

Brilliance Academy of Math and English

Brilliance Academy is a for-profit organization that offers small group tutoring to students in both communication arts (reading and writing) and mathematics from K- 12 on-site at each student's school. Students have been successfully learning in our program for over three years and have significantly improved their standardized test and in-class scores. At Brilliance Academy we use a unique two-part approach to ensure that students are benefiting from our curriculum; one that is both individualized and grade-level aligned. The program that we use is designed by Brilliance Academy and aligned with state and national standards. Additionally, our curriculum has been endorsed by the National Tutoring Association.

Brilliance Academy understands that each student is different. Students are not only on differing academic levels, but also they learn through a variety of modalities. This is why we believe it is important to first diagnose students academically and secondly assess their learning preferences. Our programming is designed with these elements in mind. Therefore, each student is given their very own curriculum based on their needs as outlined by the results of their initial standardized assessment. This means that if a student is strong in one area yet weak in another, s/he will receive a curriculum that is tailored to those needs. Often students can become frustrated, unmotivated or disenchanted if they find the work to be too difficult or too easy. This flexible programming allows us to offer students a chance to work on their level, whatever it may be, and feel successful. We are able to do this with the assistance of software that works in conjunction with the findings of our standardized tests.

For example, if the Basic Achievement of Skills Inventory (our standardized, third-party, nationally recognized test by premier test writers, Pearson Vue) indicates that a child is below average on prefixes, suffixes and prepositions and above average on nouns, verbs and sentence structure, it gives us this itemized report. From this report the data is calculated by an additional software component that we use to align the student's needs with the right activities and lessons. Once all data has been collected for both reading and math, the individualized curriculum is created for each student. This is a surprisingly quick process and can have a turn around of a mere few days. We offer a grade-level interim curriculum while individualized teaching plans are being developed.

The individualized curriculum component is an efficient way to bring students up to grade level or to challenge them to excel further. For example, if a student is in the eighth grade and is struggling with multiplication, he may feel frustrated because his grade-level expectations demand that he divide fractions. This can be potentially overwhelming to the student. He must first solidify his understanding of basic multiplication to really feel comfortable and excel in division of fractions. The individualized component of our programming allows this student lessons and activities for skill building and knowledge acquisition.

Our tutors are first and foremost chosen for their ability to effectively communicate information and positively relate to our students. All tutors have teaching experience. Tutors must also be certified by the National Tutor Association (NTA) which we provide at our own expense. Additional quality training is provided by us through annual training and ongoing tri-annual workshops.

While the student catches up academically, s/he must not be subject to staying behind. Thus, the student should be learning grade-level state-aligned objectives simultaneously. We have systematically designed the second component of our program accordingly. Students participate in Reading, Writing and Math Projects. Each Project contains five to seven sessions of grade level lessons. Each project follows a three-pronged objective. In this manner, students will become unequivocally proficient in the objective if each learning goal is achieved. The Projects cater to a variety of learning modalities including visual learning, auditory learning and kinesthetic learning.

When the lessons and learning goals have been executed, students are administered a corresponding assessment. Each student should demonstrate a 25%-50% increase. The vast majority of students meet or exceeds this percentage goal.

Section IB: Basic Program Information

<i>Applicant Name</i> Brilliance Academy of Math and English	<i>Program Name</i> Brilliance Academy of Math and English
<i>Has this applicant ever been removed from any state's approved provider list?</i> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<i>Type of organization (indicate with a check in the appropriate box)</i> <input checked="" type="checkbox"/> For-profit <input type="checkbox"/> Not for Profit <input type="checkbox"/> School Entity <input type="checkbox"/> Higher Education Institution <input type="checkbox"/> Other (describe)	<i>First Year applicant approved to offer SES services in Arkansas</i> 2007 <i>First year applicant approved to offer SES services anywhere</i> 2005
<i>Subject areas to be covered (09-10 indicate with a check in the box)</i> <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> English/Lang Arts <input type="checkbox"/> Science	<i>Grades to be served (09-10) in each subject area to be covered</i> Math – K-12 English/Language Arts – K-12 Science
<i>Staff availability and qualifications (do not exceed 100 word description)</i> Our tutors are first and foremost chosen for their ability to effectively communicate information and positively relate to our students. All tutors have teaching experience. Tutors must also be certified by the National Tutor Association (NTA) which we provide at our own expense. Visit the NTA website at www.ntatutor.org for the standards that we promote for each tutor through this certification. We look for tutors who have experience and certification with ESL populations or experience with students with physical disabilities. Additional quality training is provided by us through annual training and ongoing tri-annual workshops.	
<i>Service delivery setting (check all that apply)</i> <input checked="" type="checkbox"/> School <input type="checkbox"/> Business location <input type="checkbox"/> Place of religious worship <input type="checkbox"/> Community Center <input type="checkbox"/> Student's Home (parent or guardian must be present during tutoring) <input type="checkbox"/> On-line <input type="checkbox"/> Other (describe)	<i>Specific student populations proposed to be served (check all that are proposed to be served)</i> <input checked="" type="checkbox"/> Low income <input checked="" type="checkbox"/> Minority <input checked="" type="checkbox"/> Migrant <input checked="" type="checkbox"/> Limited English proficient (indicate languages) <input type="checkbox"/> Special education <input type="checkbox"/> Other (describe)
<i>Time when services are proposed to</i>	<i>Student/instructor ratio</i>

