Section IA: Program Description

Project Parity Plus

"Project Parity Plus" (PPP) utilizes CompassLearning, Inc., a research-based, Web-based assessment, curriculum and management system in the subject areas of reading/language arts and mathematics to take students, grades K - 8 to a new level of academic achievement. Students from the Bauxite, Benton, Bryant and Harmony Grove School Districts are provided learning solutions that are built on sound instructional pedagogy and use engaging, web-based, self-paced, project-based activities. State-specific assessments pinpoint student strengths and weaknesses on learning standards and identify prerequisites needed before a student can meet state objectives. The program delivers a self-paced individualized learning path focused on each student's needs:

Reading & Language Arts focuses strategic instruction on Phonetic Awareness, Phonics, Fluency, Vocabulary, Text Comprehension, and Motivation, the six scientific research based building blocks identified in *Put Reading First: The Research Building Block for Teaching Children to Read;* determined by the National Reading Panel Report (2000) as how to successfully teach children to read. The program is designed to extend and reinforce the interconnected skills of listening, speaking, reading and writing. The engaging activities support reading reform, meet the standards for Reading First, IRA, NCTE, NAEP, and the National Reading Panel.

Mathematics provides solid skills that are essential for every child. Consistent with the National Council of Teachers of Mathematics' *Six Principles for School Mathematics*, Odyssey Mathematics focuses on foundational skills to support learners at all levels, emphasizing repetition and practice of key skills, reinforcing study habits to sharpen students' comprehension, and featuring fun and fascinating activities that use animation and sound to capture and hold students' attention. Technology solutions support each student's learning style and level of achievement.

PPP provides all the necessary technology, connectivity, materials, equipment and other resources for this program.

Innovative aspects of PPP include the use of technology to motivate and encourage academic achievement along with a location that offers a safe and youth friendly environment. Students will be granted full Club membership and be allowed to participate in any/all of the enrichment activities offered by the Club.

The Boys & Girls Club of Saline County is a not-for-profit, community based organization located at 105 Cox Street in Benton, AR. Students participating in PPP will be provided supplemental educational services at this location.

Parents will be responsible for making the necessary arrangements for transportation of their children to and from the Club for participation in PPP.

Core Tutors are Highly Qualified Teacher certified with experience in the remediation of students who struggle. Our Tutor Assistants work under the direct supervision of Tutors and have at least two years of study at an institution of higher learning. All instructors are thoroughly screened and are trained in the methods and curriculum used in our program. PPP employs individuals who are enthusiastic about helping students achieve and demands professionalism at all times.

Section IB: Basic Program Information

Applicant Name Boys & Girls Club of Saline County	*Program Name (if different from Applicant Name)* Project Parity Plus
Has this applicant ever been removed from any state's approved provider list? ❑ Yes ☑ No *If the response is "Yes", applicant must provide a description of the circumstances under which the removal occurred, and the state(s) from whose approved provider list the applicant was removed.*	
Type of organization (indicate with a check in the appropriate box) ❑ For-profit ☑ Not for Profit ❑ School Entity ❑ Higher Education Institution ❑ Other (describe)	*First Year applicant approved to offer SES services in Arkansas* *First year applicant approved to offer SES services anywhere*
Subject areas to be covered (09-10 indicate with a check in the box) ☑ Math ☑ English/Lang Arts ❑ Science	*Grades to be served (09-10) in each subject area to be covered* Math K-8 English/Language Arts K-8 Science NA
Staff availability and qualifications (do not exceed 100 word description) Program Director - Arkansas Licensed Teacher (50 hrs/month) Tutor - Arkansas Licensed Teacher (15 hrs/week) Tutor Aid - 2nd or 3rd year education major (as needed)	
Service delivery setting (check all that apply) ❑ School ❑ Business location ❑ Place of religious worship ❑ Community Center ❑ Student's Home (parent or guardian must be present during tutoring) ❑ On-line ☑ Other (describe) Boys & Girls Club	*Specific student populations proposed to be served (check all that are proposed to be served)* ☑ Low income ☑ Minority ❑ Migrant ❑ Limited English proficient (indicate languages) ❑ Special education ❑ Other (describe)

