

## Section 1: Program Information

### Leatherwood Enterprises

**1A: Program Description: Leatherwood Enterprises** was incorporated in 1998 as a social service for profit organization to offer Family Reunification services to displaced foster children. The Family Learning and Resources Education Center, established as a non-profit entity in 2000, began offering customized tutoring services to children and Family Centered Services Training to families. In 2003, Leatherwoods expanded tutoring services in reading and math to other economically disadvantaged and low achieving students in grades K-8 in Missouri and Arkansas in 2007. Our goal is to prepare students to become lifelong learners. Tutoring is conducted before and/or after school, summer enrichment, and by appointment in the student's natural environment. School assessments;parental recommendations and feedback; and the curriculum is used to map student progress. Each student's academic records are used to **(1) identify learning gaps; (2) develop an individual learning plan; and (3) document progress via written records at predesignated intervals. o**

**Reading** - We incorporate McGraw-Hill assessments for students in grades K-8. Lesson plans include the *CIERA (Center for the Improvement of Early Reading Achievement)* strategies through guided reading and exercises. Student lesson plans follow the pattern of: word work, reinforced reading of familiar selections, reading new selections, skills building work, and using other training tools (such as games) to solidify skill(s) taught. We use the textbooks and tutoring materials aligned with *Early Reading First and Reading First* assessments. We rely strongly on the Findings of the *National Reading Panel (April 2000)* and provide reading instruction in the areas of: **phonemic awareness, phonics, fluency, vocabulary, and text comprehension guided reading instruction and exercises.** Based on need, any of the five dimensions can be emphasized as needed. *National Reading Panel (April 2000)*

**Math** – We use McGraw Hill and Cognitive Tutor (Carnegie). The Carnegie Learning Math curriculum is based on seven aspects that promote collaborative work and depth of understanding. The lessons are provided in print as part of the student’s learning plan which contains: 1) **innovative research-based pedagogy**, 2) multiple representations, 3) simple, straightforward designs, 4) just-in-time feedback, 5) skillometer, 6) the cognitive model and 7) the blended curriculum. Leatherwood tutors also incorporate the results of the *National Mathematics Panel* in our tutoring sessions. Our models are based on sound **cognitive theories and empirically tested alternatives that address specific skill competencies for each grade level. Students focus on problem solving, communication and reasoning while making connections using multiple representations.** The mathematics curriculum has an assessment component that allows for on-going evaluation and monitoring. Students receive the benefit of individualized instruction, ample practice, immediate feedback and coaching and ‘just in time’ help. On demand help, and positive reinforcement give students a sense of independence and controlling their own learning and help to keep them on task.

#### Quick Snapshot

**Name of Program: Leatherwood Enterprises Tutoring**

**Subjects being tutored: Math & Reading**

**Special Areas Served: IEP, ELL & Migrant**

**Pupil- Tutor Ratio: Group tutoring: 8:1 and Individual tutoring: 1-on-1**

**Grade Levels Served: K-8**

**Costs per hour: \$45-\$50 per hour (group); \$50 per hour (individual)**

**Location of Services: School, Community, & Natural Habitat (No Transportation Services)**

**Curriculum used: McGraw-Hill (Reading & Math) & Carnegie Learning (algebra & geometry only)**

**Areas to be served: Little Rock, North Little Rock, Pulaski County Special, Conway, Lonoke,**

Mayflower & South Conway County

**Minimum qualifications of Tutors:** Bachelor's Degree, or equivalent subject matter expert documented experience & and undergo a background check pursuant to Arkansas teacher licensure procedures

