

## Section IA: Program Description

### **FDDOC, Inc. (Fully Devoted Developer of Children)**

**FDDOC, Inc. (Fully Devoted Developer of Children)—Winners' Circle** is a private, **for-profit** educational organization that provides academic after-school programs to at-risk students in schools in Louisiana and Arkansas. FDDOC offers tutoring in **reading and/or math** for students **K- 8** utilizing the following: Pre and post tests that are aligned to the Arkansas Student Learning Expectations that identify reading and math skill strengths and deficits; an Individual Learning Plan generated by the pre and post test results; and instructional curricula that identify the skill gaps. The **curricula** include Harcourt/Houghton-Mifflin Math (K-12), Scholastic's Reading Programs (K-12), and/or Academics Plus Reading and Math (K-8). All curricula offer systematic methods of instruction **aligned with the following state and national standards**: *No Child Left Behind*, the National Council of Mathematics (NCTM), National Reading Panel findings, and the Arkansas Curriculum Framework of Student Learning Expectations. FDDOC curricula are **research based and utilize research-validated practices** known to increase achievement for all students.

FDDOC has demonstrated a **positive impact for student achievement** on Louisiana state and district tests for students in underachieving schools. In a state research report (Center for Research in Educational Policy released January, 2008) for the 2005-2006 school year, FDDOC for students served demonstrated on standardized tests statistically significant results in reading and positive effects in math. The report recognized FDDOC as the largest provider in the state of Louisiana. FDDOC has demonstrated positive gains in reading and math pre and posttest scores at school sites since FDDOC became a provider in 2005. FDDOC was the only provider serving a school in South Louisiana that earned a "One-Star" Performance during the year and subsequently removed the "Academically Unacceptable" status. FDDOC also served 68% of the students receiving services in three East Baton Rouge schools that realized improved School Performance Scores in 2008. In Arkansas, FDDOC realized pre and posttest gains at the sites served in 2007 with 85% or more mastering at least one Student Learning Expectations at the 80% mastery level. At one site, Rison Elementary, a comparison on ITBS scores from 2006 to 2007 demonstrated a 7% gain in NPR.

All **curricula** include **high interest**, fun materials supplied by the provider. Instruction includes direct instruction by a **part-time certified teacher** (staff-student ratio maximum 10 to 1); individual and small group instruction with re-teaching, when needed. Teachers may have paraprofessional assistance in instruction, if needed. The services are offered **at the school locations** (when permitted) to provide parents easy access to the program. **FDDOC provides bus transportation** at each site after services end each day. If the program operates on a Saturday, FDDOC provides bus transportation to the program and home from the program. For districts that contract with FDDOC for transportation, FDDOC collaborates with that district to transport students.

In addition, FDDOC offers a **nutritional snack daily** and offers student **rewards for incentives** based on student progress and attendance. Incentives are based on input from teachers and students. FDDOC follows state guidelines for allowable incentives awarded to each student. Incentives are to encourage and motivate students and to build trust and relationships that maximize achievement and attendance during the program.

### Section IB: Basic Program Information

<p><i>Applicant Name</i> FDDOC, INC.—Winners' Circle (Fully Devoted Developer of Children)</p>	<p><i>Program Name (if different from Applicant Name)</i> Same</p>
<p><i>Has this applicant ever been removed from any state's approved provider list?</i>  <input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p> <p><i>If the response is "Yes", applicant must provide a description of the circumstances under which the removal occurred, and the state(s) from whose approved provider list the applicant was removed.</i></p>	
<p><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)</p>	<p><i>First Year applicant approved to offer SES services in Arkansas</i> November, 2006</p> <p><i>First year applicant approved to offer SES services anywhere</i> November, 2005</p>
<p><i>Subject areas to be covered (09-10 indicate with a check in the box)</i>  <input checked="" type="checkbox"/> Math  <input checked="" type="checkbox"/> English/Lang Arts  <input type="checkbox"/> Science</p>	<p><i>Grades to be served (09-10) in each subject area to be covered</i>            Math <b>K-8</b>            English/Language Arts <b>K-8</b>            Science</p>
<p><i>Staff availability and qualifications (do not exceed 100 word description)</i>            Number of instructional staff: 60 plus at present time; Certified teachers are hired in district served when available; retired district certified teachers are hired; paraprofessionals are hired from district to assist teachers, when needed. Executive staff includes Curriculum Supervisor with Ed.D. in Education and Project Directors with M. A and B. A. in Education; Administrative staff with varying degrees and experience. Staff has experience with special education and teaching Title I students.</p>	
<p><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)</p>	<p><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) Spanish  <input checked="" type="checkbox"/> Special education  <input type="checkbox"/> Other (describe)</p>

