutors participated in ongoing, intensive training throughout their participation in a tutoring program outperformed tutees whose tutors did not complete ongoing training sessions [Wasik, B.A., & Slavin, R. E. (1993).]. (3) Well-structured tutoring sessions in which the content and delivery of instruction is carefully scripted: In their meta-analysis, Wasik and Slavin (1993) Cohen, Kulik, and Kulik (1982) found that structured tutorial programs demonstrated higher achievement gains than unstructured programs. **Based on Research:** LAT's use of Computer adaptive testing represents a more efficient and precise method for assessing student ability than conventional standardized or paper-and-pencil assessments (Lockett, 2006). Moseley & Higgins (1999) found that the use of technology can be especially advantageous to at-risk students and can enhance the sense of achievement for many students who have previously been low performing. The literature indicates positive effects of mastery learning on students, especially in the areas of achievement, attitudes toward learning, and the retention of content. School systems that have implemented mastery learning have found it to be a very

effective teaching and learning method (Davis & Sorrell, 1995). Guskey and Gates (1986) conducted a meta-analysis that contained 27 studies addressing five areas: student achievement, student retention, time variables, student effect, and teacher variables. They found that achievement results were overwhelmingly positive. Students in mastery learning programs at all levels showed increased gains in achievement over those in traditional instruction programs; Bloom (1968) suggested that mastery learning would enhance learning in all subject areas with larger effects in mathematics and science also more positive effects in language arts. Mastery learning's effect on achievement and motivation was examined by Clark, Guskey, and Benningan (1983). The study examined a mastery learning group and a traditional group that used the lecture format. The main variable for this study was motivation and its effect on student achievement. These authors found that the mastery learning group demonstrated higher levels of achievement, fewer absences, and more motivation toward learning course material. Ritchie and Thorkildsen (1994) examined achievement and accountability. This study compared two mastery learning groups. The treatment variable was that one group was aware they were in a mastery learning program while the other group was unaware. These authors found a statistically significant difference between the two groups with the informed group showing higher levels of achievement. Kulik, Kulik and Bangert-Downs (1990) conducted a meta-analysis involving 108 evaluations of mastery learning programs. Performance on examinations at the end of instruction showed positive effects on student achievement, although these effects were higher on locally prepared criterion examinations than on nationally standardized tests. **Designed to Increase Student Achievement:** The core of L4T's program is our One2One Mastery small group tutoring component. Of the research in learning, no strategies have led to better outcomes than mastery learning and small group tutoring (Guskey & Gates 1986; Clark, Guskey, and Benningan, 1983).

B. Links Between Program Design and NRP, NCTM, NSTA standards	
Evidence of Links Between Research and Program Design Reading	
<p>Potential SES providers that plan to offer reading instruction to grades K-8 must complete the chart below as a portion of their response to II. B. Evidence of Links Between Research and Program Design. Indicate how the instructional program to be offered aligns with the five areas of reading instruction identified by the National Reading Panel.</p>	
Dimensions of Reading	Components of the Supplemental Educational Services Provider's Instructional Program
Phonemic Awareness Instruction	Our early phonics materials include instruction in sound isolation, blending, segmentation, addition, deletion, substitution, categorizing, identifying, and rhyming activities. All these activities help students learn how sounds work in words and in speech—a critical step in metalinguistic understanding.
Phonics Instruction	Our research-based systematic teaching sequence begins with consonant and short vowel sounds, followed by initial consonant blends, the silent E rule, consonant digraphs, vowel digraphs, R-controlled vowels and diphthongs. In L4T's phonics instruction, students learn how to identify and manipulate these various phonetic principles in the beginning, middle and ending parts of words. We strategically use various phonics skills in the context of sentences, stories, letters, and expository paragraphs. Since too much emphasis on phonics encourages students to rely on the "sound-it-out" strategy as their first and possibly <i>only</i> independent strategy for dealing with problem words, it is crucial that any balanced literacy program include an emphasis on using different strategies to identify unknown words. Subsets of lessons within the L4T phonics strand include reading strategy lessons. Beginning with first grade, students are taught how to use 1) graph phonic (letter and sound) cues and 2) semantic and syntactic cues (meaning and language-based cues) in two separate lessons

