

Section IA: Program Description

Reach For Tomorrow, Inc.

Reach For Tomorrow, Inc. (RFT), a 501C(3) charitable nonprofit, uses the Extralearning Online academic program to provide tutoring for students in grades 3-12 in Reading and Writing (English Language Arts), Math, and Science. This is a self-paced, individualized, sequentially organized, computer delivered, mastery learning program using school based or locally available computer labs (school based or community based organizations) to conduct after school, weekend, or summer enrichment.

Extralearning Online was created by a grant from the Ford Foundation and is based upon 10 major scientifically research-based principles. Six of those are provided here, but all 10 are addressed in Extralearning Online: 1). Learning is directly related to time and effort applied mastering skills of an appropriate difficulty level, so achievement increases when study is focused at the right level for each learner, and when extra hours are directed to learning; 2). Learning basic skills is a sequential process best achieved through individual, self-paced, competency-based instruction allowing students to progress as rapidly as they can demonstrate mastery; 3). Learning is accelerated when teachers provide individualized treatment; 4). Learning styles vary and learning is enhanced when a variety of instructional materials are provided; 5). Learning is enhanced when the learners are self-directed and have a sense of efficacy; and 6). Learning is easier for those who believe they can learn. It is enhanced by frequent feedback and positive reinforcement. Some of the research that supports these principles is cited as follows: Engaging Schools: Fostering High School Students' Motivation to Learn, Board on Children, Youth and Families, The National Academies. 2003; The Twin Challenges of Mediocrity and Inequality: Literacy in the U.S. from an International Perspective by Andrew Sum, Irwin Kirsch and Robert Taggart. Policy Information Center, Educational Testing Service. 2002; Parsing the Achievement Gap: Baselines for Tracking Progress by Paul E. Barton. Policy Information Center, Educational Testing Service. 2003; CBO High Schools: Their Value and Their Needs in an Era of Accountability by Kali-Ahset Amen and Michael DiMaggio with Linda Brown Warren.

The more than 200 middle and elementary students in 2007-2009 students using this program for an average of 20 or more hours showed gains of nearly grade levels in Reading and up to 3 grade levels in Math (Test of Adult Basic Education pre and post assessment results). The expected gain is a 10% increase in proficiency for elementary students and 1 grade level in Math and a .5 grade level in Reading. All materials (text books, interactive activities, streaming videos) are available on line and the student only needs a Windows based PC and access to the Internet to enter and complete assignments. These should be available in a school based or community based computer lab.

Innovative aspects of the program include: all forms of learning styles- text books, hands on or kinesthetic, visual, and auditory- are used so every learner can succeed; each student enrolled has access to a live tutor online 7 days a week from after school to midnight to assist with homework- this is in addition to and outside of SES; RFT will allow users to continue to work in the program after SES ends as long as the local teachers trained to use the program will offer instruction during the school day for an entire academic year; RFT will sponsor participating students in the local community on week long summer college experiences outside the local area at no cost to the district or the families. Also the program includes complete Information Technology training in virtually all currently available applications in audio and visual training programs; SAT prep; GED prep; ASVAB prep; and a variety of work force development training programs such as electrician, computer repair, automotive repair, clerical, health, law enforcement, social work, teaching, etc.

RFT uses only local teachers already approved to work in the school district and trains and monitors student and teacher usage daily and provides feedback so the local teacher can learn the program and continue to utilize it after the official SES program ends. We plan to use school based computer labs with Windows based PCs and/or local community based organization's computers to deliver the program.

A complete science curriculum is available online with the exception of lab work, so any science enrichment will be done using the Extralearning Online program as with Math and Language Arts.

RFT will not transport students to and from the program and home as we intend to use school based facilities and/or neighborhood computer labs so students can walk to and from home as escorted by parents.