### Section IB: Basic Program Information

<i>Applicant Name</i> <b>Leatherwood Enterprises</b>	<i>Program Name (if different from Applicant Name)</i>
<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>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>	
<i>Type of organization (indicate with a check in the appropriate box)</i> <input checked="" type="checkbox"/> For-profit Parent Company <input checked="" type="checkbox"/> Not for Profit ( <b>Children's Services</b> ) <input type="checkbox"/> School Entity <input type="checkbox"/> Higher Education Institution • Other (describe)	<i>First Year applicant approved to offer SES services in Arkansas</i> <b>2007</b>  <i>First year applicant approved to offer SES services anywhere</i> <b>2002</b>
<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 <b>K-8</b> English/Language Arts <b>K-8</b> Science
Staff availability and qualifications (do not exceed 100 word description) Staff is available before and after school, and as arranged at community sites and for one-on-one sessions. Instructor certifications include Bachelors in Education or related field of instruction, reading specialists, highly qualified teachers, and subject matter experts in education. Additional educational and experience : Masters level or above in Social Work, Health Sciences, Engineering, Conflict Resolution, Special Education and experienced LEP teachers. We employ interpreters who translate Arabic, French, West African dialects, and Spanish speaking tutors.	
<i>Service delivery setting (check all that apply)</i> <input checked="" type="checkbox"/> School <input checked="" type="checkbox"/> Business location	<i>Specific student populations proposed to be served (check all that are proposed to be served)</i>

<input checked="" type="checkbox"/> Place of religious worship <input checked="" type="checkbox"/> Community Center <input checked="" type="checkbox"/> Student's Home (parent or guardian must be present during tutoring) <input type="checkbox"/> On-line <input checked="" type="checkbox"/> Other (describe) <b>Foster/Adoptive Students</b>	<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 checked="" type="checkbox"/> Special education <input checked="" type="checkbox"/> Other (describe) <b>Foster/Adoptive Students</b>
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<i>Time when services are proposed to be offered</i>  <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Weekends <input checked="" type="checkbox"/> Summer <input checked="" type="checkbox"/> Other (describe) <b>Make up Sessions</b>	<i>Student/instructor ratio</i> <b>NMT 8 : 1</b>  List the ratio of instructors to children in the proposed program <b>Not more than 8 to 1 ratio</b> Maximum number of students for each instructor (not to exceed 10 students per instructor) <b>NMT 8 : 1</b> <b>NLT 4 : 1</b>
<i>Cost per hour (not to exceed current maximum allowable from RFA)</i> <b>\$50</b>	<i>Approximate number of hours required for proposed tutoring</i> <b>30-35</b>
<i>Minimum number of students that will be served in a single district</i> <b>4</b>  <i>Minimum number of students that will be served in a single school or setting</i> <b>4</b>	<i>Will students be transported by this provider?</i>  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<i>Provider Contact Information:</i> Contact Person Name: <b>Donna M Sanders</b> Street Address: 17200 Chenal Parkway Suite 300-242 City, State, Zip: Little Rock, AR 72223 Contact telephone number: 501-588-0601 Contact fax number: 1 877 513 3276 Email: donna@leatherwoods.biz Website: www.leatherwoods.biz Hours of operation: 0830 am – 500 pm	

Indicate Arkansas School Districts in which this applicant provided SES services for any child during the 2008-2009 academic year. **Failure to complete this item accurately may result in provider losing approval for the 2009-2010 academic year.**

- Alma
- Alpena
- Arkadelphia
- Ark School for the Blind
- Ark School for the Deaf
- Armored
- 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
- S. 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. **No additions or deletions will be allowed after the application is submitted.** Failure to complete this item accurately may result in provider losing approval for the 2009-2010 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
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- Wynne
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### SECTION III: Indicators of Quality

#### A. Evidence of Links between Research & Program Design

Our communication arts and literacy program is based on the research of *Langer (2000)*, *Merkley & Jefries (2001)*, *Rasinski (2000, 2003)*, *Pearson and Gallagher (1983)*, *Topping (1987a, 1987b, 1989, 1995)*, and *Stenner (1996, 1997, 2004)* and many more researchers. Their **research** is aligned with the *National Reading Panel's Report (2000)*, which identifies **programs designed** in phonemic awareness, phonics, vocabulary, fluency and reading comprehension as effective reading components. Updated *National Reading Panel Reports (2004)* findings conclude that learning phonics skills is critical for positive reading development. However, the best results are achieved when direct instruction is combined with the development of other skills, and our reading model incorporates a combination of direct instructional strategies. Our ratio (tutor to student is not more than 8: 1; and we continuously incorporate a variety of comprehension techniques such as question answering, question generation, and summarization. When students learn to use them successfully, they perform better in recall, answering questions, generating questions, and summarizing texts.