<p><i>be offered</i></p> <p><input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Weekends <input type="checkbox"/> Summer <input type="checkbox"/> Other (describe)</p>	<p>List the ratio of instructors to children in the proposed program</p> <p>1 Instructor per 10 students</p> <p>Maximum number of students for each instructor (not to exceed 10 students per instructor) 10</p>
<p><i>Cost per hour (not to exceed current maximum allowable from RFA)</i></p> <p>\$50 per hour</p>	<p><i>Approximate number of hours required for proposed tutoring</i></p> <p>40 hours per student</p>
<p><i>Minimum number of students that will be served in a single district</i></p> <p>10</p> <p><i>Minimum number of students that will be served in a single school or setting</i></p> <p>10</p>	<p><i>Will students be transported by this provider?</i></p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p><i>Provider Contact Information:</i> Contact Person Name: Kabir Kassam Street Address: 5940 W Touhy, Suite 200 City, State, Zip: Niles, IL 60714 Contact telephone number: 847-559-7464 Contact fax number: 866-782-6769 Email: kabirk@brillianceacademy.net Website: www.brillianceacademy.net Hours of operation: M-F, 8-5</p>	

Indicate Arkansas School Districts in which this applicant provided SES services for any child during the 2008-2009 academic year. Brilliance Academy did not serve any students in the state of Arkansas for the 2008-2009 school year.

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

- 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
- 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.