	<p>to figure out unknown words. Then students are taught the “Tricky Word Strategy” to figure out tricky words by re-reading sentences and using what they know about letters and sounds and context of the sentence. In the last two strategy lessons, students are taught how to check their reading by using various cues and self-monitoring their reading on a more metacognitive level. The goal of these reading strategy lessons is to help students find strategies that are useful <i>to them</i> with the goal of making them independent readers.</p>
Fluency	<p>Many words must be learned as sight words. Additionally, numerous words appear so frequently in English speech and writing that it would be wasteful to sound out those words each time they are met. Whole word learning allows children to quickly gain a sense of “real reading”. The recognition of common sight words serves to increase reading fluency. The activities in the L4T SES program incorporate sight words from both the Dolch and Fry word lists.</p>
Vocabulary	<p>L4T’s vocabulary instruction makes students think about the meaning of a word and demands that they meaningfully process the word. For that reason, the L4T program provides instruction that helps the learner use target words in meaningful contexts, such as guided reading practice using texts with key vocabulary terms. During these exercises students have easy access to dictionaries.</p>
Text Comprehension	<p>The major focus of our comprehension strand is on developing various comprehension skills such as comparing and contrasting, distinguishing fact from opinion, and prediction. Tutors use graphic organizers, concept maps, and flow charts to aid in the explicit instruction of main ideas and details, story elements, sequencing, and determining cause and effect. Comprehension activities emphasize the ability of the reader to actively construct meaning when reading both narrative and expository text.</p>
Other	

Evidence of Links Between Research and Program Design

Mathematics

Mathematical Process Standards	Components of the Supplemental Educational Services Provider’s Instructional Program
Problem Solving	<p>L4T lessons are arranged in a meaningful manner so students are able to construct new meaning based on previous lessons and background knowledge. References to prior knowledge in everyday settings are used to stimulate learning and build understanding. For example, students at Level 1 learn the meaning of subtraction by helping members of the Riminy Rabbit family jump off a diving board at a swimming pool. Students at Level 3 exercise their problem solving skills through estimating total costs while shopping at a grocery store with Michiko and Hiromi.</p>
Reasoning and Proof	<p>L4T lessons have an integrative approach to teaching and learning mathematics. Students build meaningful connections between math and personal experiences, both inside and outside the classroom environment. Mathematical concepts are achieved through reasoning and proof, interactive activities, engaging animations of diverse characters, and virtual manipulatives and models.</p>
Communication	<p>Students are constantly given immediate audio and visual feedback to their answer choices. Correct responses are rewarded with explicit audio such as “That’s right! Two plus five equals seven!” and a visual animation of a reward such as a piece of a puzzle coming together or a frog catching a fly as he jumps on the next lily pad. Students are given two tries, depending on the number of answer choices, and encouraged with hints and feedback such as “That’s too many - try again!” if they have selected an incorrect response. After the final incorrect answer, the program provides both an audio and visual explanation for the correct answer.</p>
Connections	<p>L4T lessons have an integrative approach to teaching and learning mathematics. Students build meaningful connections between math and personal experiences, both inside and outside the classroom environment. Mathematical concepts are achieved through interactive activities, engaging animations of diverse characters, and virtual manipulatives and models.</p>

	Examples of rich themes and concepts within math lessons include deciding how much to spend on a gift card in a store.
Representation	L4T lessons uses multiple representation formats for learning the use of sound; graphic and movement further enhance the learning experience of young students. Not only are they able to hear instructions and see how to operate a balance scale, but they are able to “play” with it by clicking and dragging virtual weights to measure a variety of grocery items and can watch pieces of a pizza and chocolate bars morph into fractions

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

Learning4Today ensures our SES instruction is consistent with the instructional program our students receive during the regular school day. We do this by first hiring Arkansas state certified teachers currently employed by the schools our students attend. Second, we develop comprehensive ILPs for each student, aligned to students’ school day programs as verified by consultation with teachers and final approval by district representatives. Third, our assessment and classroom materials—the Scantron Performance Series, Skills Connections and the McGraw Hill Passkey online content—are fully aligned to Arkansas Academic Standards . Since most of our instructors work in the school districts we serve, they are fully aware of Arkansas Academic Standards and the frameworks, so they help ensure our SES instruction aligns with students’ classroom instruction. Additionally, they help develop ILPs matching school standards, combining their own knowledge and consultation with students’ daytime teachers. This ensures all ILPs—and therefore all students’ SES instruction is aligned with students’ school day programming. Once ILPs are developed, each one must be approved by a district representative before instruction can begin. This ensures full standard alignment because district representatives only approve ILPs that align with state standards.