<p><i>Time when services are proposed to be offered</i></p> <p><input type="checkbox"/> Before school  <input checked="" type="checkbox"/> After school  <input checked="" type="checkbox"/> Weekends  <input type="checkbox"/> Summer  <input type="checkbox"/> Other (describe)</p>	<p><i>Student/instructor ratio</i></p> <p>List the ratio of instructors to children in the proposed program:  Teacher/Student ratio maximum 10 to 1  Maximum number of students for each instructor (not to exceed 10 students per instructor)</p>
<p><i>Cost per hour (not to exceed current maximum allowable from RFA)</i>  <u>\$50.00 per hour</u></p>	<p><i>Approximate number of hours required for proposed tutoring</i>  1 to 2.5 hours per weekday; 3 hours weekend day</p>
<p><i>Minimum number of students that will be served in a single district</i>  50  <i>Minimum number of students that will be served in a single school or setting</i>  10</p>	<p><i>Will students be transported by this provider? FDDOC will request partnering with district or contracting drivers if district transportation is not available</i></p> <p style="text-align: right;"> <input checked="" type="checkbox"/> Yes, if not available from district collaboration      <input type="checkbox"/> No </p>
<p><i>Provider Contact Information:</i>  Contact Person Name: Wanda Simpson, Ed.D.  Street Address: 1550 Airport Drive, #118  City, State, Zip: Shreveport, LA 71107  Contact telephone number: 318 212 1846  Contact fax number: 318 212 1848  Email: <a href="mailto:wsimpson@fddoc.net">wsimpson@fddoc.net</a>  Website: <a href="http://www.fddoc.com">www.fddoc.com</a>  Hours of operation: 8 am to 5 pm</p>	

**Indicate Arkansas School Districts in which this applicant provided SES services for any child during the 2008-2009 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
- 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 type="checkbox"/> Alma                              | <input type="checkbox"/> County Line                      | <input checked="" type="checkbox"/> Hamburg                  |
| <input type="checkbox"/> Alpena                            | <input type="checkbox"/> Cross County                     | <input checked="" type="checkbox"/> Hampton                  |
| <input checked="" type="checkbox"/> <b>Arkadelphia</b>     | <input checked="" type="checkbox"/> <b>Crossett</b>       | <input checked="" type="checkbox"/> <b>Harmony Grove</b>     |
| <input type="checkbox"/> Ark School for the Blind          | <input type="checkbox"/> Cushman                          | <b>(Ouachita)</b>  |
| <input type="checkbox"/> Ark School for the Deaf           | <input type="checkbox"/> Cutter Morning Star              | <input checked="" type="checkbox"/> <b>Harmony Grove</b>     |
| <input type="checkbox"/> Armorel                           | <input type="checkbox"/> Danville                         | <b>(Saline)</b>  |
| <input checked="" type="checkbox"/> <b>Ashdown</b>         | <input type="checkbox"/> Dardanelle                       | <input type="checkbox"/> Harrisburg                          |
| <input type="checkbox"/> Atkins                            | <input type="checkbox"/> Decatur                          | <input type="checkbox"/> Harrison                            |
| <input type="checkbox"/> Augusta                           | <input type="checkbox"/> Deer/Mount Judea                 | <input type="checkbox"/> Hartford                            |
| <input type="checkbox"/> Bald Knob                         | <input checked="" type="checkbox"/> <b>Delight</b>        | <input checked="" type="checkbox"/> <b>Hazen</b>             |
| <input checked="" type="checkbox"/> <b>Barton Lexa</b>     | <input checked="" type="checkbox"/> <b>DeQueen</b>        | <input type="checkbox"/> Heber Springs                       |
| <input type="checkbox"/> Batesville                        | <input checked="" type="checkbox"/> <b>Dermott</b>        | <input type="checkbox"/> Hector                              |
| <input checked="" type="checkbox"/> <b>Bauxite</b>         | <input checked="" type="checkbox"/> <b>Des Arc</b>        | <input checked="" type="checkbox"/> <b>Helena/West</b>       |
| <input type="checkbox"/> Bay                               | <input checked="" type="checkbox"/> <b>Dewitt</b>         | <b>Helena</b>  |
| <input checked="" type="checkbox"/> <b>Bearden</b>         | <input checked="" type="checkbox"/> <b>Dierks</b>         | <input checked="" type="checkbox"/> <b>Hermitage</b>         |
| <input type="checkbox"/> Beebe                             | <input checked="" type="checkbox"/> <b>Dollarway</b>      | <input checked="" type="checkbox"/> <b>Highland</b>          |
| <input checked="" type="checkbox"/> <b>Benton</b>          | <input type="checkbox"/> Dover                            | <input type="checkbox"/> Hillcrest                           |
| <input type="checkbox"/> Bentonville                       | <input checked="" type="checkbox"/> <b>Drew Central</b>   | <input type="checkbox"/> Hope                                |
| <input type="checkbox"/> Bergman                           | <input checked="" type="checkbox"/> <b>Dumas</b>          | <input checked="" type="checkbox"/> <b>Horatio</b>           |
| <input type="checkbox"/> Berryville                        | <input type="checkbox"/> Earle                            | <input checked="" type="checkbox"/> <b>Hot Springs</b>       |