Our math program is based on the **research** of *Bangert-Downs & Bankert (1980)*, *Hatfield (1994)*, *Marzano, Pickering, and Pollock (2001)*, *the Educational Research Institute of America (ERIA) (2005)*, *NCTM (2000)*, *Clarke and Shinn (2004)* and many more researchers. In 2004, Leatherwoods provided after school tutoring to economically disadvantaged and underachieving students, 100% of who received free and/or reduced lunch. The **program's goal** was to increase communication arts and math skills. Students were given McGraw-Hill pre and post tests in communication arts and math.

**Research** shows that young low-income and minority children are more likely to start school without having gained important school readiness skills, such as recognizing letters and

counting. Because they tend to begin school behind, they are more likely to fall further behind. Our tutoring lesson plans (*CIERA guided reading strategies*) have documented results that *address the gaps* for low-income and underachieving students. Our instructional strategies for working with “at-risk”, Title 1 students is based on the research of *Comer (1997), Comer, Haynes, Joyner & Ben-A vie (1996), Kunjufu (1984, 1986), Hare and Hare (1991)*, and *Wilson (1991)*. To this point, in 2006, Leatherwoods conducted a customer satisfaction survey with middle schools where 315 students participated in the after school tutoring program. All students were economically disadvantaged and underachieving. 98% of the students received free and/or reduced lunches. 94% of the students were members of a minority race. We continue to **develop statistically significant** data to use in our tutoring model. To gather data in our most recent collaboration with a school in Missouri, we conducted a survey with Pre K-3 grade students by posing questions that prompted the student to think about themselves and their surroundings. Our next project will ask students to find the distance between points along horizontal and vertical lines.

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

<p><b>Phonemic Awareness Instruction</b></p> <p><input type="checkbox"/> Helping learners in sub-groups understand and use the alphabetic system to read and write. Tutoring small groups is an effective way to teach phonemic awareness .</p>	<p>Our model employs exercise suited to remedial readers with concentration on reading and writing skills and using phoneme isolation, phoneme blending, and phoneme segmentation. An example of Phoneme blending, “Tell me the sound that is the same in <u>bike</u>, <u>boy</u>, and <u>bell</u>” (/b/);</p>
<p><b>Phonics Instruction</b></p> <p>Systematic phonics instruction (small groups) involves explicitly teaching students a pre-specified set of letter-sound relations and having students read text that provides practice using these relations to decode words.</p>	<p>Our model provides children with key knowledge and skills to ensure that they know how to apply skills and abilities in their reading and writing. An example is to encourage tutors to be creative and innovative when teaching letter-sound principles and not using the 'worksheet' approach.</p>

<p><b>Fluency</b>  Fluency, the ability to read a text quickly, accurately, and with proper expression, has been described as the “most neglected” reading skill (Allington, 1983),</p>	<p>Our model encourages additional voluntary reading outside the classroom and tutoring sessions. We have books on loan and rewards for the student who is motivated by reading more. Our goal is to assist the student to increase fluency by reading more which may translate into better fluency and higher reading achievement,</p>
<p><b>Vocabulary</b>  Vocabulary proficiency enables the reader to translate the (relatively) unfamiliar words in print into speech, with the expectation that the speech forms will be easier to comprehend. NRP analysis of the collective research studies suggests that a variety of direct and indirect methods of vocabulary instruction can be effective. Our model uses a variety of vocabulary building exercise.</p>	<p>Our link includes exercises in Vocabulary learning that entail active engagement in learning tasks by using repetition and multiple exposure exercises. Task restructuring and active engagement activities are other approaches we use. For remedial readers we employ pre-instruction vocabulary instruction also in an effort to make the reading passage easier to comprehend</p>
<p><b>Text Comprehension</b>  Curriculum Instruction</p>	<p>Our model is aligned with the curriculum instruction as discussed in studies conducted by NRP. Our strategies are integrated into the normal curriculum and closely aligned with classroom instruction and student learning expectations.</p>
<p><b>Other Bilingualism and Multilingualism</b>  There are major gaps and little research in the area of bilingual language development and priorities need to be identified before effective programs are in place to address bi-literacy.</p>	<p>We are continually seeking ways in which to maximize the benefits of bilingualism and multilingualism relating to cognitive, linguistic, and academic achievement. Our observations indicate Bilinguals learning to read English may speed learning in the second language. Oral language skills seem to be learned relatively independently across two languages.</p>