After students take the diagnostic test, the Scantron’s online program provides targeted lesson plans, aligned to specific goals in the ILP. These lesson plans are based on the Arkansas Academic Standards and Curriculum Frameworks that guide the instructional programs in Arkansas classrooms. The McGraw Hill Passkey system contains a database of the Arkansas Academic Standards. Each individual standard includes five different tutorials, guided practice sessions and skill tests. With a highly qualified staff of state certified teachers, district approval on all ILPs, and assessment testing

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informing our research-based curriculum, our program fully aligns to each student's daily school academic programming. To further insure that we are meeting the needs of the academic program, we ask the classroom teacher what they are working on to provide a starting point in our instruction to supports that students' participation in the classroom instruction.

Our assessment testing and curriculum is an important key to aligning SES instruction with school programming. Tutors use students' diagnostic assessment scores to identify the skills students need to work on. These skills become a starting point for instruction. Furthermore, the Performance Series Reading assessment is based on the Arkansas Reading Performance Descriptors (2002). The Performance Series Math assessment is based on the Arkansas Mathematics Performance Descriptors (2002). When a student is assessed in Math, for example, using the Scantron Performance Series CAT, a scaled score value is produced reflective of the grade level of a particular math skill at which a student is performing. When creating a learning plan for the student from the assessment results math skills aligned to Arkansas standards are presented as a Learning Objectives. Learning objectives in reading, language arts or math are clearly listed and identified based on Arkansas Content Standards. The Arkansas Mathematics Curriculum Framework (2004) was used to develop the curriculum alignment guide for math. All grade level standards as well as standards from the following courses: Algebra I, II, and III, Geometry, Algebraic Connections, Statistics, and Transition to College Mathematics were used to develop the curriculum alignment guide for Arkansas math. The referencing of the Performance Series learning objectives match standards in the Arkansas curriculum alignment guide and follows closely with the numbering of the document. (eg. In a reference of standard G.10.3.1, the G indicates the strand (in this case geometry), 10 indicates the standard, 3 indicates the grade level or course abbreviation, and 1 indicates the skill number. Therefore when the assessment indicates a suggested learning objective(SLO), it is a skill that the student needs to master to make academic progress beyond their current skill level. For example, sixth grade Student A has SLO of *NO.3.4.1: The learner will solve story problems involving adding up to three whole numbers.* This

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means that Student A's assessment indicated a need to master a fourth grade numbers & operations skill (#1) to effectively solve story problems involving adding up to three whole numbers. We have been advised by the classroom teacher that Student A has struggled with computational fluency in class. The Performance Series Skills Connection is then used to produce a Study Guide and tests for the skills associated with *NO.3.4.1*. (See attached SLOs, Study Guide and Tests). The tutor will use the materials produced to work with Student A in a small group session to teach the skill. Since the Learning4Today program includes the use of CAI (computer aided instruction), when the Student A is not in the small group, they are working on the computer. We use web based PassKey by McGraw Hill as our software component. Passkey is also closely aligned to the Arkansas Frameworks and ACTAAP and makes use of the same referencing documents like The Performance Series. So we truly match One2One the online presentation of the skill to the paper and pencil version developed using Skills Connection. Students learn to master a skill in both domains for complete master. (See Passkey standards and)

A district, school, or teacher may select particular skills based on their particular student population or use all of the suggested learning objectives based on a more comprehensive state criterion or national norm model. From that selection tests, quizzes and study guides are created by the Skills Connection program. An instructional program is then designed aligned with both state and LEA content expectations. Mastery of the content can be focused on skills deemed most critical. L4T's use of Passkey computer-based instruction provides the ability to easily address each student's individual curriculum needs in an environment that is non-threatening and non-judgemental and one that the student can move at their own pace.