Time when services are proposed to	*Student/instructor ratio*

<table>
<tr><td>be offered

❑ Before school Mon - Thu 5:30 - 7:30 p.m.
☑ After school Fri. 3:00 - 6:00 p.m.
☑ Weekends Sat: 9:00 a.m. - 2:00 p.m.
☑ Summer M-F 7:30 a.m. - 5:30 p.m.
❑ Other (describe)</td><td>List the ratio of instructors to children in the proposed program 1 - 5

Maximum number of students for each instructor (not to exceed 10 students per instructor) 1 - 10</td></tr>
<tr><td>Cost per hour (not to exceed current maximum allowable from RFA)
$50.00</td><td>Approximate number of hours required for proposed tutoring
30</td></tr>
<tr><td>Minimum number of students that will be served in a single district 5

Minimum number of students that will be served in a single school or setting
1</td><td>Will students be transported by this provider?

❑ Yes ☑ No</td></tr>
<tr><td colspan="2">Provider Contact Information:
Contact Person Name: Jasen Kelly
Street Address: 105 Cox Street
City, State, Zip: Benton, AR 72015
Contact telephone number: 501-315-8100
Contact fax number: 501-315-8181
Email: jasen@scbgclub.com
Website: www.scbgclub.com
Hours of operation: School Year (M-F 3:00 - 7:30 p.m. Saturday 9:00 a.m. - 2:00 p.m.)
Summer (M-F 7:30 a.m - 5:30 p.m.)</td></tr>
</table>

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

☑ **None**
(New Applicant)

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

- ❑ Alma
- ❑ Alpena
- ❑ Arkadelphia
- ❑ Ark School for the Blind
- ❑ Ark School for the Deaf
- ❑ Armorel
- ❑ Ashdown
- ❑ Atkins
- ❑ Augusta
- ❑ Bald Knob
- ❑ Barton Lexa
- ❑ Batesville
- ☑ Bauxite
- ❑ Bay
- ❑ Bearden
- ❑ Beebe
- ☑ Benton
- ❑ Bentonville
- ❑ Bergman
- ❑ Berryville
- ❑ Bismarck
- ❑ Blevins
- ❑ Blytheville
- ❑ Booneville
- ❑ Bradford
- ❑ Bradley
- ❑ Brinkley
- ❑ Brookland
- ☑ Bryant
- ❑ Buffalo Island
- ❑ Cabot
- ❑ Caddo Hills
- ❑ Calico Rock
- ❑ Camden Fairview
- ❑ Carlisle
- ❑ Cave City
- ❑ Cedar Ridge
- ❑ Cedarville
- ❑ Center Point
- ❑ Charleston
- ❑ Clarendon
- ❑ Clarksville
- ❑ Cleveland County
- ❑ Clinton
- ❑ Concord
- ❑ Conway
- ❑ Corning
- ❑ Cotter
- ❑ County Line
- ❑ Cross County
- ❑ Crossett
- ❑ Cushman
- ❑ Cutter Morning Star
- ❑ Danville
- ❑ Dardanelle
- ❑ Decatur
- ❑ Deer/Mount Judea
- ❑ Delight
- ❑ DeQueen
- ❑ Dermott
- ❑ Des Arc
- ❑ Dewitt
- ❑ Dierks
- ❑ Dollarway
- ❑ Dover
- ❑ Drew Central
- ❑ Dumas
- ❑ Earle
- ❑ East End
- ❑ East Poinsett County
- ❑ El Dorado
- ❑ Elkins
- ❑ Emerson Taylor
- ❑ England
- ❑ Eureka Springs
- ❑ Farmington
- ❑ Fayetteville
- ❑ Flippin
- ❑ Fordyce
- ❑ Foreman
- ❑ Forrest City
- ❑ Fort Smith
- ❑ Fouke
- ❑ Fountain Lake
- ❑ Genoa Central
- ❑ Gentry
- ❑ Glen Rose
- ❑ Gosnell
- ❑ Gravette
- ❑ Green Forest
- ❑ Greenbrier
- ❑ Green County Tech
- ❑ Greenland
- ❑ Greenwood
- ❑ Gurdon
- ❑ Guy Perkins
- ❑ Hackett
- ❑ Hamburg
- ❑ Hampton
- ❑ Harmony Grove (Ouachita)
- ☑ Harmony Grove (Saline)
- ❑ Harrisburg
- ❑ Harrison
- ❑ Hartford
- ❑ Hazen
- ❑ Heber Springs
- ❑ Hector
- ❑ Helena/West Helena
- ❑ Hermitage
- ❑ Highland
- ❑ Hillcrest
- ❑ Hope
- ❑ Horatio
- ❑ Hot Springs
- ❑ Hoxie
- ❑ Hughes
- ❑ Huntsville
- ❑ Izard County Consolidated
- ❑ Jackson County
- ❑ Jasper
- ❑ Jessieville
- ❑ Jonesboro
- ❑ Junction City
- ❑ Kirby
- ❑ Lafayette County
- ❑ Lake Hamilton
- ❑ Lakeside (Chicot)
- ❑ Lakeside (Garland)
- ❑ Lamar
- ❑ Lavaca
- ❑ Lawrence County
- ❑ Lead Hill
- ❑ Lee County
- ❑ Lincoln
- ❑ Little Rock
- ❑ Lonoke
- ❑ Magazine
- ❑ Magnet Cove
- ❑ Magnolia
- ❑ Malvern
- ❑ Mammoth Spring
- ❑ Manila
- ❑ Mansfield