- | | | |
|--|--|---|
| <input checked="" type="checkbox"/> Alma | <input checked="" type="checkbox"/> County Line | <input checked="" type="checkbox"/> Hamburg |
| <input checked="" type="checkbox"/> Alpena | <input checked="" type="checkbox"/> Cross County | <input checked="" type="checkbox"/> Hampton |
| <input checked="" type="checkbox"/> Arkadelphia | <input checked="" type="checkbox"/> Crossett | <input checked="" type="checkbox"/> Harmony Grove (Ouachita) |
| <input checked="" type="checkbox"/> Ark School for the Blind | <input checked="" type="checkbox"/> Cushman | <input checked="" type="checkbox"/> Harmony Grove (Saline) |
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| <input checked="" type="checkbox"/> Armorel | <input checked="" type="checkbox"/> Danville | <input checked="" type="checkbox"/> Harrison |
| <input checked="" type="checkbox"/> Ashdown | <input checked="" type="checkbox"/> Dardanelle | <input checked="" type="checkbox"/> Hartford |
| <input checked="" type="checkbox"/> Atkins | <input checked="" type="checkbox"/> Decatur | <input checked="" type="checkbox"/> Hazen |
| <input checked="" type="checkbox"/> Augusta | <input checked="" type="checkbox"/> Deer/Mount Judea | <input checked="" type="checkbox"/> Heber Springs |
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| <input checked="" type="checkbox"/> Batesville | <input checked="" type="checkbox"/> Dermott | <input checked="" type="checkbox"/> Hermitage |
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| <input checked="" type="checkbox"/> Bergman | <input checked="" type="checkbox"/> Dumas | <input checked="" type="checkbox"/> Hughes |
| <input checked="" type="checkbox"/> Berryville | <input checked="" type="checkbox"/> Earle | <input checked="" type="checkbox"/> Huntsville |
| <input checked="" type="checkbox"/> Bismarck | <input checked="" type="checkbox"/> East End | <input checked="" type="checkbox"/> IZARD County Consolidated |
| <input checked="" type="checkbox"/> Blevins | <input checked="" type="checkbox"/> East Poinsett County | <input checked="" type="checkbox"/> Jackson County |
| <input checked="" type="checkbox"/> Blytheville | <input checked="" type="checkbox"/> El Dorado | <input checked="" type="checkbox"/> Jasper |
| <input checked="" type="checkbox"/> Booneville | <input checked="" type="checkbox"/> Elkins | <input checked="" type="checkbox"/> Jessieville |
| <input checked="" type="checkbox"/> Booneville | <input checked="" type="checkbox"/> Emerson Taylor | <input checked="" type="checkbox"/> Jonesboro |
| <input checked="" type="checkbox"/> Bradford | <input checked="" type="checkbox"/> England | <input checked="" type="checkbox"/> Junction City |
| <input checked="" type="checkbox"/> Bradley | <input checked="" type="checkbox"/> Eureka Springs | <input checked="" type="checkbox"/> Kirby |
| <input checked="" type="checkbox"/> Brinkley | <input checked="" type="checkbox"/> Farmington | <input checked="" type="checkbox"/> Lafayette County |
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| <input checked="" type="checkbox"/> Bryant | <input checked="" type="checkbox"/> Flippin | <input checked="" type="checkbox"/> Lakeside (Chicot) |
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| <input checked="" type="checkbox"/> Charleston | <input checked="" type="checkbox"/> Gravette | <input checked="" type="checkbox"/> Magnet Cove |
| <input checked="" type="checkbox"/> Clarendon | <input checked="" type="checkbox"/> Green Forest | <input checked="" type="checkbox"/> Magnolia |
| <input checked="" type="checkbox"/> Clarksville | <input checked="" type="checkbox"/> Greenbrier | <input checked="" type="checkbox"/> Malvern |
| <input checked="" type="checkbox"/> Cleveland County | <input checked="" type="checkbox"/> Green County Tech | <input checked="" type="checkbox"/> Mammoth Spring |
| <input checked="" type="checkbox"/> Clinton | <input checked="" type="checkbox"/> Greenland | <input checked="" type="checkbox"/> Manila |
| <input checked="" type="checkbox"/> Concord | <input checked="" type="checkbox"/> Greenwood | <input checked="" type="checkbox"/> Mansfield |
| <input checked="" type="checkbox"/> Conway | <input checked="" type="checkbox"/> Gurdon | |
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- 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

Section II: Narrative and Supporting Documentation

Section IIA. Program Overview

Brilliance Academy is a for-profit organization that offers small group tutoring to students in both communication arts (reading and writing) and mathematics from K- 12 on-site at each student's school. Students have been successfully learning in our program for over three years and have significantly improved their standardized test and in-class scores. At Brilliance Academy we use a unique two-part approach to ensure that students are benefiting from our curriculum; one that is both individualized and grade-level aligned. The program that we use is designed by Brilliance Academy and aligned with state and national standards. Additionally, our curriculum has been endorsed by the National Tutoring Association.

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For example, if the Basic Achievement of Skills Inventory (our standardized, third-party, nationally recognized test by premier test writers, Pearson Vue) indicates that a child is below average on prefixes, suffixes and prepositions and above average on nouns, verbs and sentence structure, it gives us this itemized report. From this report the data is calculated by an additional software component that we use to align the student's needs with the right activities and lessons. Once all data has been collected for both reading and math, the individualized curriculum is created for each student. This is a surprisingly quick process and can have a turn around of a mere few days. We offer a grade-level interim curriculum while individualized teaching plans are being developed.

Additionally, the content of our curriculum is based in state standards, however the approach in how we administer the content is equally important. The basis our curricula implementation is Bloom's Taxonomy (Benjamin S. Bloom; Taxonomy of Educational Objectives: Published by Allyn and Bacon, Boston MA 1984, revised by Pearson Education). Our philosophy of small class size as an effective theory of instruction is reflected in the Tennessee Class Size Experiment that follows the effects of small class size on younger students for a period of four years. This long term and often referred to study states, "...class size effects persist for at least 5 years and remain large enough to be important for educational policy. Thus, small classes in early grades appear to have lasting benefits" (Special Issue: Class Size: Issues and New Findings; Summer 1999, pp 127-142).