D. Monitoring Student Progress

The L4T Academic Excellence program starts every student with the Scantron Performance Series diagnostic assessment to determine academic needs, identify skill or knowledge gaps, and assist in prescribing an individual instructional program based on assessment results. Each assessment is adapted for each student, aligned to Arkansas state standards, and links to instructional applications that assists in the design of individualized instruction. Scores are reported as Scaled Scores, on a scale from 1300 to 3700, so that student performance and progress can be measured and compared, across grade levels. The scaled score is a reliable (90%) estimate of the student's ability using a statistical Rasch model. This score is used to track progress over time, from fall to spring or year to year as sort of an educational yardstick. Student gain score is the difference between fall testing and spring testing. Ability estimates for each student are also reported as SIP (Standards Item Pool) Scores. The item pool score represents the expected score or expected proportion of items correct if the student was to see every item available for his/her grade level. Used in conjunction with the Scaled Score, a student's progress can be determined from the beginning of tutoring to the end. A lower SIP score is expected at the beginning and a higher SIP score at the conclusion is an indicator of growth. SIPs are not comparable over time since they relate only to skill items in one specific grade level. Individual study guides, tests for content mastery are produced by the Performance Series Online Skills Connections program based on the scores received in the assessment. The Online Skills Connection is aligned to Arkansas state content standards and grade level expectations (GLE).

After the initial diagnostic assessment and instruction is started, student progress is monitored through skill based quizzes and unit tests in the computer based program as well as from the Online Skills Connection paper and pencil format in the small group sessions. These consist of selected response items as well as constructed response items. Students must score a minimum of 80% before moving on to a new standards based learning objective. This takes place both on the McGraw Hill

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Passkey instructional computer program as well as in the One2One Mastery small group tutoring sessions. Success or failure is examined in both mediums to insure that proper transfer has occurred for mastery. An individual learning plan (ILP) is designed, aligned to both state and district content expectations from those learning objectives. This is done in consultation with the classroom teacher and the student's parent/guardian. This insures that the tutoring will be aligned with and supportive of the classroom work and that the parent is informed of the areas that tutoring will be directed and the expectations of the tutor. Once the ILP is approved, the suggested learning objectives are then used to create tests, quizzes and study guides in printable documents from the Performance Series Skills Connection program to be used in the small group tutoring sessions. The same objectives are then matched with the objectives in the McGraw-Hill Passkey web based computer tutorial program for grades 3-12, or Smart Tutor for grades K- 2, or MangoMon for students with special needs (IEP) or English as a second Language (ESL).

Student progress is monitored on a continuous basis with reports generated by the Passkey program that include Status Reports, Proficiency Reports, Standards Proficiency Reports, lessons completed; lessons passed or failed and progress towards standards mastery. (See attached examples.)

E. Evidence of Effectiveness

Below are several examples of the effectiveness of the L4T program in Title I schools in Arkansas, where Learning4Today (L4T) was a provider of SES. Improvements are measured by performance on state assessments and other indicators.

Example 1: A Special Needs Community

Overview: This study took place in a small, public elementary school. The student population—60 students in grades 1-4—was classified as special needs with various social and learning disabilities. The students were considered at-risk of failure; 85% were in counseling. In assessments, some students scored as much as three grade levels lower than their true grade.

Results: We examined grade level gains (GLGs) in relationship to time on task. We compared scores from Group A (students who had reading support only) and Group B (students who had math support only), as well as comparing those who received more than 5 hours of L4T instruction vs. those with fewer than 5 hours of instruction. Students in both subjects with over 5 hours of instruction showed significantly greater GLGs than those with less than 5 hours of instruction. The students with over 5 hours of instruction showed GLGs of as much as 2.0 in reading and math.