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

Narrative Description of Program

The Boys & Girls Club of Saline County proposes its' Project Parity Plus (PPP) initiative to provide supplemental educational services to low income and minority students from the Bauxite, Benton, Bryant and Harmony Grove School Districts. Subjects of instruction are Reading/Language Arts and Mathematics for children and youth grades K - 8. The initiative utilizes CompassLearning Odyssey Hosted Solutions, a web-based, comprehensive diagnostic-prescriptive solution that assesses students' mastery of national and Arkansas reading and math objectives and prescribes a learning path containing activities to teach and remediate4 un-mastered learning areas.

CompassLearning Odyssey contains three major components. The first component consists of electronic curriculum and materials that are aligned to Arkansas state standards and enable students to work on project-based activities at their own instructional pace. Activities are accessed via computers, and can be completed individually and in small group settings. A second component is CompassLearning Explorer, which contains a set of pre-developed, standards-aligned assessments that provide immediate feedback on student's achievement progress. The third major component is a data management system, which allows users (district administrators, principals, and teachers) to create their own assessments and customize items to meet individual students needs. In addition, the system organizes assessment results and creates reports detailing the progress of individual students.

The Project Parity Plus initiative will be administered in the Club's Technology Center to participating students after school from 5:30 - 7:30 p.m. Monday - Thursdays, 3:00 - 6:00 p.m. on Fridays and 9:00 a.m. - 2:00 p.m. on Saturday during the school year and from 7:30 a.m. - 5:30 p.m. Monday - Friday during the Summer months. A Tutor, Highly Qualified Certified Teacher will oversee the administration of instruction with the assistance of tutor aids as needed. The Tutor's primary function is to clarify instruction, answer lesson related questions and monitor the progress of students toward achieving their academic goals.

(Interactive Learning Environment) + (Research-based Content) = Learning that Sticks.

Students love sticky stuff and they actually learn from it. The activities stick with

elementary students because they engage their minds and stimulate curiosity. From the first-grader struggling with reading to the eighth-grader who's a math whiz, Odyssey provides an interactive, challenging learning environment that engages students and delights educators and parents.