The individualized curriculum component is an efficient way to bring students up to grade level or to challenge them to excel further. For example, if a student is in the eighth grade and is

struggling with multiplication, he may feel frustrated because his grade-level expectations demand that he divide fractions. This can be potentially overwhelming to the student. He must first solidify his understanding of basic multiplication to really feel comfortable and excel in division of fractions. The individualized component of our programming allows this student lessons and activities for skill building and knowledge acquisition.

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While the student catches up academically, s/he must not be subject to staying behind. Thus, the student should be learning grade-level state-aligned objectives simultaneously. We have systematically designed the second component of our program accordingly. Students participate in Reading, Writing and Math Projects. Each Project contains five to seven sessions of grade level lessons. Each project follows a three-pronged objective. In this manner, students will become unequivocally proficient in the objective if each learning goal is achieved. The Projects cater to a variety of learning modalities including visual learning, auditory learning and kinesthetic learning.

When the lessons and learning goals have been executed, students are administered a corresponding assessment. Each student should demonstrate a 25%-50% increase. The vast majority of students meet or exceeds this percentage goal.

Section III: Indicators of Quality

A. Evidence of Links Between Research & Program Design

We take academic research, quality instructional methods and quality curriculum seriously. As a provider we carefully considered the scientific research for academic success. For this reason, we closely considered the research done by the Academy of Math and of Reading (www.autoskill.com) and have built layered curriculum into our program. We believe that evidence directly correlates differentiation in the classroom to student success. In studies outlined in their book, Leadership for Differentiating Schools and Classrooms (Tomlinson 2000), Carol Tomlinson and Susan Demirsky Allan provide scores of research for the success of this model. Of course these conclusions are not new and research for this model has its` roots in constructivists such as John Dewey, Jean Piaget and Jerome Bruner.

We place a great deal of emphasis on having quality curriculum as supported through the research of Phillip Schlechy, author of Working on the Work (Schlechty 2002) and William Glasser, author of The Quality School (Glasser 1998) who suggest that students need quality, engaging work at their level. We go on to agree with Glasser in his next edition: The Quality School Teacher who draws a direct correlation to the dedicated instructor and student success. Each lesson and each individualized curriculum piece has an objective that correlates with a State objective, however the approach in how we administer the content is equally important. The basis our curricula implementation is Bloom's Taxonomy (Benjamin S. Bloom; Taxonomy of Educational Objectives: Published by Allyn and Bacon, Boston MA 1984, revised by Pearson Education).

In the communication arts program component, Brilliance Academy has developed a curriculum that corresponds to major reading and writing theory. After in-depth research, BA clearly is aligned with the National Reading Panel findings especially related to areas of reading fluency, reading comprehension, phonics and syntax. For example, reading fluency as stated by the National Reading Panel indicates that students must read out loud with fluidity and expression and read independently for retention. Both these practices are strong anchors in the BA Reading Comprehension Projects. The same methodology was employed when creating the mathematical component of our programming. Proven practices of repetition, word problem variances and skill building were designed into the curriculum in order to maximize proven research. These recommendations also align to the National Council of Teachers of Mathematics' principles and standards.

Our model for instruction improves student achievement because of our ability to meet the student where they are currently at academically and provide small ratios. There is significant data from current research to suggest that small group instruction benefits students. As cited above, the Tennessee Class Size Experiment that follows the effects of small class size on younger students for a period of four years is an excellent study that supports this conclusion. (Special Issue: Class Size and New Findings; Summer 1999, pp 127-142). We offer after school what is very difficult to offer during the regular school day. Our students are in a small group setting where their tutor has a prescribed Individual Teaching Plan for them.