Tutors will be teachers currently approved and working in the district as complemented by paraprofessional staff also approved by the school and/or district. Academic instruction is totally provided by the Extralearning Online program on a 1 to 1 basis. Teachers are responsible for attendance, maintaining decorum in the classroom, follow on assignments, and to answer program/technical questions about the program. Teachers are not asked to "teach" subject matter but to manage the classroom program.

Section IB: Basic Program Information

<i>Applicant Name</i> Reach For Tomorrow, Inc.	<i>Program Name (if different from Applicant Name)</i>
<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></p> <input type="checkbox"/> For-profit <input checked="" type="checkbox"/> Not for Profit <input type="checkbox"/> School Entity <input type="checkbox"/> Higher Education Institution <input type="checkbox"/> Other (describe)	<p><i>First Year applicant approved to offer SES services in Arkansas</i> 2007</p> <p><i>First year applicant approved to offer SES services anywhere</i> 2006</p>
<p><i>Subject areas to be covered (09-10 indicate with a check in the box)</i></p> <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> English/Lang Arts <input checked="" type="checkbox"/> Science	<p><i>Grades to be served (09-10) in each subject area to be covered</i></p> Math- 3-12 English/Language Arts- 3-12 Science- 3-12
<p><i>Staff availability and qualifications (do not exceed 100 word description)</i> The staff will include AR teachers and paraprofessionals who will assist the teachers in classroom operations. They will be selected from the current recommended list of teachers in the district or as currently background checked and approved to work with district students. RFT will train them and monitor their work with students on a daily basis.</p>	
<p><i>Service delivery setting (check all that apply)</i></p> <input checked="" type="checkbox"/> School <input type="checkbox"/> Business location <input checked="" type="checkbox"/> Place of religious worship <input checked="" type="checkbox"/> Community Center <input type="checkbox"/> Student's Home (parent or guardian must be present during tutoring) <input checked="" type="checkbox"/> On-line <input type="checkbox"/> Other (describe)	<p><i>Specific student populations proposed to be served (check all that are proposed to be served)</i></p> <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 or as needed <input checked="" type="checkbox"/> Special education <input type="checkbox"/> Other (describe)

<i>Time when services are proposed to</i>	<i>Student/instructor ratio</i>
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<p><i>be offered</i></p> <p>X Before school X After school X Weekends X Summer <input type="checkbox"/> Other (describe)</p>	<p>List the ratio of instructors to children in the proposed program 1:15- the instruction is done 1:1 using a customized curricula for each student. Teachers are used to manage classroom decorum and not to actually “teach” subject material 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> \$50 per hour</p>	<p><i>Approximate number of hours required for proposed tutoring</i> We will offer at least 30 regardless of the allowable per student funds available</p>
<p><i>Minimum number of students that will be served in a single district</i> 15</p> <p><i>Minimum number of students that will be served in a single school or setting</i> 15</p>	<p><i>Will students be transported by this provider?</i></p> <p><input type="checkbox"/> Yes X No</p>
<p><i>Provider Contact Information:</i> Contact Person Name: Peter K. Underwood Street Address: 13888 Lewis Mill Way City, State, Zip: Chantilly, VA 20151 Contact telephone number: 703-818-1425 Contact fax number: 703-266-5389 Email: reachft@reachfortomorrow.org Website: www.reachfortomorrow.org Hours of operation: 9-5 Monday-Friday</p>	

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

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

- 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. **State Wide- All Schools and All Districts**