Odyssey:

- is aligned to state standards in all 50 states
- reflects the very latest confirmed research about how students think and learn
- has powerful summative and formative assessment tools that measure progress and prescribe individualized learning paths
- offers a powerful solution for schools implementing Response to Intervention programs
- allows teachers and administrators to effectively differentiate learning and improve classroom management
- promotes exploration, cooperative learning, problem solving, reflection, and real-world connections — all while engaging students' imaginations

Children's brains work in a way that's fascinating, flexible, and inspiring. Odyssey is designed to expand those limitless possibilities for growth, knowledge, and curiosity.

PPP delivers high-quality academic assessments, accountability systems, self-paced curricula, and instructional materials aligned with national and state academic standards designed to close the achievement gap between high and low performing students by providing targeted and personalized instruction to eligible students, maximizing Title I resources. All innovations were developed using scientifically-based research involving the application of systematic and objective procedures to obtain reliable and valid knowledge that is relevant to education activities and programs, consistent with the National Reading Panel's six scientific research based building blocks and the National Council of Teachers of Mathematics' *Six Principles for School Mathematics.*

Through CompassLearning Manager, PPP provides reports on student progress that are easy to read and understand and provide valuable information about student

mastery, progress, and achievement. Using these reports, teachers, parents, and students can evaluate goals and benchmarks, schedule periodic progress checks and monitor and adjust the learning path so each student's program best meets his/her needs. Parents are welcome and encouraged to come and observe their child at any time. When they first bring their child for tutoring or pick them up, we invite them to meet the tutor and observe a session. This helps parents understand what is being taught and how.

Parents/teachers receive a progress report at the end of each corresponding nine-week period that tutoring is provided during the school year or following each summer session. The report indicates: period of attendance, number of sessions attended out of the number possible, evaluations administered and results, skills from the areas of instruction which were taught, and recommendations. At any point that a student discontinues the tutoring program a written report will be given which includes the same elements prescribed above. In addition, teachers are provided the individual student's learning path to ensure integration of lessons with learning experiences in the classroom, link the computer-based activities to real-world applications in the classroom, and understand how assessment, curriculum, and instruction-interconnected by technology ensure the district curriculum goals are implemented.

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

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

Project Parity Plus utilizes CompassLearning Odyssey Reading/Language Arts to increase student academic achievement in Reading. The program combines scientifically-based reading curricula, assessment and performance outcome measures, data-driven instruction systems, and professional development to create an intensive reading intervention program that contains high quality curriculum materials. Odyssey Reading/Language Arts applies the current and confirmed research about reading, vocabulary, and adolescent literacy from contemporary experts including Isabel Beck, Margaret McKeown, Michael Graves, and Joseph Torgesen among many others.

Reading and language arts skills are essential for every child. CompassLearning offers a variety of software that supports each student's learning style and level of achievement. From phonemic awareness and letter identification in kindergarten to analyzing symbolism and metaphor in high school, CompassLearning Odyssey can accompany students through their entire K–12 education. The most recent educational research indicates that a strong K–3 reading program is built on five components:

- Phonemic awareness
- Vocabulary
- Phonics
- Comprehension
- Fluency

Odyssey Reading Language Arts focuses on these five building blocks in a comprehensive curriculum that interweaves listening, speaking, reading, and writing for students in elementary grades. The Academic Literacy Instruction for Adolescents guidance document lists the major conclusions from research about differences among students that contribute directly to the differences in their performance on reading comprehension tests in middle and high school:

- Fluency of text reading

- ❖ Vocabulary, or the breadth and depth of knowledge about the meaning of words
- ❖ Background, or prior knowledge related to the content of the text being read
- ❖ Higher-level reasoning and thinking skills
- ❖ Active and flexible use of reading strategies to enhance comprehension
- ❖ Motivation and engagement for understanding and learning from text

Our secondary courses address reading fluency, vocabulary, and reading comprehension. These courses carefully establish background and set the context for future lessons, provide scaffold support throughout the activities, and focus on motivation and engagement through an interactive conversational interface that sets students at ease and makes them receptive to learning.