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	Language Usage - The Language Usage titles provide tools that assist students in mastering the written word and identifying grammar pitfalls such as subject/verb disagreement, tense shifts, double negatives, and fragments. Each of these titles also addresses sentence mechanics, including capitalization, punctuation, and diagramming. Phonetic and visual introduction of new words and word sounds.
Phonics Instruction	Building Vocabulary - Building Vocabulary provides phonetic and visual introduction to new words and words sounds. Students are exposed to numerous examples of the correct use of words and sentences. The curriculum helps to develop the student's ability to recognize sound-letter associations and build vocabulary skills.
Fluency	Reading - The Reading & Literature curriculum series is composed of 20 well-rounded courses for grade levels 1-12. This series contains titles in the subjects of Reading, Building Vocabulary, and Humanities. The Reading series reinforces vocabulary, grammar, language, and comprehension skills as well as literature in many different forms. Students are encouraged to recognize relationships in printed text and to develop skills for using words in practical, everyday situations.
Vocabulary	Vocabulary - Covers the identification and use of closed, open, and accented syllables, using a pronunciation key, synonyms, antonyms, and words in context, words borrowed from names and places, foreign phrases, test taking strategies, identifying sound in words.
Text Comprehension	Reading Comprehension - The Reading & Literature curriculum series is composed of 20 well-rounded courses for grade levels 1-12. This series contains titles in the subjects of Reading, Building Vocabulary, and Humanities. The Reading series reinforces vocabulary, grammar, language, and comprehension skills as well as literature in many different forms. Students are encouraged to recognize relationships in printed text and to develop skills for using words in practical, everyday situations.
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	Introduction to mathematical concepts. Covers numbers and counting, ordering numbers, ordinal numbers, addition readiness, vertical addition, number sense, vertical subtraction, fact families, story problems, addition sentences, subtraction sentences, identifying the operation needed to solve a problem, ordering numbers, telling time, three dimensional figures, symmetry, and fractions. Seven review tests and one comprehensive test round out the lesson content.
Reasoning and Proof	Covers number notation, the multiplicative property of zero, operational symbols, inverse operations of multiplication and division, rules for solving equations by adding and subtracting integers, factors and exponents, fractions, graphing on the coordinate plane, slope and intercept, decimals and percents, statistics, scatter plots, the counting principle, definitions of basic geometric terms, circles, area, volume, sine and cosine ratios, and the Pythagorean Theorem. Contains seven review tests and one comprehensive exam.
Communication	This school level math prepares students for the real world. Topic areas include calculating income and/or wages based on an hourly wage, calculating salary per pay period, gross vs. net pay, FICA, tax assessment, maintaining a checkbook, electronic deposits, catalog shopping, making bulk purchases, inflationary trends, calculating monthly expenses, amortization schedules, calculating distance on a map, reading utility meters, budgets, the process of obtaining a loan for a home, automobile costs, investing money into stocks and bonds, income potential for various careers, and completing a resume. Contains five review tests and one comprehensive exam.
Connections	Topic areas include algebraic expressions and equations, writing numbers in exponential form, using standard and scientific calculators, integers, absolute values, review of

	additive identity, like terms, using reciprocals to solve problems, evaluating expressions using order of operations, inverse operations, eliminating fractions, identification of the x and y axes, linear equations, graphing with constants, rules of exponents, binomials, trinomials, using the FOIL method, factoring out monomials, trinomial squares, and quadratic equations. Contains one review test and one comprehensive exam.
Representation	Covers angles, angle terminology, reference angles, definition of sine, cosine, and tangent, definition and value of secant, cosecant, and cotangent, calculating sides of right triangles, using trig to solve real world problems, the Law of Sines and Cosines, symmetry identities, verifying trigonometric identities, sum and difference for sine, cosine, and tangent, using co-function identities, graphing trig functions, principal values, arc-length, area of circular sectors, simple harmonic motion, and frequency. Contains four review tests and one comprehensive exam.
Other	

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

The instructional program used by Brilliance Academy in the Supplemental Educational Services program provides a set of lessons directly aligned with the Arkansas curriculum framework and standards. A comprehensive matrix (700+ pages) demonstrating the specific alignments to each requirement is available upon request. The detailed descriptions of each of the categories is also available, but exceeds the page count of this proposal. In addition, we have provided several examples to help demonstrate specific points of alignment between the Brilliance Academy instructional program and the Arkansas Curriculum.

On a district and school level, Brilliance Academy works closely with each of our partners to identify any necessary customization or tailoring of our program to suit their needs. The process of testing against the standards and aligning the instructional program to these standards and needs of each district is inherent in the Brilliance Academy curriculum development program.

Brilliance Academy makes extensive use of handouts, visual aids and workbooks to help each student on their individual tasks. Each of these materials are provided

by Brilliance Academy and are customized to the needs of the individual students.

We feel this personalization and focus is what makes our program extremely effective in improving student results.

There is no additional cost to parents/families of students as a result of participation in our program.