| <input checked="" type="checkbox"/> <b>Bismarck</b>        | <input checked="" type="checkbox"/> <b>East End</b>       | <input type="checkbox"/> Hoxie                               |
| <input checked="" type="checkbox"/> <b>Blevins</b>         | <input type="checkbox"/> East Poinsett                    | <input checked="" type="checkbox"/> <b>Hughes</b>            |
| <input type="checkbox"/> Blytheville                       | County  | <input type="checkbox"/> Huntsville                          |
| <input type="checkbox"/> Booneville                        | <input checked="" type="checkbox"/> <b>El Dorado</b>      | <input type="checkbox"/> Izard County                        |
| <input type="checkbox"/> Booneville                        | <input type="checkbox"/> Elkins                           | Consolidated   |
| <input type="checkbox"/> Bradford                          | <input checked="" type="checkbox"/> <b>Emerson Taylor</b> | <input type="checkbox"/> Jackson County                      |
| <input checked="" type="checkbox"/> <b>Bradley</b>         | <input checked="" type="checkbox"/> <b>England</b>        | <input type="checkbox"/> Jasper                              |
| <input checked="" type="checkbox"/> <b>Brinkley</b>        | <input type="checkbox"/> Eureka Springs                   | <input type="checkbox"/> Jessieville                         |
| <input type="checkbox"/> Brookland                         | <input type="checkbox"/> Farmington                       | <input type="checkbox"/> Jonesboro                           |
| <input checked="" type="checkbox"/> <b>Bryant</b>          | <input type="checkbox"/> Fayetteville                     | <input checked="" type="checkbox"/> <b>Junction City</b>     |
| <input type="checkbox"/> Buffalo Island                    | <input type="checkbox"/> Flippin                          | <input checked="" type="checkbox"/> <b>Kirby</b>             |
| <input type="checkbox"/> Cabot                             | <input checked="" type="checkbox"/> <b>Fordyce</b>        | <input checked="" type="checkbox"/> <b>Lafayette County</b>  |
| <input checked="" type="checkbox"/> <b>Caddo Hills</b>     | <input checked="" type="checkbox"/> <b>Foreman</b>        | <input checked="" type="checkbox"/> <b>Lake Hamilton</b>     |
| <input type="checkbox"/> Calico Rock                       | <input type="checkbox"/> Forrest City                     | <input checked="" type="checkbox"/> <b>Lakeside (Chicot)</b> |
| <input checked="" type="checkbox"/> <b>Camden Fairview</b> | <input type="checkbox"/> Fort Smith                       | <input type="checkbox"/> Lakeside (Garland)                  |
| <input checked="" type="checkbox"/> <b>Carlisle</b>        | <input checked="" type="checkbox"/> <b>Fouke</b>          | <input type="checkbox"/> Lamar                               |
| <input type="checkbox"/> Cave City                         | <input checked="" type="checkbox"/> <b>Fountain Lake</b>  | <input type="checkbox"/> Lavaca                              |
| <input type="checkbox"/> Cedar Ridge                       | <input checked="" type="checkbox"/> <b>Genoa Central</b>  | <input type="checkbox"/> Lawrence County                     |
| <input type="checkbox"/> Cedarville                        | <input type="checkbox"/> Gentry                           | <input type="checkbox"/> Lead Hill                           |
| <input checked="" type="checkbox"/> <b>Center Point</b>    | <input checked="" type="checkbox"/> <b>Glen Rose</b>      | <input type="checkbox"/> Lee County                          |
| <input type="checkbox"/> Charleston                        | <input type="checkbox"/> Gosnell                          | <input type="checkbox"/> Lincoln                             |
| <input checked="" type="checkbox"/> <b>Clarendon</b>       | <input type="checkbox"/> Gravette                         | <input checked="" type="checkbox"/> <b>Little Rock</b>       |
| <input type="checkbox"/> Clarksville                       | <input type="checkbox"/> Green Forest                     | <input checked="" type="checkbox"/> <b>Lonoke</b>            |
| <input type="checkbox"/> Cleveland County                  | <input type="checkbox"/> Greenbrier                       | <input type="checkbox"/> Magazine                            |
| <input type="checkbox"/> Clinton                           | <input type="checkbox"/> Green County Tech                | <input checked="" type="checkbox"/> <b>Magnet Cove</b>       |
| <input type="checkbox"/> Concord                           | <input type="checkbox"/> Greenland                        | <input checked="" type="checkbox"/> <b>Magnolia</b>          |
| <input type="checkbox"/> Conway                            | <input type="checkbox"/> Greenwood                        | <input checked="" type="checkbox"/> <b>Malvern</b>           |
| <input type="checkbox"/> Corning                           | <input checked="" type="checkbox"/> <b>Gurdon</b>         | <input type="checkbox"/> Mammoth Spring                      |
| <input type="checkbox"/> Cotter                            | <input type="checkbox"/> Guy Perkins                      | <input type="checkbox"/> Manila                              |
|  | <input type="checkbox"/> Hackett                          | <input type="checkbox"/> 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