### **C. Connection to State Academic Standards & School or School's Districts Instructional Programs(s)**

There are no additional costs to parents/families to participate in our program.

Leatherwoods curriculum is aligned with Literacy and Math Benchmark Criterion Reference Tests and Arkansas' Act 35 norm-referenced achievement guidelines. Our learning plans are designed to meet and/or exceed grade level expectations (GLE) and proficiency requirements. We quickly and easily align to district standards. We employ the teachers.

**In English Literacy**, our program aligns with K-8 Literacy Strands 1-5. We provide student instruction and motivation to: *1) Find the main idea in a passage; 2) Perform writing with appropriate vocabulary, sentence variety, tone and voice; 3) Form complete & grammatically correct sentences; 4) Properly use nouns, verbs, pronouns, and other appropriate word usage; 5) Properly use capitalization, punctuation, and spelling; 6) Successfully read literary, content, and practical passages.* **Connection to** the Open Court and Striving readers programs allow students to build proficiency. **Further alignment** is evidenced by our programs' focus in print and phonemic awareness, phonics, fluency, vocabulary, comprehension, reading and comprehending nonfiction and fiction works, speaking, listening, and speaking and writing English. In addition, students learn how to write for various audiences, research, formal writing, develop critical listening skills, and evaluating oral and visual media as aligned to ADE's English Language Arts Frameworks. Leatherwoods language proficiencies are in alignment with the strands of ADE's student learning expectations .align with two strands of the student learning expectations.

**In math** we use real life examples showing patterns and relationships within certain mathematical functions and connect with Arkansas' Math Framework Strands 1-5. We provide student instruction in the areas of: *1) Number sense properties and operations; 2) Geometric & Spatial Sense; 3) Measurement; 4) Data analysis, statistics, & probability; 5) Patterns, Algebra, & Functioning.* We teach students how to reason inductively using a set of specific facts and deductively from using general premises. Our tutoring plans **align with** Arkansas' curriculum framework and GLE's by linking the importance and benefits of understanding patterns, number relations and functions. Our lessons represent and describe patterns with tables, graphs, pictures, symbolic rules and words. We tutor students in how to analyze graphic and numeric patterns using words or symbolic rules. Students receive tutoring on equations, data analysis, algebraic concepts and geometric shapes. Strand 4 – Measurement as described in ELP Student Proficiency Level under learning expectation levels 1 -5 and our math model connects too. The student is expected to use the language of measurement to develop math abilities on systems by describing and comparing math to real-world objects by using units, systems and difference processes of measurement. Our materials are integral to the student and help insure success because they are researched based, kid-friendly, and easy to use.