A. Evidence of Links Between Research & Program Design - Mathematics

Recent research from the National Mathematics Advisory Panel indicates that students must master essential components within the elementary mathematics curriculum in order to succeed in algebra later. To help ensure that students are sufficiently prepared, Project Parity Plus, provides a curriculum that is framed on Response to Intervention theory (RTI). This curriculum is aligned to the National Council of Teachers of Mathematics' 2006 Focal Points* and addresses students' needs based on requirements in one of three tiers:

Tier I: Students who generally make good progress but are experiencing temporary or minor instructional difficulties

Tier II: Students who function one to two standard deviations below the mean and need systematic, explicit instructional support in a smaller group setting

Tier III: Students who are seriously at risk of failure and who have demonstrated

chronically low performance on multiple measures of instructional proficiency.

Mathematics curriculum focuses on foundational skills to support learners at all levels, emphasizing repetition and practice of key skills, reinforcing study habits to sharpen students' comprehension, and featuring fun and fascinating activities that use animation and sound to capture and hold students' attention.

As students progress in their exploration of the world of mathematics, lessons are developed to enhance their comfort with mathematical concepts and procedures, introducing them to new concepts while reinforcing old ones. Each student's personalized learning path provides standards-based, explicit instructional strategies, systematic teaching and modeling, and ample opportunities for students to practice and experience success.

The skills students learn in these activities build on the spiraled curriculum established in lessons and prepare them for future success in algebra and higher math. A series of comprehension checks ensures that students are on the right learning path, while the Odyssey management system signals the teacher if a student is struggling with a particular concept or skill.

Students will further develop skills in:

- Manipulating complex fractions
- Solving multi-step equations and inequalities
- Completing real-world computation
- Calculating using decimals
- Working with distance, rate, and time
- Solving pre-algebraic equations with and without variables
- Identifying and using two- and three-dimensional shapes
- Addition, subtraction, multiplication, division, and exponents
- Spatial sense
- Length, weight, and capacity
- Identifying patterns
- Data analysis and probability

- ❖ Transformations and symmetry
- ❖ Fractions, decimals, ratios, and percents

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

Evidence of Links Between Research and Program Design

Reading

Dimensions of Reading	Components of the Supplemental Educational Services Provider's Instructional Program
Phonemic Awareness Instruction	**The phonemic awareness activities provide students with opportunities to hear and work with spoken sounds in a variety of engaging ways. Students have the opportunity to isolate, identify, blend, segment, delete, and add sounds to develop an understanding of phonemic awareness.**
Phonics Instruction	**Phonics instruction activities are developed in such a way that students have an opportunity to immediately apply and practice the phonics skills learned in a decodable text and in meaningful passages.**
Fluency	**Activities provide models for students to hear fluent reading as well as the ability to have a single word read to them as they are reading. This support and whole text modeling provides the support necessary for fluent reading. Students may also read and reread passages until an adequate fluency level is attained.**
Vocabulary	**Vocabulary activities are embedded in meaningful stories and provide students practice opportunities to hear and use with new words in engaging ways. Students are repeatedly exposed to new and important words and have opportunities to apply and practice the new words learned.**
Text Comprehension	**Activities provide students the opportunity to demonstrate comprehension knowledge of identified skills directly related to reading passages.**

Other - Motivation	**Technology's fundamental ability to store thousands of compelling opportunities built around solid reading content, keeps the learner in flow while increasing the learner's fluency, comprehension and language skills.**