D. Monitoring Student Progress

Brilliance Academy uses the Basic Achievement of Skills Inventory (BASI) standardized test for purposes of pre-testing, diagnosing, assessing and post-testing. This is also used to monitor progress and provide objective percentile increases or variances for each skill tested. The BASI is, “a versatile, multi-level, norm-referenced achievement test that helps measure math, reading, and language skills for children and adults. Developed by Achilles N. Bardos, PhD, co-author of the GAMA[®] (General Ability Measure for Adults) test, the BASI series comprises multi-level, norm-referenced achievement tests for children and adults that may be group- or self-administered. Providing both comprehensive and survey versions, the BASI series helps present a complete evaluation of academic skills. These convenient tests yield standard scores, national percentile rankings, grade equivalency, age equivalency, and performance classification by learning objective—without requiring individual administration or lengthy testing. Normed during the 2002–03 school year and highly correlated to the leading individually and group-administered achievement and intelligence tests, the BASI series

provides a current, valid, and reliable assessment tool”

(<http://www.pearsonassessments.com/tests/basi.htm>). For the objectivity, flexibility, reliability and variety of skills scored, we feel that this assessment is a perfect match for our program.

The Individual Teaching Plan allows a clear break down of time recommended for each skill or goal. The student follows a curriculum that connects one skill to the next. In this way students can achieve success and be spurred on to the next manageable objective. The Individual Teaching Plan logically and coherently helps the student learn on an individual level with clear goals and a set itinerary. Thus, once the student’s needs are assessed BA breaks down the individual goals into units/hours of instruction. Certain objectives are then allocated to corresponding hours as is dependent on skill building. The student can see the objective on his/her timetable.

The second component of our program revolves around teaching students grade level, state standards within projects focusing on varied learning modalities. These lessons have a pre-determined, but somewhat flexible, tempo. Lessons and activities state recommended lengths of time in order to achieve objectives in a timely manner. The objectives are clearly stated and students will ascertain their goals as will be evident in the BA post-test. Thus, students have individual

timelines dependent on their individual needs and group timelines based on state standards. Brilliance Academy believes strongly in clearly stating the goal or objective to each student which will more readily result in progress and feelings of achievement.

Students are given a weekly progress report outlining academic progress, weekly objectives and temperament. These reports are mailed to the parent on a monthly basis. Parents also receive three to five additional correspondences including the standardized tests scores for the diagnostic and assessment throughout their program. The school and classroom teacher also receives a copy of this information within the same time frame. At Brilliance Academy we not only record the nationally recognized BASI scores, but also each individual objective, pre-test score and post-test score to ensure maximum accountability. Students then can see their progress as constant and tangible. Parents, teacher and principals will be able to have predictable and reliable information on their students. We find that when students see success in small steps they grow in enthusiasm which begets greater achievement even when faced with a larger standardized test.

E. Evidence of Effectiveness

It is highly important that Brilliance Academy monitors the effectiveness of its program on a routine basis. Our evaluations constantly enable us to improve or clarify programming. Brilliance Academy is an existing educational company of three years in good standing with the state that it serves currently. We have served over 2350 students through SES in Illinois and have had tremendous results. Brilliance Academy has been the recipient of the “Private Practice Provider of the Year” award for two consecutive years by the National Tutoring Association. We can provide evidence that our SES program has a positive impact on increasing student achievement.

We use the available data to construct clear, concise and research-based solutions that will lead to higher academic achievement and student standardized testing scores. Success can clearly be seen through our student’s increased overall percentages on standardized assessments. As a provider we use an independent test developer, Pearson Vue. We use the Basic Skills Assessment Inventory (BASI) to diagnose (pre-test) students and to assess (post test) students after their Individual Teaching Plan has been executed. In the Chicago Public School district, we provided services to 322 students in 14 schools. 80% of our students increased 24% in Mathematics, 18% in Reading and 17% in Writing. 7 out of the 14 schools that we served in the 2005-06 school year met AYP (Annual Yearly Progress) and did not require our services because this past school year. This is

one of our chief goals as an exit strategy: to see students succeed and return to grade level or higher. This information can be broken down per school or per student if needed.

We have additional evidence of improved student outcomes in relationship to our student attendance, family/parent relationships and student behavior as well. Because of our low ratios and personal connections with students, we see a tremendous amount of success. We have been recognized for our high attendance rates in many schools and our parents receive information about their students routinely. This combination creates designed success and minimizes behavior problems. Students feel safe and encouraged. Our letters of reference, awards, and evidence of academic improvement all attest to these exact assertions.