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

Tutors maintain up-to-date records on each child. Our curriculum starts smart by (1) **identifying learning gaps** and (2) implement controls to evaluate and monitor progress in small steps. Pre-tests are administered to diagnose needs and prescribe an instructional program to meet Student Learning Expectations (SLEs). Skills are evaluated weekly through skill worksheets, group work, and homework. Progress is monitored via monthly progress reports. Additionally, we monitor progress through: **mid-point tests, skills practice, homework assignments, chapter post tests, standardized test practice and yearly through post tests.**

Parents are encouraged to help develop student learning plans and remain active in our services and programs. We ask parents questions and incorporate the recommendations about the student's learning styles before designing an individual learning plan. We use the Cognitive Tutor (Carnegie) curriculum assessments to identify gaps and weaknesses prior to establishing SLEs. Section III Exhibit #5---Carnegie Correlation. As students master the skills (75%-80% is mastery level) of a particular assessment level, they advance. If skills are not mastered at 80%, **re-teaching** will occur. With help from our tutors, we conduct annual reviews of curriculum content and instruction.

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

Since 2004, we've provided SES academic enrichment services in Missouri to economically disadvantaged at-risk students who were classified as underachievers as a group. Our goal – To help all students increase proficiency in communications arts (Literacy) and math.

Young low-income and minority children are more likely to start school without having gained important school readiness skills, such as recognizing letters and counting.

Because they tend to begin school already behind in core learning skills, they are less likely to get ahead or catch up and perform at grade level. Our tutoring lesson plans (*CIERA guided reading strategies*) have documented results that address the gaps for low-income and underachieving students. Our Instructional strategies for working with “at-risk”, Title 1 students is based on the research of *Comer (1997)*, *Comer, Haynes, Joyner & Ben-A-vie (1996)*, *Kunjufu (1984, 1986)*, *Hare and Hare (1991)*, and *Wilson*

(1991). To this point, in 2007, Leatherwoods collected satisfaction surveys from two middle schools and one elementary school. Within the middle schools, more than 350 students participated in the after school tutoring programs. All of the students are economically disadvantaged and underachieving. 98% of those students received free and/or reduced lunch. 94% of the students are members of a minority group.

We employ methods where evidence of scientifically based research has increased student achievement in both our literacy and math programs. We update and conform to the State's Educational Agency mandated requirements for meeting NCLB benchmarks. This includes, but is not limited to the content standards, compatible assessment tools and model curriculum targets for Math and Communications Arts/Literacy frameworks. School attendance, homework completion, and student grades have documented positive results. Section III Exhibit #6--Letters from School Officials

In the district we employ approximately 50+ returning experienced tutors and approximately 10 part-time tutors. They provide almost 180 hours (weekly) tutoring hours for at-risk children. More than 250 students participated.

All our students read at least three books each term in addition to the classroom assignments. Sixty-five percent of our students reached or surpassed grade levels in reading. Forty-nine percent reached or surpassed grade levels in math. Ninety percent of our students completed their learning plans.

Seventy-five percent of our parent evaluations are returned one week before tutoring ends. Three percent are returned one-month after the school year ends. They indicate a 95% approval rating. Parents chose us because we are: a local provider and have a local community and business presence.

We train in lesson planning, evaluation of student skills, and parental involvement

oversight. A majority of tutors that we employ have prior teaching experience with the district and have received professional development training in reading and math instruction. We host training and planning retreats near the session start time and in late Summer each year. Best practices retreats are conducted in order to document strategies, best practices, lessons learned and outline a “next step” strategy moves.

Training instruction is taken from material from *A new Wave of Evidence: The Impact of School, Family, and Community Connections of Student Achievement*, authored by Anne Henderson and Karen Mapp. School compacts are a great training tool also because everyone gets involved in future planning of the school's programs and incorporates LEA strategies to build parental involvement.

Our company's staff are active members in local School Advisory Communities and leaders in involvement with District Advisory and National Title I Councils. Training is performed by certified trainers and from a cadre of distinguished corps of tutors.

Our service delivery is of the highest quality, prompt, and efficient . We listen with the goal of improved service delivery. Section III Exhibit #7---BBB A+ Rating. If there is a conflict, we resolve it immediately. We employ conscientious, creative, and self-starter tutors who are mostly district employees. Section III Exhibit #8---Letter. They are all seasoned professionals who know and understand how to work with at-risk, Limited English Proficient children and their families. We also use the services of an independent education evaluation firm to monitor our program. Our evidence of effectiveness is compiled from data collected and prepared by 3<sup>rd</sup> party businesses, the LEA data, and from our Best Practice Retreat hosted by our agency twice yearly.