## **Section II: Narrative and Supporting Documentation**

### **Section IIA. Program Overview**

FDDOC, Inc - (Fully Devoted Developer of Children) is a private educational organization that collaborates with community resources to provide academic and enrichment opportunities for at-risk students at schools in the following districts of Louisiana: Caddo, St. Helena, East Baton Rouge, Jefferson, St. Mary, East Carroll, Madison, Morehouse, Monroe City Schools, Franklin, Tangipahoa, Rapides, and Pt. Coupee. FDDOC also provided Supplemental Educational Services (SES) in Arkansas schools in the Cleveland County School District and the Fordyce School District in the 2006-2007 school years and in Texarkana Schools in 2009. FDDOC, Inc. is re-applying for a provider of Supplemental Educational Services (SES) in Arkansas for the 2009-2011 school years.

FDDOC utilizes a **diagnostic/prescriptive process** to assess for student skill gaps using the Educational Evaluation Consultants Pre and Posttests in Reading and Math (K-12). The targeted tests align with Arkansas Curriculum Framework and the Student Learning Expectations (SLE's) to identify specific reading and math skill deficits. Each test item correlates directly with a specific SLE for determination of individual needs (see SLE chart in Appendix A). The correlation expedites development of student individual learning plans (ILP's) on the provider website and is easily adaptable to state website formats. The tests offer formative assessment **to determine mastery or re-teaching of a skill. Instruction then addresses the identified skill gaps** by utilizing Harcourt/Houghton-Mifflin's (K-12) Math Programs, Scholastic's Reading Programs (K-12), and/or Academics' Plus Reading and Math Programs (K-8). All curricula offer

systematic methods of instruction that are aligned with the NCLB standards, the National Council of Teachers of Mathematics (NCTM), the National Reading Panel Standards, and the Arkansas Student Learning Expectations in the Curriculum Framework (Appendix A). **The curricula are research based or utilize research-validated practices known to increase achievement for all students. All curricula materials are aligned with state and national standards** (references #3, 7 & 10); and include incremental skill building and frequent assessment tools to monitor individual performance. The Scholastic and Academics Plus reading programs and math curricula provide extended, high interest reading and math opportunities. All curricula have practice to support student familiarity in the state assessment format. Use of the curricula and instructional model has proved to **provide positive results** for students academically and for the FDDOC program evaluation (Appendix B). **The approaches or models of instruction** include direct instruction by teachers (staff ratio maximum 10 to 1), individual and small group instruction, and re-teaching in both reading and math. **The time frame** for the SES program includes 3 to 4 hours weekly of instruction in reading and/or math for a total of 30 hours. **The services** of the SES program **are beneficial to Title I students of low-income** families by offering student remediation to improve academic achievement, improved attitudes, greater engagement in school and more positive behavior.<sup>1</sup> **The instructional staff** consists of part-time licensed teachers who receive **staff development** in the following: review of all curricula for alignment to Arkansas Student Learning Expectations; assessment for targeted instruction, intense review and implementation of all instructional materials; SES policies and procedures (Appendix E). **The program facilities** consist of school plants. FDDOC provides all

**instructional materials;** students are **not required** to provide any materials. **Specific strategies used to work with parents/families** are sharing of pre test results and the ILP during the first two weeks of the program, and sending progress reports to share final post test results and progress on the ILP. FDDOC (corporate office and teachers) also contacts parents to inform them about the program and to inquire about student absences and other issues relating to attendance (see Call Log in Appendix C). **Specific strategies to work with school** personnel include collaboration with principals and district to select the most appropriate approved curriculum so that the after school program is an extension of the regular school day efforts to enhance student achievement. For example, Scholastic's Read 180 and Reading Counts are utilized in many schools for the regular day reading improvement efforts, and FDDOC offers an extension of those programs in reading. FDDOC also seeks to concentrate on grade level academic standards that are in greatest need of targeting in the school district or school to provide support while addressing individual student needs. **Specific strategies** (surveys, pre/formative/post test data, attendance, state assessment gains, parent participation, staff preparation/certification, financial review, and safety/security issues) **evaluate** program effectiveness to provide for proactive interventions. FDDOC's internal monitoring document addresses teacher effectiveness and SES proposal compliance (Appendix B). FDDOC's **process for resolving disputes** with parents and addressing complaints is to offer the parent a meeting by person or by phone and to involve all parties in the dispute. FDDOC's process for resolving disputes with districts is by meeting with the administrators personally and working to resolve issues collaboratively. The program **per unit cost** is \$50 per student per hour for a minimum of 30 hours of instruction.

### **Section III: Indicators of Quality**

#### **A. Evidence of Links Between Research and Program Design**

1). The SES program utilizes an intensive, diagnostic/prescriptive instructional design to identify skill gaps and to address gaps for mastery and for grade level gains. The Harcourt/ Houghton Mifflin Math Curricula are research based<sup>2</sup> and meet the requirements for NCLB. The Harcourt and Academics Plus math curricula address skill deficit areas identified by pre test to develop the ILP and then to measure progress on the ILP's through individual lessons and formative tests. Scholastic's and Academic's Plus Reading program designs are linked to research validated practices that increase academic achievement of students (See Appendix A). The reading programs feature the following components recognized by the National Reading Panel's meta-analysis of reading research: phonemic awareness, phonics, fluency, vocabulary, comprehension, independent reading, as well as instruction in spelling, grammar, usage, mechanics and writing. The programs customize instruction for positive results in improving reading instruction (National Reading Panel Report)<sup>3</sup> and for student interest. All curricula include opportunities for direct teaching, group work, individualized instruction and targeted differentiated instruction. Research underscores the need for personalized instruction with small groups for **Title I students**<sup>4</sup>. (See Appendix A for all Curricula alignment with standards and research base).