F. Communication with parents and families

Brilliance Academy formally reports to parents/families on student progress a minimum of two times in a forty-hour program. In a sixty hour program, parents are formally reported to an average of three times. Informally, however, students take home newsletters and objective-based activities to share with their families regularly. All take-home materials are available in Spanish. If 16 or more students in one state speak the same language, take-home materials and communications will be translated into that particular native language.

We offer services to parents by keeping them involved in the student-tutor relationship. Students are given a weekly progress report outlining academic progress, weekly objectives and temperament. These reports are mailed to the parent on a monthly basis. Parents also receive three to five additional correspondences including the standardized tests scores for the diagnostic and assessment throughout their program. The school and classroom teacher also receives a copy of this information within the same time frame. At Brilliance Academy we not only record the nationally recognized BASI scores, but also each individual objective, pre-test score and post-test score to ensure maximum accountability. Students then can see their progress as constant and tangible. Parents, teacher and principals will be able to have predictable and reliable information on their students. We find that when students see success in small steps they grow in enthusiasm which begets greater achievement even when faced with a larger standardized test.

Brilliance Academy highly values parental involvement. Parents are generally given the opportunity to review our services in an informational setting where they choose our services for their child. This allows us to explain the methodology and philosophy behind our approach. Once parents choose us, the door between the parent and our program never closes. We welcome classroom or office visits, phone calls, letters, suggestions and the like. The Individual

Education Plan is shared with the parent and is requested to be signed for approval. If a parent has a specific request or concern, Brilliance Academy can potentially incorporate it into the child's curriculum. Additionally, a wonderful way for parents to stay connected daily or weekly is through the use of our Homework Help Hotline. When students use the free Homework Help Hotline, parents are welcome to participate in the call, add suggestions or ask questions. This actively engages the parent who seeks to be involved.

Brilliance Academy partners with the school's SES program to provide services to the students within the recommended time-frame of the school. Therefore, we hope to accommodate the needs of all parents and students within these limits. Many times, if parents work late they have the peace of mind to know that their child is in a safe, caring and academic environment that will improve their child's chances for success.

If a dispute arises, BA will identify the nature of the concern. If the conflict is based in a behavioral/management problem, we will default to management procedures. If the conflict is of a quality assurance nature, Brilliance Academy will proactively meet or call the SES Coordinator and the parent to resolve the matter as amicably as possible. BA would like to serve the student by ensuring that all student and parent needs are met within our means. Together, BA, the

parent and the SES coordinator will most assuredly reach a resolution of satisfaction.

G. Communication with Districts/Schools

Brilliance Academy works closely with the individual schools and teachers to help establish a strong connection and rapport between our tutoring and the activities ongoing at the school. One of the primary ways we do this is by hiring teachers from the school itself to act as tutors for the students. We also accommodate this by regular communication with the teachers and school administrators.

Brilliance Academy strongly believes in good communication. Brilliance Academy relates important information regarding the student's BASI results and MII (Multiple Intelligence Indicator) to the school, the parent and the tutor. In a forty hour program, student progress reports will be given to schools and parents a minimum of two times, while additional newsletters informing parents of curricular progress go out as well. When specific schools or districts have additional progress reporting mandates, Brilliance Academy always complies.

H. Qualifications of Instructional Staff

Our staff members are carefully selected. There are three levels of staffing that distinguish us as unique and successful. The first level is the instructional staff, our tutors. Our tutors are first and foremost chosen for their ability to effectively

communicate information and positively relate to our students. All tutors have teaching experience. Tutors must also be certified by the National Tutor Association (NTA) which we provide at our own expense. Additional quality training is provided by us through annual training and ongoing tri-annual workshops. Examples of areas covered in training include but are not limited to: small group

The second level that differentiates our staffing model is our mentors. These individuals play an invaluable role in modeling, advising and supporting our instructional staff. The mentor must have a minimum of two years classroom experience, but are generally veterans, and have experience teaching adults. They must also be NTA certified. Mentors must have a minimum of a BA, but many hold Masters Degrees. Mentors are characterized as compassionate, organized, outgoing and knowledgeable. This role is intended to provide accountability to the educational process and nurture the tutor.