In addition, we work in cooperation with two Universities to develop our Professional Development training. Section III Exhibit #9---Professional Development Plan.

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

We adhere to LEA policies set forth for parental involvement planning as outlined in *Parental Involvement Title 1, Part A of the No Child Left Behind Act*. In addition, we encourage involvement at the beginning of our relationship with the children by giving prompt notice of what our tutoring services are. There are opportunities to recommend and comment before we begin services. We offer scheduled meetings as well as marketing materials to parents who wish to learn more about our SES services. Section III Exhibit 10 Flier announcing Parent Meeting

**Parents, families, teachers, and community stakeholders are instrumental in developing Student Learning Plans (SLPs).**

Parents are welcome and encouraged to come and offer assistance, or observe their child at anytime and often do. SLPs are developed within the first two weeks of tutoring and without parental (guardian) guidance, the plan would be incomplete. The SLP is updated bi-weekly. In accordance with *SES Non regulatory Guidance, dated June 2005*.

A narrative progress report is provided monthly and one at the conclusion of the tutoring session. An example of the connection between Leatherwoods and the school/district is coordination with the text standards which also reflect the five literacy dimensions. We use different materials, but the standards upon which they are based are the same. A notable best practice connection is teachers and parents request us to use the school's reading materials to reinforce a specific skill, or if a student needs extra support with improving skills. We seek and

welcome communication from the students' teacher(s) if there are specific skills we can help them with. If a student is not attending regularly or making the gains as outlined in the SLP, we contact the classroom teacher and the parent(s) to uncover what the barriers are and change the student's plan to refocus on how we can best serve his/her needs.

In 2005, we held a training session titled: *No Child Left Behind & School Choice* for Title 1 District Advisory Council participants. More than 15 schools did not make AYP in the summer of 2005. School start dates were in less than a month. The district parent involvement coordinator requested us to conduct we schedule a community informational session and parent questions. Most of the confusion centered around the meaning of school choice.

Parents are welcome and are in fact encouraged to assist or to observe their child at anytime. We make regularly scheduled phone calls after 6:00 pm. to parents to inform them of their child's progress and are available during the parent's workday to take calls. See Section III Exhibit 11---Letter. We actively network and communicate with District officials by phone, at scheduled school board meetings, and during Title 1 conferences and meetings hosted by District. If parents are unable to attend meetings and functions, they contact the school facilitator to obtain relevant information.

In addition, we have a Certified Master Level trained ADR specialist who volunteers on Title issues. Our ADR specialist has a maser's degree in Conflict Management. She also has courses in dispute resolution theory, methodology, and practice focused on conflict within families, communities, organizations, governments, hospitals, labor groups, courts and corporations. See Section III Exhibit 12. Should a problem arise, parents are asked to contact the school facilitator. If a mutually beneficial solution is not reached, parents then contact our ADR specialist. If an agreement is not made, parents are encouraged to contact the local Title 1 office for a final determination.

We offer parenting support and referrals to the appropriate school official concerning their child's education if we are unable to assist them. A parent notification/participation plan is used to communicate student progress. We notify parents in their native language. Section III Exhibit 13 Parent Survey , Communication log, (Spanish).

### **G. Communication with Districts/Schools**

Tutors report student attendance to site facilitators daily. Site facilitators maintain student attendance records. If students are absent, parents are notified. All absences are noted in student files and included on student progress reports sent to parents, teachers, LEAs, and school administrators.

The skills and concepts provided by classroom instructors are reinforced in group and individual tutoring sessions. Section III Exhibit 14.Ltr from Classroom Teacher & Classroom teacher survey. Lessons are individualized and tailored to the student's learning level. Tutors regularly communicate with classroom teachers. Communication includes monthly progress reports and ongoing phone calls, visits, and e-mails. We envision our services as a 'unit' in the building blocks of learning for our students. Our curriculum is modeled in accordance with the *NCLB accountability standard* – 1) Providing additional reading and math instruction; 2) An opportunity to connect expectations and assessments; 3) Efficient ways to evaluate existing curriculum content for gaps and the classroom's lesson followed by the instructor.