Evidence of Links Between Research and Program Design

Mathematics

Mathematical Process Standards	Components of the Supplemental Educational Services Provider's Instructional Program
Problem Solving	**Students systematically build new mathematical knowledge through problem solving activities. They develop a range of strategies for solving problems, such as using diagrams, looking for patterns, or trying special values or cases.**
Reasoning and Proof	**Reasoning mathematically is developed through consistent use in many context of developing number sense through student interaction with mathematical concepts. They are afforded the opportunity to make, investigate, as well as, develop and evaluate mathematical conjectures, arguments and proofs.**
Communication	**Activities provide students the opportunity to organize and consolidate their mathematical thinking through communication. They are given the opportunity to use the language of mathematics to express mathematical ideas precisely.**
Connections	**Activities provide students the opportunity to experience mathematical concepts in an integrated format. They are provided the opportunity to experience the relationship of math in relevant real world formats.**
Representation	**It is critical for students to represent their mathematical ideas in ways that make sense to them, at the same time, students should learn conventional forms of representation in ways that facilitate their learning of mathematics and their communication with others about mathematical ideas. Students are given the opportunity to integrate traditional methods of representation with methods that make sense to them. They are instructed in methods of representation to organize, record, and communicate mathematical ideas.**

Other - Critical Mistakes Matrix	**The Critical Mistakes Matrix provides students with item-specific feedback whether they answer a question correctly or incorrectly. Based on research that indicates the errors students are most likely to make, it not only reinforces correct answers, but also explains what makes an incorrect answer incorrect.**

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

The entire CompassLearning Odyssey curriculum is tied to specific state student learning expectations (SLE). When the learning path for a student is set, an outline is provided that designates specific learning expectations. This is based on student assessment and how it outlines specific needs.

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

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

Lessons are designed around Arkansas' goals to increased the rigor of their English and mathematics standards and have a clear, well-defined common core in English and mathematics.

D. Monitoring Student Progress

Odyssey Manager allows administrators to create sequences of instruction to match classroom lesson plans or meet the just-in-time needs of students. It also coordinates the instructional and assessment software easily and effectively, enabling administrators to integrate Internet sites, tools-based products, and curriculum to create assignments that demonstrate the interconnectivity of domains of learning.

Odyssey's effortless reporting system gives teachers and administrators the power to stay completely up to date with students' performance and progress. It automatically prescribes individualized learning paths filled with learning activities that are tailored for each student based on his or her test scores.

The report generator is easily customizable to the specific needs of a school or district. Selecting from a wide variety of parameters, educators can create very detailed snapshots of student achievement.

CompassLearning Odyssey assessment solutions assess student performance, diagnose strengths and weaknesses, and prescribe specific instruction. They also provide formative assessment strategies, allowing the teacher to monitor progress and provide summative feedback to measure growth.

State-specific assessments pinpoint student strengths and weaknesses on learning standards and identify prerequisites needed before a student can meet state objectives.

CompassLearning provides two assessment options: **Custom Assessments** and **Explorer**.

Odyssey Custom Assessment allows educators to build and customize assessments to align with local, state, and national standards, address key content areas, accommodate a variety of learning styles and levels, and enhance students' ability to achieve on high-stakes tests. Teachers can use the bank of test items or can build their own items and item banks for any grade level and any subject. Tests can

accommodate formative, summative, and benchmark testing requirements.

Custom Assessments also permit educators to import data from external sources such as state test scores and Northwest Evaluation Association's Measures of Academic Progress (MAP) scores to gain a broader picture of student performance and better tailor curriculum and instruction to meet individual students' needs.

Odyssey Explorer is a comprehensive online assessment tool that delivers standards-aligned assessments for K-8 reading/language arts and math. Explorer diagnoses and provides immediate feedback on student progress toward mastery of state and national standards and objectives and then automatically prescribes the appropriate learning path containing learning activities for remediation, reinforcement, and enrichment.

Explorer correlates to the National Assessment of Educational Progress (NAEP) subject frameworks in reading/language arts and math for grades four and eight. Printing and scanning options help overcome the problem of too few computers.

E. Evidence of Effectiveness

Rigorous research plays a valuable role toward identifying the true effect of computer based instruction (CBI) or computer assisted instruction (CAI) interventions such as CompassLearning Odyssey. The standards set for rigorous evidence indicate "strong" evidence of effectiveness is obtained through the use of randomized controlled trials conducted in two or more typical settings (U.S. Department of Education, 2003). "Possible" evidence can be attained through the use of comparison-group studies with closely matched intervention and comparison groups (U.S. Department of Education, 2003). Conversely, pre-post studies, comparison-group studies that are not closely matched and meta-analyses that include lower-quality studies do not comprise "possible" evidence (U.S. Department of Education, 2003). These guidelines were established to help educators identify and promote evidence-driven progress (U.S.