Example 2: Ten-Week SES Program in an Arkansas Rural School District

Overview: L4T was selected by the parents/guardians, district superintendent and school board to provide SES to 93 elementary students for the 10 weeks leading up to the state benchmark exams. All students completed an online diagnostic assessment to determine the gaps in their reading and math sub-skills. Based on the assessments, we developed individualized learning programs. Students alternated between computer-based work with their own individualized programs and work in small groups. Teachers provided the lesson content that corresponded to the assessed sub-skills of each student and worked toward mastery (minimum 80%) of learning objectives based on content areas,

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state standards and curriculum benchmarks. We also coordinated our efforts with each student's classroom teacher.

Results: 85% of the students in our program achieved at least one GLG across the reading sub-skill domains (phonics/phonemic awareness, vocabulary, reading comprehension) with the average GLG being 1.45. Over 90% of the 2nd and 3rd grade students scored proficient on the State Benchmark exams.

Example 3: Ten-Week SES Program in School in Year 2 Improvement

Overview: With only 10 weeks left before the state-administered ACTAAP criterion exam, this school contracted L4T to implement our tutoring program for reading and language arts. Following a computer adaptive diagnostic pre-assessment, 36 students in grades 3-8 were targeted to receive tutoring because they were considered at risk of failure on the upcoming exam.

Results: Following the implementation of L4T's Academic Excellence Program, 94% of students in the program achieved proficiency on the ACTAAP in reading and language arts for the 2006-07 school year. The school met their AYP, and the students in our program achieved a 98% retention rate with the highest number of students achieving perfect attendance in program history.

Example 4: Cloverdale Middle School ESL Program

For the 2007-2008 academic year, Learning4Today implemented an all Spanish ESL supplemental educational program at Cloverdale Middle School in Little Rock, AR with 19 Mexican students, grades 6 thru 8. The results of the L4T Academic Excellence program which lasted 10 weeks ended successfully with a cumulative performance of 235 completed lessons in Reading and Language Arts (Phonemic Awareness, Phonics, Sight Words, Comprehension and Vocabulary) with 210 lessons mastered for an average of 89% mastery with a total time on task of 56 hrs and 12 minutes. The students also completed 241 lessons in math (Numbers & Operations, Measurement and Others) with 206 lessons mastered for an average of 85% mastery and a total time on task of 41 hrs and 42 minutes.

Example 4: 2007-2008 Data

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L4T's Academic Excellence Program continues to demonstrate a record of effectiveness and a positive impact on student academic performance. Empirical evidence of our program's effectiveness can be shown in our 2007-2008 data, in which students in math and reading in all grade levels showed significant gains from pre- to post-assessment. In 2007-2008, L4T tutored 1,026 students in math and reading. In that time, our instructional practices and curriculum improved the achievement of our students from pre- to post-assessment in reading and math, across all grade levels.

Example 5: Student Example

Pre-Assessment to Post-Assessment Gains: In SPS, Computer Adaptive Test scores are reported as Scaled Scores, on a scale from 1300 to 3700, so that student performance and progress can be measured and compared across grade levels. Scaled Scores can be translated into Grade Level Gains (GLGs). For example, one eighth grade student scored **2304** on her pre-assessment test, showing she was at a **3.8** grade level. On the post assessment 4 months later, she scored **2665**, reaching a grade level of **7.1**. She had improved her Scaled Score by **361**, and her GLG from pre- to post-assessment increased by **3.3**. Our mean increase across all grades for reading in 2007-2008 was + 98 scaled score. Our Mean Increase across all g for Mathematics in 2007-2008 was + 81 scaled score. (See attached pre- and post-test gains charts for more detailed figures.)

F. Communication with parents and families

There is a special emphasis of getting parents involved at some level in the student's learning. The Site Coordinator is responsible for maximizing the level of parental involvement in the program. The first communication takes place at the start of the program. Information is provided to follow up the selection of our company and to ensure that the parents or guardians of students involved in our program understands their child's involvement in the Learning4Today Academic Excellence program, including policies, requirements, goals and expectations and the kinds of support they can provide at