2.) The **theoretical and empirical rationale** for the major elements of the program is as follows: To emphasize basic skills, direct instruction, and teaching skills on how to learn and to enhance positive self-attitudes and concepts (see reference 4). Teachers use effective teaching practices<sup>5</sup> by orienting students to lessons, by providing clear and

focused instruction, by providing feedback and reinforcement and by reviewing and re-teaching as necessary. The research on targeted reading and math instruction demonstrates the following learning effects: A faster learning rate, better retention of learning, improved attitudes for learning, improved school attendance, motivation and **time-on-task**.<sup>6</sup> The Math and Reading Programs when combined with teacher-directed as one **mode of instruction** can produce achievement gains by teaching basic, core skills, by utilizing carefully sequenced lessons, by tracking skills and mastery for time-saving planning, by advancing through lessons so that support is gradually decreased encouraging independent learners and more critical thinkers. In addition, feedback and reinforcement in **small teacher (class size 10 to 1 ratio) groups** are both immediate and to support the need for re-teaching. Progress reports are also readily available to students and parents. All of the curricula programs support teacher re-teaching for reinforcement. FDDOC's **assessment strategy** is to provide a SLE chart K-8 (Appendix A) aligned with pre/formative/post test items for teachers to target state learning objectives for building the ILP and for strategic teaching. Effective after-school research demonstrates that students' academic skills increase with the use of a clear focus of content area that is targeted and intentional in effort (See footnotes #5 & 6). Therefore, the **mode of instruction**, small **group sizes**, **time-on-task**, **assessment capabilities**, and ILP's that **target student needs** are all elements that support program effectiveness and have been **successful** (see Section Evidence of Effectiveness page 23) in improvement of student achievement (curricula research base in Appendix A).

**B. Links Between Program Design and NRP, NCTM, NSTA Standards**

**Evidence of Links between Research and Program Design  
READING**

<b>Dimensions of Reading</b>	<b>Components of the Supplemental Educational Services Provider's Instructional Program</b>
<b>Phonemic Awareness Instruction</b>	<b>Targeted phonics focuses on essential decoding skills</b>
<b>Phonics Instruction</b>	<b>Targeted phonics focuses on essential decoding skills</b>
<b>Fluency</b>	<b>Fluency practice encourages repeated reading and automaticity drills</b>
<b>Vocabulary</b>	<b>Language development includes building on language and experience and building academic vocabulary</b>
<b>Text Comprehension</b>	<b>Comprehension is built through direct instruction followed by guided practice and application to experience. Graphic organizers provide a mental framework for higher-order thinking</b>
<b>Other</b>	<b>Writing is connected to reading; motivating books and passages are student-centered; students practice standardized test formats. Teacher Read-alouds encourage listening comprehension skills.</b>

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

**Mathematics**

<b>Mathematical Process Standards</b>	<b>Components of the Supplemental Educational Services Provider's Instructional Program</b>
<b>Problem Solving</b>	<b>Opportunities to build new knowledge through a variety of problem solving strategies and practice with repeated practice daily and weekly</b>
<b>Reasoning and Proof</b>	<b>Development of reasoning skills by</b>

	<b>investigation of mathematical arguments and proofs</b>
<b>Communication</b>	<b>Extensive practice in the use of mathematical language while analyzing strategies</b>
<b>Connections</b>	<b>Mathematical ideas are connected so that students can recognize and build on each to build coherent understanding of math in real-life situations</b>
<b>Representation</b>	<b>Opportunity to choose mathematical representations to solve problems and to represent physical, social and mathematical phenomena</b>
<b>Other</b>	<b>Repetition building and reinforcing skills with re-teaching and frequent assessments to monitor progress.</b>

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

1.) FDDOC provides **direct services to students** by offering a program that is teacher-led with quality instruction and curricula aligned to state and national standards and are all linked to research validated practices known to increase academic achievement. The SES program’s instruction and content **aligns** with the Arkansas Curriculum Framework standards and benchmarks (Student Learning Expectations-SLE’s) for math, and reading/language arts<sup>7</sup>. Harcourt/Houghton Mifflin’s Math curricula is based on research on math instruction such as targeted teaching, explicit instruction and problem-solving approaches that work especially for low-performing students<sup>8</sup>. The math curricula address grade level expectancies for number and number relations, algebra, measurement, geometry, data analysis, probability and discreet math, and for pattern relations and functions.<sup>9</sup> For the program’s reading/language arts curriculum, K-8 SLE’s in reading and responding, writing, writing/proofreading, speaking and listening, and information

resources are addressed (see footnote #3). Harcourt/Houghton Mifflin and Academics Plus math are curricula aligned to NCLB requirements, NCTM standards and include individualized practice for students in the state benchmark areas of problem solving, reasoning/proof, communication, connections and representation<sup>10</sup>. All math curricula support the regular daytime math curriculum by offering incremental, repetition of skills to enhance mastery and student achievement. In addition, Scholastic's Reading and Academics Plus reading are curricula aligned to NCLB, the National Reading Panel content standards and the Arkansas SLE Benchmarks' areas of phonemic awareness, phonics instruction, fluency, vocabulary, and text comprehension. In addition, the pre and posttests items have item analysis correlation with the Arkansas Student Learning Expectations offering a targeted, diagnostic process to address skill gaps. Teachers can easily correlate the items incorrect with the corresponding SLE on a provided alignment chart to select targeted skill needs (See alignment chart in Appendix A). FDDOC utilizes a provider website for production of the ILP from the pre test results.

2.) FDDOC works **cooperatively with districts and schools** to extend and to reinforce the **daytime learning** in a diagnostic and focused format to make the most of valuable instructional time. FDDOC personnel **meet with key district personnel** to assure that the supplemental services have **alignment to each district's curriculum** in math and reading/ELA. For example, schools that use READ 180 in the daytime can benefit from using the Scholastic program in the after school program. FDDOC offers different research based or validated practices curricula options to fit school daytime learning goals. High interest reading materials that emphasize science and social studies enhance all interdisciplinary academic learning to support student learning and to connect daytime

learning. All curricula support preparation for state assessment. FDDOC utilizes multiple educational curricula to serve **multiple district needs**.