- | | | |
|----------------------------|----------------------------|-----------------------------|
| X Alma | XCross County | XMidland |
| X Alpena | XCrossett | XMineral Springs |
| X Arkadelphia | XCushman | XMonticello |
| X Ark School for the Blind | XHelena/West Helena | XMount Ida |
| X Ark School for the Deaf | XHermitage | XMt. Vernon Enola |
| X Armored | XHighland | XMountain Home |
| X Ashdown | XHillcrest | XMountain Pine |
| X Atkins | XHope | XMountain View |
| X Augusta | XHoratio | XMountainburg |
| X Bald Knob | XHot Springs | XMulberry/
Pleasant View |
| X Barton Lexa | XHoxie | XMurfreesboro |
| X Batesville | XHughes | XNashville |
| X Bauxite | XHuntsville | XNemo Vista |
| X Bay | XIzard County Consolidated | XNettleton |
| X Bearden | XJackson County | XNevada |
| X Beebe | XJasper | XNewport |
| X Benton | XJessieville | XNorfolk |
| X Bentonville | XJonesboro | XNorphlet |
| X Bergman | XJunction City | XNorth Little Rock |
| X Berryville | XKirby | XOmaha |
| X Bismarck | XLafayette County | XOsceola |
| X Blevins | XLake Hamilton | XOuachita |
| X Blytheville | XLakeside (Chicot) | XOuachita River |
| X Booneville | XLakeside (Garland) | XOzark |
| X Bradford | XLamar | XOzark Mountain |
| X Bradley | XLavaca | XPalestine Wheatley |
| X Brinkley | XLawrence County | XPangburn |
| X Brookland | XLead Hill | XParagould |
| X Bryant | XLee County | XParis |
| X Buffalo Island | XLincoln | XParkers Chapel |
| X Cabot | XLittle Rock | XPea Ridge |
| X Caddo Hills | XLonoke | XPerryville |
| XCalico Rock | XMagazine | XPiggott |
| X Camden Fairview | XMagnet Cove | XPine Bluff |
| XCarlisle | XMagnolia | XPocahontas |
| XCave City | XMalvern | XPottsville |
| X Cedar Ridge | XMammoth Spring | XPoyen |
| X Cedarville | XManila | X Prairie Grove |
| XCenter Point | XMansfield | XPrescott |
| XCharleston | XMarion | XPulaski County Special |
| XClarendon | XMarked Tree | XQuitman |
| XClarksville | XMarmaduke | XRector |
| XCleveland County | XMarvell | XRiverside |
| XClinton | XMayflower | XRiverview |
| XConcord | XMaynard | XRogers |
| XConway | XMcCrary | XRose Bud |
| XCorning | XMcGehee | XRussellville |
| XCotter | XMelbourne | XSalem |
| XCounty Line | XMena | |

XScranton
XSearcy
XSearcy County
XSheridan
XShirley
XSiloam Springs
XSloan Hendrix
XSmackover
XSouth Conway County
XSouth Mississippi County
XSouth Side (Bee Branch)
XSouthside (Batesville)
XSpring Hill

XSpringdale
XStar City
XStephens
XStrong Huttig
XStuttgart
XTexarkana
XTrumann
XTurrell
XTwin Rivers
XTwo Rivers
XValley Springs
XValley View
XVan Buren

XVan Cove
XVilonia
XViola
XWaldron
XWarren
XWatson Chapel
X Weiner
X West Fork
X West Memphis
X West Side
XWestern Yell County
XWestside (Hartman)

Section IIA: Narrative Description

Reach For Tomorrow (RFT) uses Extralearning Online to : (1) Providing students in the grades 3-12 range with an educational program which will identify gaps in learning and then create an instructional program to help fill those gaps and provide them with an opportunity to catch up to grade level, (2) Measure the effectiveness and relevance of the project through academic pre- and post-tests and through student evaluations with regards to their own view of the importance of education in their life; and (3) Utilize the Internet and other technological tools.

Extralearning Online is a self-paced, individualized, sequentially organized, computer delivered, mastery learning program whose curriculum addresses grades 3-12. It makes use of extensive assessments to locate gaps in student learning in the areas of Math, Reading, Writing and Language Arts, and Science, and then allows the teachers to create an Individual Program of Study (IPOS) to address the needs of each individual student and to help fill those identified gaps. The wide variety of activities integrates an extensive type of different learning styles- auditory learner, kinesthetic learner, and visual learner- into each lesson. Students using the program only focus on what they do not know rather than go through an entire course to catch up at a faster pace than in a regular classroom.