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home to assist in the learning process. Parents are also told what types of reports they will receive on their child's progress and the frequency in addition to the necessity for their child to attend every session. Arrangements are made for a meeting after the diagnostic assessment to discuss the Individual Learning Plan (ILP) for their child. They will be informed that they will be expected to sign the plan indicating that they approve of the plan. The next communication takes place after the diagnostic pre-assessment, at the start of the tutoring program. The parents receive a report of the assessment results and the skill areas we will be working on with their child, and the types of activities they can do at home. Parents are expected to assist the school and L4T in developing and identifying specific achievement goals for the student, measures of student progress, and a timetable for improving achievement by approving the ILP proposed and to document this approval by signing the document. There are bi-weekly progress reports sent to parents either by mail or by their child that includes suggestions to help support their child's effort and motivation. The report is followed up by a phone call to insure that the parent has received the report or may have questions. (Translation of the report into Spanish is available in the case of parents that don't speak English at home.) Once a week an assignment based on learning objectives worked on that week, will be sent home to the parent to administer, with a study guide, a quiz and answer sheet. The parent will be asked to return the results signed. This has worked very well in getting parents involved in the instructional process.

The parents receive a final report at the conclusion of the program that discusses the success that their child had and the areas of mastery. There is also formative information to suggest areas where continued growth is needed. Attendance is critical to the success of the L4T program so parents will be contacted when their child fails to show up at tutoring. This is covered in the initial parent meeting. The Site Coordinator will seek to maintain full involvement of the student and parent in the tutoring process and strive to keep the parent/guardian involved should the situation require it.

G. Communication with Districts/Schools

Learning4Today (L4T) uses the Scantron Performance Series computer adaptive test (CAT) and Online Skills Connection which are aligned to Arkansas State Standards and Curriculum Frameworks. This allows us to tailor an instructional path based on the results of the assessments that ensures that the student is receiving the instruction that matches those concepts and skills the district/school has identified as essential. From this point the L4T differs slightly from the instructional approach utilized at the school with regards to what is an acceptable level of passing or mastery of content. Our level of mastery is 80% and a student does not move beyond the skill taught until that level of mastery is attained while the district/school is compelled to move the class on to the next skill and a level of satisfactory attainment is less than 80%. Also, a fifth- grade teacher's curricular approach, for example, is to provide fifth grade content to effectively prepare the student for the sixth grade, even though the student may not be functioning cognitively at the fifth-grade level and have gaps that may indicate only a second or third grade level of proficiency in a particular skill. Our approach is to build the skill levels from where the child is functioning at, up to the current grade level. This approach will allow the child to begin to gain a better understanding of what is going on in that classroom and minimize the frustration that comes from being unprepared or not understanding the class work. At the start of the program a meeting is initiated with the administrators and teachers at the school to explain the L4T Academic Excellence program, the objectives and goals and strategies set for the intervention. Teachers of the students being serviced by the Learning 4Today Program are identified and told to expect the results of the diagnostic assessment and the plan for progress reporting and working together through the sharing data.

A meeting takes place at the conclusion of the diagnostic assessment between the tutor and the classroom teacher. An ILP is established for every student in consultation with the classroom teacher

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and they are required to sign off on the ILP after providing input and feedback on the assessment results. On a bi-weekly basis, teachers are also provided with progress reports that include skills that have been mastered (80%) in addition to exception reporting which indicates which lessons or skills the student has failed to meet proficiency on and signals the need for additional support. Reports are also available to the teacher for parent-teacher conferences. School level and classroom level reports are also available for administrators who may wish to track the progress of the SES tutoring and student achievement towards school AYP.

A final summary report is provided to teachers and administrators at the conclusion of the supplemental tutoring program. This report is formative and will provide valuable information for data informed decisions related to curriculum choices and allows teachers to continue to evaluate and monitor student learning.

H. Qualifications of Instructional Staff

Learning4Today recruits tutors by advertising job openings in a variety of media, including newspapers, school bulletin boards and internet forums, however, we prefer to hire tutors who have teaching experience in the same schools and communities from which our students are drawn. Therefore recommendations from school administrators and advertizing in community spaces such as churches and community centers are our most important recruitment forums. All of our tutors must file an application, which details their relevant experiences in teaching (number of years and subject areas) and any current or past teaching certifications. Also included in the initial application are the contact information for two professional references and consent for a background check. Interviews for tutoring staff are conducted by either our regional director for Arkansas and either Dr.