The third level of staffing ensures that the tutor and mentor are unburdened and free to care for the education of each of our students. The regional managers and administrative staff handle logistics and procedures and streamline such processes as attendance and progress reporting. All three levels are in predictable and structured communication with one another.

The staff that we hire is carefully and meticulously chosen for their abilities to bring about positive academic change in our students by following our models of instruction and curriculum philosophy. During our training periods, our tutors are constantly assessed and qualified. This additional effort on our part creates continuity and connectivity from our curriculum to each of our classrooms. Thus, when tutors and mentors are trained and qualified in the Brilliance Academy methodology, standardization and predictability occurs.

Brilliance Academy has been working with Title I schools and students for three years. We have been present in over 56 Title I schools where we have served over 2250 students. We are intimately aware of special challenges of social, racial, and economic natures. Many are teachers in the Title I schools in which they tutor. Mentors and tutors combined have an average of seven years working with Title I students.

I. Provider Goals and Objectives

Brilliance Academy seeks to participate in the good work that is already in progress throughout the state. Our goal as an educational provider is to increase our students' capacity to learn while improving class attendance rates. By research and aligning ourselves with state academic standards in Reading/Language Arts and Mathematics we have effectively connected to the instructional programs on a school and district level. Since Brilliance Academy encouraged academic rigor, we subject ourselves to constant evaluation for growth. We continually dedicate resources to Research and Development to ensure alignment with each district's curriculum in Mathematics, Reading and English Language Arts. Hence, if a district that we are serving perpetuates a solid learning program that corresponds to state standards and would like extra participation, we have the ability to carefully implement structures that could propel such a program.

With our primary focus on students' individual growth and academic performance, our BASI is aligned with the state's requirements for evaluating and recording achievements in reading, writing and mathematics. We not only record the nationally recognized score, but each individual objective pre-test and post-test score to ensure maximum accountability. Students can then see their progress as constant and tangible. Brilliance Academy finds that when students see success

in small steps they grow with enthusiasm, which begets greater achievement even when faces with a larger standardized test. The Individual Student Tutoring Plan (ITP) allows a clear break down of the individual goals into units/hours of instruction. Certain objectives are then allocated to corresponding hours as is dependant on skill building. The student can see the objective on his/her timetable for compasson of their level of understanding and knowledge attainment.

During the first part of the tutoring session, students work on a customized individual teaching plan. Students receive a workbook especially designed for them based on their diagnostic results. This workbook enables student to work on skills that they are currently learning at their academic level. This process is individualized and is completed by an individual student with the assistance and guidance of a Brilliance Academy tutor. Brilliance Academy provides intermediate testing on a per-objective or per-skill basis. Through the use of specialized projects designed to reach each learning modality, we seek and effectively achieve personal levels of improvement. Before each three-pronged objective in Mathematics, Reading Comprehension and Writing, we administer an initial diagnostic. The student completes the project course work (by visual, auditory and kinesthetic means) and completed the corresponding assessment. Students typically achieve a 25-50% increase in knowledge and some far exceed this percentage.

Brilliance Academy proudly boasts some of the highest after school attendance numbers. Chicago Public Schools, where we serve the majority of our present students, records an attendance rate of 60%, however we exceed this norm and achieve an attendance rate of 78% with constant plans and strategies for improvement. These Title I students originate from the same student body, and yet we are able to draw these students to the after school learning environment more consistently. Students must be in school in order to attend, and thus our after school program becomes an incentive for good school attendance. The more consistently students are in school, the more opportunity they have to learn in the regular classroom which leads to retention and promotion.

Brilliance Academy also offers a free Homework Help Hotline five days a week to provide continual assistance to students when they need it. Through this hotline, we encourage family members to participate in their student's academic achievement by calling and conversing with our staff about the students, we seek to maintain consistent and logical communication with parents, teachers and school officials. Parents will be updated on a consistent basis of student progress and will be encourage to attend "Parents Week." Parent's week is a week dedicated to setting up conferences with parents and tutors after the tutoring session to share diagnostic results and obtain parent input for the Individual Teaching Plan.

J. Cost of Service

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Provider: Brilliance Academy

Program Year: SES 2009-2010

Report Name: District Facility Cost Estimate

Facility Type: District Facility/Non-District Facility

Per Pupil Total Program Hours	40
Hourly Per-Pupil Cost	\$50.00