Each student in grades 5-12 is initially assessed using the Test of Adult Basic Education (TABE) and assigned lessons based on their current skill level in science, math and language arts. A different version of the TABE will be used as a post-test in order to provide grade level gains in science, math, and language artss. Students in grades 3 and 4 will be assessed using criteria referenced tests within the program for placement and pre and post testing. Extralearning Online provides assessments for every lesson, unit, and course the student completes. Since the Extralearning program is aligned with Arkansas standards and grade level expectations, the lesson, unit, and course tests are likewise aligned with Arkansas

standards. Student progress will be monitored almost on a daily basis, with teachers continually updated on the progress of each individual student. Students will not be allowed to progress to the next unit or course until they are capable of demonstrating mastery of their current work.

Students have access to the program in their home school 4 days a week, Monday through Thursday, and are expected to spend one hour a day working in the lab. The RFT SES program will average 30-40 hours in duration through the year, but each student will have access to the program for 24 hours a day at no additional cost, and RFT will allow locally trained teachers to continue to use the program at no additional cost after the SES ends. In a school based computer lab setting, a minimum of 15 students per site location is necessary to justify the cost of a teacher to manage the lab. For each group of 15 students, RFT will provide a fully qualified and trained teacher selected from the local school or district as recommended by the principal.

RFT will first contact the school principal for recommendations targeting the most effective staff members. If no teachers are recommended or interested, then RFT will collaborate with other schools in the district to secure staff the most effective staff possible. Once the teachers are selected, they will attend an 8 hour training program locally presented by RFT staff who will monitor the program on a daily basis to ensure the local teachers understand the program and develop competency in its use. They are also eligible for ongoing staff development opportunities through monthly "webinars" or Internet based training forums for RFT Extralearning Online instructors. One instructor in each RFT team will be identified as the "lead teacher" and this person will review and manage staff performance based on daily feedback from RFT staff. Each day RFT staff will monitor program usage and provide feedback to the lead teacher to determine the effectiveness of the initial training and ensure the staff is using the program in an effective manner.

Initial training covers: ways in which the program can be used, student learning styles, how the program addresses student learning styles, the student learning process in RFT Extralearning Online, the teacher process in RFT Extralearning Online, organization of RFT Extralearning Online, and customization of the program to address the needs of the local schools. In addition Extralearning Online offers a full array of staff development programs available to teachers including teaching styles, techniques for working with students with special needs, student learning styles, and a wide array of subject specific trainings in Reading, Writing, Math, Science.

Because the Extralearning curriculum is so flexible, schools can tailor their use of the system to the system level, school level, or classroom level. Communication with the school will primarily be through the software and technology utilized in the Extralearning system, and the report measures built in to the design. RFT will utilize computer labs and equipment at the local school site which serves as the SES classroom after school. Technical assistance is available through the www.extralearning.net website, as well as other myriad supporting resources.

The Extralearning program will provide additional assessments approximately every 5-10 hours of instruction. These are available daily online to the student's teachers and can be made available to parents with Internet access. Monthly reports (or as required by the local school district) will be generated for LEAs, teachers, and parents. These reports will be mailed to parents as required or at least monthly. LEAs and teachers will be able to have access to student progress records maintained on the web through Extralearning as well on a daily basis. Parents will be contacted in their native language by a teacher who is fluent. The primary function of the parents is to support regular attendance after school for SES enrichment. Any disputes between the parents and RFT will be resolved immediately with the onsite lead teacher; if this proves unsatisfactory, RFT staff will assist in resolving the dispute together with the school or district based Title 1 official. Disputes between RFT and the district will be resolved with the Title director, the superintendent, and finally with the State Title 1 office in that order. RFT has not had a dispute with any parent over the past 3 years in AR, and we have attempted in each case to work through the local Title 1 official in the district, the superintendent, and finally the state Title 1 office in that order with any issues regarding the program.