**3.) The required curricula materials are integral** to the program and student success.

The curricula all provide teacher guides for instruction and for alignment of lessons to selected SLE needs. Students have high interest consumable workbooks for daily lessons and assessment. Students complete an initial pre test for skill identification on ILP's and also complete formative and post tests at intervals during the program. High interest books and math manipulative tools offer students opportunities for enrichment. FDDOC **supplies all curricula materials** and tools needed to execute assignments. In addition, teachers are not required to copy or supply any materials. Having materials readily accessible and high interest are integral to student success in that they promote time on task and student motivation.

**4.) The SES services pose no costs to parents/families** for the student's participation in FDDOC's after school program.

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

FDDOC utilizes practices to diagnose a student's needs, prescribe an instructional program to meet those needs, and evaluate and monitor student progress toward clearly identified goals. To diagnose a student's needs, teachers administer a pretest on the **first day** of the program to identify specific skill strengths and deficits. Teachers monitor the progress toward identified goals by administering a formative test at midpoint and by administering a posttest at the end of the program to measure academic gains. To track student progress, each pre/post and formative test items have alignment with SLE's. From pre test results, FDDOC personnel generate student Individual Learning Plans (ILP's) by

matching missed items with the corresponding Student Learning Expectations on the SLE chart (See ILP document used to monitor progress at end of this section (p. 20) and SLE chart in Appendix A). Corporate data personnel immediately sent the ILP to the teacher and to share with parent by note home, phone, meeting and/or mail. Corporate data entry personnel record student ILP test scores and goals on the provider website and monitor for gains. The teacher administers formative tests and updates the ILP or sends progress reports at intervals (**every 15 hours** of program). Teachers sent progress reports (see sample at end of this section) to parents 15 hours into the program and more frequently, if needed. Copies of initial, updated and final ILP's are sent to parents or given to them in a meeting. The program goal is 80% mastery on specified SLEs **by the time frame of 30 hours** (See page 33 for Program Goals/Objectives and Appendix F for Program Timetable). FDDOC utilizes a provider created database for billing and for student accountability; but has extensive experience in utilizing a state website for those matters in Louisiana. FDDOC requests state assessment results from districts for program attendees from districts to determine gains. Surveys monitor student, teacher and parent attitudes that affect learning (Examples of surveys and sample parent letter in Appendix C). FDDOC utilizes parent events, mail outs or notes home as ways to distribute ILP's.

**Program evaluation** is also an important aspect in student progress toward goals and objectives. An internal evaluator and evaluation instrument is utilized for measurement (Appendix B) and includes the following indicators: curricula, the variety of materials, instructional effectiveness, parent participation measures, staff preparation, certification and retention measures, transportation, and safety/security issues. Monitoring determines proactive interventions for program improvement and documents program advancement

toward stated contract goals and objectives, NCLB criteria, and effective evaluation criteria for after-school programs (Harvard Project<sup>11</sup>). FDDOC evaluates yearly compliance to all indicators designated in the contracts and proposal, and state or provider website data. The corporate office forward evaluation results to districts in reports after each program ends. School administrator and LEA receive a compiled data report at the end of a program year (Example in Appendix C and in Narrative p. 29). In addition, FDDOC sends the required Arkansas state survey to parents of student participants with a stamped-addressed envelope for parents to forward directly to state department.

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

- 1.) A positive impact for student achievement on state, district tests for low-income, underachieving students is evident at FDDOC after-school programs at costs cited in this application (See Appendix B).

2.)

FDDOC was the only provider to Thomas Gibbs Elementary in St. Mary School District in Louisiana during 06-07 year. For Spring, 2007 testing, Thomas Gibbs realized 25.7 points over the 2006 baseline of 54.9 to receive a growth label of “exemplary growth”. The school earned a “One-Star” performance label removing it from “Academically Unacceptable” status. FDDOC was the largest provider (serving 68% of the students receiving services) in three East Baton Rouge schools in Louisiana that realized improved School Performance Scores in 2008: Howell Park, Merrydale and Polk Elementary. FDDOC in the 2005-06 school year showed statistically significant positive results in reading and positive non-statistically significant results in math on student test scores in a Louisiana state research report on SES providers published January, 2008

2). **School grades** were one area addressed by the parent surveys in all districts in Louisiana in 2008. 40%+ parents rated the students as improved or greatly improved in reading and math performance.

3.) For 2008 survey data summary for all districts served during that school year, all districts revealed that 40% + parents who returned surveys rated the program “satisfactory” or “excellent” in all categories surveyed. (Summary chart in Appendix B).

#### **F. Communication with Parents and Families**

1.) FDDOC utilized **specific procedures** for **reporting student progress** to parent/families. An initial meeting is offered (the first week a student is in the program) to parents to review and to offer input into their child’s ILP. If it should occur that a parent speaks a language other than English, FDDOC seeks to provide interpreters are to provide information in that parent’s native language. Teachers and corporate office inform parents of student progress on the same basis as the school (every month); however, progress may be reported to parents more often, if needed. SES teachers send home notes and copies of mastered goals and objectives, when appropriate (at schools in East Baton Rouge, **36% of parents returned signed progress reports and** surveys—see survey results in Appendix B. The teachers and the Program Site Coordinator make phone calls to parents and e-mail when that avenue is available for communication that is more frequent. Parents are encouraged to make appointments to discuss progress when they have any concerns or questions. To ensure that the above procedures occur, FDDOC utilizes a call log that teachers and site coordinators complete to document parent contacts and student absences (Appendix C).