Department of Education, 2003).

The rigor of research conducted to validate the efficacy of computerized educational technology as an intervention does not always meet the standards for evidence, while the adoption of this technology is widespread. Methodology and quality of the analysis can pose challenges to interpreting the results (Waxman, Lin, & Michko, 2003). Methodology infrequently makes use of a randomized experimental design and analysis often lacks the quantitative detail to calculate statistical metrics such as effect size (Waxman et al., 2003). Overcoming these obstacles and aligning with evidence-based approaches is challenging given the educational context and the commitment to providing students equal access to learning opportunities.

Throughout a more than thirty-year history, CompassLearning has worked with schools to gather data to evaluate the effectiveness of the CompassLearning student achievement solutions. These evaluations have taken several forms: from qualitative research to stringent, quantitative research studies conducted by outside evaluators. CompassLearning has a proven track record of positively impacting student outcomes through the utilization of technology based online assessment and instruction. Summaries follow and more information is available upon request.

A. From 2005 to 2007, Scotch Elementary (West Bloomfield, MI) students' Michigan Educational Assessment Program (MEAP) mathematics scores showed improvement. Additionally, scores were higher for those students with a 75% or greater average Odyssey activity mastery score compared to those with less than a 75% average.

- Overall, the percentage of students scoring "Exceeds MI Standards" on the MEAP in mathematics improved from 2005 to 2007.
- Further, MEAP math scores for those with higher average CompassLearning Odyssey math activity mastery scores were, on average, higher than the MEAP math scores for those students with lower Odyssey math activity mastery scores.

B. In the fall of 2007, Milwaukee College Preparatory School (MCPS)

implemented CompassLearning Odyssey in all of their K–8 classes to increase scores on the Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP) tests and as part of an overall strategy to address Wisconsin state test score objectives.

- All grades 1–8 increased their average NWEA MAP RIT scores from fall to spring.
- Additionally, all student grades exceeded the mean MAP growth norms in math, reading, and language usage.
- Third- and fourth-grade students in a remediation group targeted for additional instruction, categorized as "working to proficiency," increased their average NWEA MAP RIT scores from fall to spring, exceeding the average RIT point gain by other students in their grade level in five out of six tests.

C. Third grade students who did not meet the reading standards in the Tulsa Independent School District (OK) participated in a pilot study of the effectiveness of CompassLearning Odyssey during the summer of 2006. Four Title I schools with diverse student populations implemented the program.

Using Odyssey Reading/Language Arts 45 minutes a day as part of an intensive summer school program, the Tulsa 3rd graders averaged a 12% gain between pretests and posttests. As a result of the program's success, Tulsa Independent School District expanded the implementation of CompassLearning Odyssey to an additional 13 schools in the fall of 2006, bringing the total number of schools using Odyssey to 17.

Nationally some 4.8 million boys and girls served by more than 50,000 trained professional staff members, in over 4,300 Club locations throughout all 50 states, Puerto Rico and the Virgin Islands.

Every day Boys & Girls Clubs inspire their members. Whether encouraging young people to complete their homework, play sports or recreational activities, enter

an art competition or have a healthy snack, Club staff know the important role they play in creating the wholesome environment kids need. For many youth, the Club is the only place to go after school and on the weekends. Despite challenges faced by many Club members, the Harris Survey 2006 finds alumni equal or exceed the U.S. population in academic attainment. 90% of alumni graduate high school, 26% of alumni are likely to earn a college degree. 62% indicated that they became more committed to their education, and 33% indicated that they were the first person in their family to go to college.

Throughout the nation, Clubs are reaching out to a generation at risk by providing positive guidance and exciting opportunities.