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Rutha Carr (our National SES director and COO) or Al Lockett (our president and CEO). During our selection process, we give the strongest weight to teachers who are recommended by district administrators or school principals and who are familiar and willing to work with educational technology. Knowledge of and comfort with educational technology is the main focus of the face-to-face interview. Because we make such extensive use of educational technologies in our assessment and instructional strategies, a willingness and aptitude for working with technology is essential for our instructional staff. All teacher/tutors are informed of our policies related to civil rights, diversity, and working with disadvantaged students in addition to procedures related to health and safety issues. Included in the training are the use of forms and reports, the assessment process, reporting to parents and school, time sheets and other operational components. Teachers also receive training in the data-informed instructional planning, student motivation, instructional strategies, as well as ongoing professional development in the instructional principles of mastery learning.

The majority of L4T's tutors are state-certified teachers, working in the schools that the students in our program attend. From the applicant pool we select teachers who come recommended by school or LEA personnel. If teachers from the individual schools in which we provide services are not available, then teachers from nearby schools are recruited. This has been our policy in Alabama, Tennessee, Arkansas, Louisiana and Mississippi. However, if no Arkansas state-certified teachers are available, we prefer to hire tutors with Bachelor's degrees in related fields, such as developmental psychology or education, and experience working with Title I students. We seek to hire tutors with experience teaching in Title I schools and working with students with disabilities as well as low income, ethnic minority and ESL students. Hiring Arkansas certified teachers from the schools our students attend is important to the success of our program for a number of reasons. First, these teachers are intimately familiar with Arkansas content standards and district specific educational programs. They can provide a constant connection both to state standards and school and LEA specific programs. Secondly, these teachers have already created relationships with parents/guardians and other teachers, which enable a

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freer flow of information about individual student needs and enable us to create an even more individualized instructional plan for each student.

L4T SES tutors receive over six hours of professional development and training and are supervised during the course of the tutoring by the L4T Regional Director to insure that company instructional standards are being adhered to and the instructional philosophy being followed. (See Attached application and monitoring forms)

I. Provider Goals and Objectives

All students enrolled in the L4T Academic Excellence program who are performing at basic or below basic on the benchmark exam scores or other indicators of poor academic performance, who are not meeting age appropriate literacy and/or math will achieve marked improvement in academic performance, intrinsic motivation, and overall attitude towards learning and will demonstrate significantly higher levels of proficiency in skill attainment for the successful transitions to the next grade. Through the use of the Scantron Performance assessment and McGraw Hill PassKey in Reading and Math assessment, as measured by post assessment results on those instruments, successful completion of quizzes and tests for mastery on the PassKey computer based tutoring program and paper and pencil unit tests utilizing the Online Skills Connection program Further indicators will include attendance, teacher feedback on classroom participation, homework completion and overall attitude towards learning. The L4T One2One Mastery program will provide for success on identified learning objectives in a computer-aided learning environment as well as crucial transfer of skills obtained to paper and pencil in small group tutoring session. Each student will have ILPs which indicate the gaps in their cognitive development and basic skills which have hampered their ability to perform at grade level. The tutors will endeavor to guides each student through assignments consisting of a single learning objective until a mastery level of 80% has been obtained while reviewing and reinforcing previously attained skills. By the conclusion of the Learning4Today Academic Excellence program for the 2009-2010 school year, 90% of the enrolled students will successfully achieve skill mastery at a level of 80% or better in English Language Arts and/or Math after completing a minimum of 32 hours of tutoring. Through the use of motivational techniques, high expectations, positive feedback, and the building of metacognitive scaffolding, objectives of content mastery, intrinsic

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motivation, and behavioral changes in attitudes, students that maintain a minimum of 90% attendance will be expected to move from below basic status to basic, and from basic to proficiency on the state benchmark exam.

of Service

Per pupil hourly cost: **\$40.00 to \$50.00 per instructional hour**

Per pupil daily cost: **Up to \$100.00 per day**

Number of sessions per week: **2**

Number of hours per session: **1 ½ to 2**

Average per pupil cost: **\$1470.00**

Saturday Programs: **\$120.00 per day**

Summer Programs: **\$400.00 per week for 4 to 5 week program**