The SES program provides services to parents and involves them in their children's academic progress. FDDOC personnel and teachers encourage parents to participate in the program goal setting for students because parental involvement is important to the success of the program.<sup>12</sup> These meetings with parents include collaborative goal setting with shared expectations and timetables for mastery of goals. ILP's and student progress reports communicate growth. Students and FDDOC staff complete surveys during or after the program. FDDOC sends surveys with final parent letters for feedback and evaluation of the program (see survey samples & 2008 survey results Appendix B)

2.) FDDOC has a **process for resolving disputes** or conflicts that may arise with parents. The Project Director and other corporate personnel schedule a meeting in person or by phone with parent, teacher, administration and others involved and work on a collaborative plan for complaint resolution. Parents are involved in every process of the SES program. Corporate office sends letters to parents and calls each parent announcing the beginning of the program; the phone calls also inquire about transportation needs (See sample letters to parents and sample call log for recent Arkansas program in Appendix C). The program accommodates the needs and schedules of working parents by securing transportation and working with parents when any logistical problems arise.

#### **G. COMMUNICATION WITH SCHOOLS AND DISTRICTS**

1.) To ensure a **connection between the SES program and the programs in place at the school(s)**, the SES program includes the following evidence of that connection: The SES program is located at the school sites; the Program Site Coordinator maintains daily contact and works collaboratively with school administration (when available, teachers at the school are interviewed and hired to work in the SES program) so the teachers know

the students. (FDDOC also hires from neighboring schools and districts, when necessary). SES teachers contact regular school day teachers by e-mail and/or by progress reports to share student progress. The schools and the SES program share educational data and work collaboratively. Examples of collaboration of FDDOC with districts are as follows: Because other after school programs were occurring during the week, Madison Parish and FDDOC collaborated for a Saturday program; St. Helena Parish collaborated to combine a current afterschool program with SES to maximize services to students. FDDOC adheres to cooperation with schools and inquires about any support that FDDOC can offer to the schools in connecting to district curriculum.

**2.) Specific procedures** used to report on student progress to the student's teacher and appropriate school or district staff includes the following: After schoolteachers send daytime teachers student progress reports monthly that include mastery on individualized educational plans, attendance, and behavior; after schoolteachers or Project Director notifies administrators of any behavioral concerns as they occur. FDDOC corporate office sends each school administrator of schools served program schedules, attendance reports and copies of ILP's and final data report (See Appendix B). FDDOC corporate office sends ILP's to be distributed to daytime teachers for additional state test preparation information. In many cases, the after school teachers are the daytime teachers since FDDOC hires teachers from schools served, but corporate office sends daytime teacher surveys to schools for information from the teachers about impact of program on student behaviors and academics (See Daytime teacher survey in Appendix C).

FDDOC corporate office sends final data reports to the LEA on an annual basis or at the completion of a program. A sample cover letter sent for the final report for principals

at an Arkansas school served during the 09 semester is as follows as follows: (See Appendix B for the data summary and district report)

#### **H. Qualifications of Instructional Staff**

1.) The staff is highly qualified to provide high quality supplemental services in reading and/or math. The teachers at the SES program work in the areas of elementary education, special education, and/or secondary reading or math. FDDOC hires and recruits teachers from the **Title I** schools served. Site Coordinators are selected on credentials and experience. The Executive Director has a B.A. and experience in educational consultation and management. The Project Director has a Master's Degree in Education with experience in teaching in Title I schools. The Curriculum Supervisor has a Doctorate degree in Secondary and Higher Education with a minor in special education and mid-management. The Curriculum Supervisor has 26 years experience in education with teaching experience in Title I schools. FDDOC hires teachers according to NCLB and Arkansas highly qualified criteria <sup>13</sup>.

2.) **Professional development** is one strategy to improve instructional products and services. The teachers attend an orientation in-service when hired by the program that includes an explanation of policies and procedures, importance of confidentiality, introduction to program forms and data reporting, and other important on-the-job information and requirements. Teachers also have staff preparation in use of the curricula, and that support is on going by curricula support personnel and by a designated support person from each school. Teachers have preparation for utilizing the curricula materials in small groups or with direct instruction activities. Teachers are also prepared to supervise paraprofessionals and volunteers. FDDOC personnel conduct teacher

preparation before the beginning of each program, intermittently when needed, or when requested by personnel on surveys or by email/phone calls.

3.) Tutors/Volunteers/Paraprofessionals are also involved in an orientation in-service, which includes an explanation of policies and procedures, safety issues, the importance of confidentiality and what their role is in supporting students and teachers. Site Coordinators and/or Teachers supervise paraprofessionals and the Site Coordinator monitors them for effectiveness and for dependability. Copies of support personnel criminal background checks, recommendations, and service records are kept on file in the FDDOC corporate office.

4.) The Program Director and Supervisor of Curriculum attend annual conferences and workshops through local regional educational service center and receive ongoing support with curricula through companies that distribute those materials. FDDOC employs more than five staff members (see organizational chart in Appendix F). A resume of person overseeing instructional plan for students is included in attachments (Appendix F).