Based on the student's plan, we monitor the student's time and lessons to ensure they are on task and on track. By consistently measuring progress we make a difference. When the student has mastered the material, s/he moves forward to the next performance level. By concentrating on a concept level until the student is proficient or advanced, the student is awarded a certificate and ready to move on. Our program is unique in other ways too. We

work with students to develop skills in effective questioning, performing constructing tasks, managing and sharing information, and how to collaborate with others being tutored. Skills attained in the areas listed in our unit building block paragraph are beneficial for classroom instruction because it provides another useful tool – **learning how the student thinks**. The instructor can build on the strengths of the student. Other benefits of our program is during small group sessions, we encourage the students' questions thereby supporting the learning activity and provide valuable information to the classroom instructor on other ways to connect, model and work through guided practices. If the student has become attached to certain books or math solving techniques materials, we are pleased to give them as gifts.

In August 2006, we were invited to participate in a U.S. Department of Education Parental Information Resource Center (PIRC) conference in Kansas City, Kansas. Our responsibilities included hosting two break-out sessions on ways to improve family engagement in after-school programs. Our agency's executive director served as a panelist on a round table discussion and responded to questions from parents on NCLB supplemental educational services. The representative from the U.S. Department of Education later commented that stronger efforts to involve parents in planning school compacts should be occurring. Further, he commented that it was evident that little to no effort whatsoever was being made to collaborate with parents on the important decisions affecting the students who are not doing well in school. He commented publicly that our agency had a clearly written policy on parental involvement and the SES tutoring process and encouraged the schools to follow our example of inclusiveness.

We communicate with District officials by phone, scheduled school board meetings, as well as hosting conferences and meetings hosted by District Title 1 program offices. A complete

summary of all our tutoring services to the District's Office of Consolidated Federal Programs is provided at the **end of the school year** or interim status reports are examples of reports are made available upon request whenever requested. The District Title 1 recently (May 2007) requested to use several of our survey questions to parents as a model. Also, we provided information to our Title 1 office on community stakeholders interested in tutoring during summer school.

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

The minimum acceptable qualification standard is a 4-year degree from an accredited university. Historically, tutors are staffed on-site from the school where tutoring will be conducted. Therefore, **80+% of our staff is full-time licensed teachers** who teach within their classroom content area.

In addition to being full time licensed teachers, they are distinguished, credentialed, and hold or have held the following positions: School administrator; Retired public and Parochial teachers; STATEWIDE Title I Director; Special Education Executive, District Superintendent; Athletic Coach; Licensed Clinical Social Worker; Child Psychologist; Electrical Engineer; Attorneys; facilitator; District Advisory Member; math professor; Alcohol and Drug counselor; Deputy juvenile officers (DJOs), and Educational surrogates.

In 2008, more than 50 contracted tutors were employed on a regular basis and ten employed on an on-call and part time basis. All are appropriately selected from local schools, job fairs, and retired teachers associations. Vacancies are advertised on radio and notices placed on local community blackboards have been successful. However, one of the most effective recruitment method is word of mouth at school and district level. **We employ tutors who speak several different languages to include Arabic, Sudanese, Russian French, Spanish, Chinese, West African, Igbo, Somalian, Vietnamese, and Thai.** We hire interpreters at hourly intervals several times throughout a tutoring term.

The present staffs' years of experience vary from three to more than 40 years of teaching and administrative experience and whose experience and diversity provide consistency and credibility to our program. Professional development and ongoing training is

performed by Leatherwoods training director. The school district conducts in-service trainings throughout the school year. **100% of our staff has experience working with Title 1 students.** All staff is provided four hours of training in best practices to teach using the five dimensions of reading, the Carnegie Learning system, & McGraw Hill concepts. Based on lessons learned, and in order to connect curriculum and expectations, we review our training material with principals and instructional coaches prior to our training retreats.