Forbes, SmartMoney, Newsweek and U.S. News & World Report have all ranked Boys & Girls Clubs of America among the top charitable organizations. The Chronicle of Philanthropy 2008 "Philanthropy 400" report has ranked Boys & Girls Clubs of America No. 1 among youth organizations for the 15th consecutive year

F. Communication with parents and families

Parents are welcome and encouraged to come and observe their child at any time. When they first bring their child for tutoring or pick them up, we invite them to meet the staff and observe a session. This helps parents understand what is being taught and how.

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

To provide parents with substantial and meaningful opportunities to participate in their children's education, a parent log-in feature in Odyssey, allows parents to track their child's progress and work with him/her on supplementary activities.

The Parent Toolkit® is a web-based program filled with resources to help increase parental involvement. The resources are easy and accessible — with hundreds of standards-aligned activities in reading, language arts, math, and science. The Toolkit includes definitions of education terms, and tips for parents on how to work with their children on specific skills.

Best of all, it's adaptable and can be used as a supplement to the Odyssey curriculum or on its own. And because it is web-based, parents can access its resources anytime, anywhere.

The Parent Toolkit includes a searchable database for activities for all grades and levels. In addition, printable parent activity booklets provide a framework for teaching skills to children while defining and clarifying related educational terms. There is also an up-to-date reading lists of recommended books based on grade level, readability, and interest.

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

G. Communication with Districts/Schools (Limit 3 pages)

Odyssey Manager allows teachers to create sequences of instruction to match classroom lesson plans or meet the just-in-time needs of students. It also coordinates the CompassLearning Odyssey instructional and assessment software easily and effectively, enabling teachers to integrate Internet sites, tools-based products, and curriculum to create assignments that demonstrate the interconnectivity of domains of learning.

Odyssey's effortless reporting system gives teachers and administrators the power to stay completely up to date with students' performance and progress. It automatically prescribes individualized learning paths filled with learning activities that are tailored for each student based on his or her test scores.

Like the curriculum and assessment tools, the report generator is easily customizable to the specific needs of a school or district. Selecting from a wide variety of parameters, educators can create very detailed snapshots of student achievement.

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

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

Direct communication from the student's teacher is welcomed. If a student is not attending regularly or making the gains expected, the classroom teacher will be notified to determine what may be causing the deficiency(s).

H. Qualifications of Instructional Staff

CompassLearning Professional Development Steps:

Cross-curriculum and General Instruction: (Next Steps One-Day Sessions)

- Differentiated Instruction
- Cross-Curricular Teaching
- Parent/Family Involvement
- Assessment - Test Builder
- Student Conferencing
- Informal Assessments: Tools to Support Student Learning
- Vertically Aligning Standards for Mastery
- Leadership Day - Classroom Management

Math

- Modeling of Direct or Center-based Mathematics Instruction
- Curriculum Integration - Math
- Math Tools Kit and Exploratory Tools
- Writing in Mathematics
- Math and Literacy (3-6)

Reading

- Modeling of Direct or Center-based Language Arts Instruction
- Integration for Primary Struggling Readers
- Curriculum Integration - Reading
- Reading: Think Alouds
- Reading and Responding to Text
- Instructional Strategies to Support Struggling Readers
- Supporting the Writing Process using Literature

Multi-Day Training Sessions

- Data-Driven Decisions (2 days)
- Odyssey Writer (2 days)
- Customized Correlations (1 day per grade level per content area)

I. Provider Goals and Objectives

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

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

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

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

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

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

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

Objective 5. 80% of parents surveyed rate the program a "C" or above on the

Arkansas Department of Education Supplemental Educational Service: Parent Satisfaction Survey.

Objective 6. Project Parity Plus to becomes self sufficient by providing a revenue stream capable of sustaining and/or expanding the program into the foreseeable future (x5 years).

J. Cost of Service

Services will be rendered to eligible students by Project Parity Plus at a rate of:

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

Saturday program: $50.00 per instructional hour, or $150.00 per pupil per day, whichever amount is LESS.

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

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