## **I. Provider Goals and Objectives**

**Program evaluation** is also an important aspect in student progress toward **goals and objectives**, and an internal evaluator and evaluation instrument addresses progress (Appendix B) that includes the following indicators: curricula, the variety of materials, instructional effectiveness, parent participation measures, staff preparation, certification and retention measures, transportation, and safety/security issues. Monitoring determines proactive interventions for program improvement and documents program advancement toward stated contract goals and objectives, NCLB criteria, and effective criteria for after-school programs (Harvard Project-see footnote #11). FDDOC evaluates yearly

compliance to all indicators designated in the contracts and proposal, and state website data. FDDOC sends results to districts in reports after each program ends (Appendix B).

**Goals and Objectives:** The following are the general goals and program objectives for the program. The **expectations** of the services proposed are to enhance student achievement by offering a high quality, strategic plan designed to build essential skills, to improve test scores and to make use of every instructional minute.

<b>PERFORMANCE BASED ON PROGRAM GOALS AND OBJECTIVES</b>
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**GOAL 1 To increase academic achievement for at-risk students grades K-12 at the target schools**

**Objective 1.1:** Given a pre test in reading or math the first day of the program, the student's learning needs will be assessed by the teacher and correlated with state GLE's to create the ILP.

**Objective 1.2:** Students who attend 18+ hours will demonstrate positive gains in achievement as evidenced by the use of the pre and post testing in Reading and/or Math

**Objective 1.3:** 60% of students who attend 18+ hours will master one or more prescribed SLE objectives at 80% mastery level.

**Objective 1.4:** 40% of students who attend 18+ hours will score Basic or above on state assessment in either reading/literacy or math

**GOAL 2 To increase parental involvement in educational experiences and collaboration with schools and center**

**Objective 2.1:** 50% of parents of students who attend 18+ hours will participate by a meeting or signature in one of the three parent contacts by FDDOC personnel as follows: an initial meeting discussing the student's ILP; a parent contact for progress report; and a final contact discussing ILP progress.

**Objective 2.2:** 50% of parents of students who attend 18+ hours will rate the program "satisfactory" or above on surveys.

## **J. Cost of Service**

FDDOC complies with Arkansas pricing structure as follows: A maximum of \$50 per pupil per hour of instruction or \$100 per pupil day of instruction or \$400 per instructional week, whichever amount is less; Saturday only programs of longer than 3 hours per Saturday up to \$150 per Saturday; summer only programs meeting five (5) days per week for two hours of instruction up to \$500 per week.

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<sup>1</sup>Gansk & Associates, New Study shows Foundations, Inc. after-school elementary school students improve basic skills. 2002. CA: Rand Corporation [www.foundations\\_inc.org](http://www.foundations_inc.org)

<sup>2</sup>Educational Research Institute of America. October, 2006. Report on Student Achievement Using Harcourt's Achieve Summer Studio Math (Report 279). [www.harcourtsteckvaughn.com](http://www.harcourtsteckvaughn.com)

<sup>3</sup> United States, National Reading Panel, Report of the National Reading Panel: Teaching Children to Read (National Institute of Child Health & Human Development) 8 Feb. 2005  
<http://www.nichd.nih.gov/publications/nrp/findings.htm>

<sup>4</sup> Hall, G. & Yohalem, N. How after-school programs can most effectively promote positive youth development as a support to academic achievement: A report commissioned by the Boston after-school for all partnership. Wesleyan Centers for Women Research. (2003-Paper No. CRW30).

<sup>5</sup> Cotton, K. Effective Schooling Practices: A Research Synthesis 1995 Update. Portland, OR: Northwest Regional Educational Laboratory 1995.

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- <sup>10</sup> National Council of Teachers of Mathematics. Standards Based Curriculum. <http://www.nctm.org/>
- <sup>11</sup> Harvard Family Research Project, The Evaluation Exchange. Winter, 2004-05. "Evaluating Family Involvement in Programs".
- <sup>12</sup> Paik, J., McKay, D., Harrison, L., Ross, S.M., Nunnery, J., Pribesh, S. (January, 2008). Supplemental Educational Services in the State of Louisiana 2005-2006. Center for Research in Education Policy
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- <sup>14</sup> Arkansas Teacher Criteria, Arkansas Department of Education,  
[www.arkansased.org/teachers/licensure\\_initial.html](http://www.arkansased.org/teachers/licensure_initial.html)
- <sup>15</sup> Supplemental Educational Services Quality Center. 2005. SES in Action: A toolkit for parents and and community leaders. American Institutes for Research. [www.tutorsforkids.org](http://www.tutorsforkids.org)

## **APPENDIX**

APPENDIX A	SLE Alignment Charts, Curricula Research
APPENDIX B	Evidence of Effectiveness: Web data Sample report, District report, CREP report, School Reports, Monitoring Document
APPENDIX C	Communication: Call log; District, School/ Parent Communication; Surveys; Letter samples; Daytime Teacher Survey; Notice

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of Disclosure for Special Education Records

APPENDIX D

Corporate Documents: Insurance, Financial Statement; Business Certificate

APPENDIX E

Corporation Manuals: Personnel and Policies and Procedures

APPENDIX F

Program Timetable; Organizational Chart; Vita of Person in charge of curricula