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

For students with a disability, we employ educational surrogates who evaluate, monitor progress and request services to ensure the student's educational progress is consistent with the Individual Education Program (IEP). Our agency employs tutors and our staff is trained to evaluate IEPs for children who need the services of educational surrogates. Parents are included in the process when we develop the student learning plans and remain at the core of all our services and programs. We communicate with parents and obtain their buy-in and incorporate the recommendations about learning styles of their children before designing the learning plan.

Student lesson plans include exercises that complement and reinforce strategies provided by classroom teachers. Students may take books home and read as many easy books as they desire. After each tutoring session, the tutor and the child discuss the book(s) they will be taking home or books they are returning. Lessons are individualized and tailored to the student's learning level. . The skills and concepts provided by classroom instructors are reinforced in group and individual tutoring sessions. We **envision** our services as a 'unit' in the building blocks of learning for our students. Our curriculum is modeled in accordance with the

*NCLB accountability standard* – 1) Providing additional reading and math instruction; 2) An opportunity to connect expectations, assessments; and 3) Efficient ways to evaluate existing curriculum content for gaps. Based on the Learning Plans, we monitor the student's time and lessons to ensure they are on task and on track by consistently measuring progress and recording improvements. Our program is different because we show students how to attain skills in effective questioning, perform constructing tasks, managing and sharing information, and how to collaborate with their peers. Another benefit is accelerated skills close opportunity gap during small our group sessions. Our documented benefit to classroom instruction provides another useful tool – knowing how the student thinks. The instructor is then able to build on the strengths of the student thereby improving student academic achievement.

**Annual long-term goals with supporting short-term objectives:**

**Strategy 1---Electronically collect, analyze, and disseminate disaggregated student information to LEAs and SEAs.** We will use software that:

- Produces customized reports in the school district's required format
- Produces end-of-program reports for the state/parents/school districts
- Back up our data nightly
- Automatically email our tutors when Progress reports are needed

**Strategy 2---Collect from LEAs and SEAs student proficiency measurements on state assessments. This will further assist us help improve student achievement.** Scores will be:

- Placed in individual's students electronic record
- Tracked over the course of years (assisting in possible long term evaluation)

**Strategy 3---Monitor tutoring sessions to ensure that by 2014, all sessions are taught by highly-qualified teachers.** Teachers will teach in their subject area. Yearly, we'll seek to:

- Recruit more highly-qualified teachers
- Develop creative incentive plans for such teachers

**J. Cost of Service**

**Cost for Leatherwoods Tutoring Service 2009-2010**

<b>Individual Tutoring</b>	<b>Small Group (2-8 pupils)</b>	<b>Group (9+ pupils)</b>	<b>Translation Services</b>
<b>\$50/pupil/hour</b>	<b>\$45-50/pupil/hour</b>	<b>\$45/pupil/hour</b>	<b>\$50/pupil/session</b>
<b>1.5 – 2.0 hours</b>	<b>1.5 – 2.0</b>	<b>1.5 – 2.0</b>	<b>¾ hour</b>
<b>School Community Natural Habitat</b>	<b>School Community Natural Habitat</b>	<b>School Community Natural Habitat</b>	<b>School Community Natural Habitat Telephone</b>

*Tutoring sessions are offered Tuesday-Thursday. Sessions are scheduled for 1.5 - 2.0 hours. Individual tutoring, in most cases will be priced the highest or \$50 per hour. Translation services are \$50 per session.*

*We offer an affordable, comprehensive tutoring package. All program costs are covered to include: Carnegie curriculum-based pre/post assessments, Literacy pre/post assessment, facility rental, additional materials and supplies, individuals parent and student conferences, postage, delivery and travel arrangements, business insurance, accounting and legal, electronic payroll service, mailing expense, outside services, educational incentives, snacks, quarterly 3-day, 2-night best practice retreats, tutor professional development, and community events.*