Extralearning Online was created by a grant from the Ford Foundation and is based upon 10 major scientifically research-based principles. Six of those are provided here, but all 10 are addressed in Extralearning Online: 1). Learning is directly related to time and effort applied mastering skills of an appropriate difficulty level, so achievement increases when study is focused at the right level for each learner, and when extra hours are directed to learning; 2). Learning basic skills is a sequential process best achieved through individual, self-paced, competency-based instruction allowing students to progress as rapidly as they can demonstrate mastery; 3). Learning is accelerated when teachers provide individualized treatment; 4). Learning styles vary and learning is enhanced when a variety of instructional materials are provided; 5). Learning is enhanced when the learners are self-directed and have a sense of efficacy; and 6). Learning is easier for those who believe they can learn.

From 2006-2009 the average grade level gains for students in grades 5-12 in Language Arts and Math have been between 1-3 years as verified by pre and post assessments using the TABE. For grades 3 and 4 the criterion referenced tests in the program have shown a 25% gain; however, the planned improvement is a 10% gain in math, language arts, and science. The program requires only Windows based PCs and Internet access which should be available in school computer labs or community centers. Science tutoring will use the same format (online) for all instruction as math and language arts, as there will be no labs offered. Each student will also have access to a live tutor daily outside of SES through Tutor.com at no additional cost to the program or the student in addition to complete IT training courses at no cost.

A. Evidence of Links Between Research & Program Design

The National Reading Panel determined through a series of hearings the “importance of identifying early which kids are at risk for reading failure and intervening quickly to help them.” They also reaffirmed the importance of phonemic awareness and the need to combine a variety of reading approaches. They emphasized the importance of scientifically-based studies, and ongoing interaction between researchers, teachers, and students. Extralearning Online integrates PA (Phonemic Awareness) as well as Phonics instruction in its elementary instructional framework for students in grades K-4. The basis of Extralearning is reading and re-reading passages which directly address fluency and vocabulary building especially in instructional courses for grades 5-12. Finally, text comprehension is developed throughout all grade levels of the program in all subject areas in addition to literacy. The Extralearning Online method has already been tested with hundreds of students, and allows for the classic pre-test post-test scientific design. Extralearning Online was created by a grant from the Ford Foundation and is based upon 10 major scientifically research-based principles. It also incorporates individual student differences, and allows for a variety of reading approaches. Quality also comes from the people involved, and the staff working on the Extralearning Online program all have experience and/or advanced degrees in the field of education.

Class size with Extralearning will be small—generally as small as ten students—with an emphasis on one on one instruction through the tutoring component whether it is in reading, math, or science instruction. Extralearning Online was created to address the research-based principles listed above, so the program is an individualized self-paced, sequentially ordered, mastery based learning system. It addresses a variety of different learning styles by providing a variety of resources and provides students with frequent feedback to assist in developing a positive attitude towards their learning abilities and

education in general. It is extremely flexible, being available 24 hours a day, 7 days a week with tutor assistance available 12 hours a day. Each student will have access to a one-on-one tutor each day from 2 PM to 1 AM. Some research and researchers suggest that utilizing technology can help bridge the gap for students with extreme learning challenges. They also suggest that innovative and empirically based programs beyond the regular classroom curricula may be necessary to bridge the gap (Brigham, Gustashaw, Wiley, & Brigham; Moran, 2004). Researchers in the areas of giftedness and twice exceptionality have suggested that only curriculum innovation and differentiated instruction will unlock learning for many struggling but gifted students (Gallagher).

The Extralearning Online method is individualized, and is differentiated. It cannot replace the classroom instructional time that every student needs, but it provides a desperately needed supplement that effectively results in one on one, individualized supplemental instruction. It is innovative, technology-based and teacher-based, and it has been empirically tested. The flexibility it provides also means that it can be adapted to specific schools or school districts, where needs may be very explicit and very different from other schools (Bell, Thomas, Shobo, & Pizzolato, 2005). Bell, L. A., Thomas, S., Shobo, A., & Pizzolato, J. (2005). Special Issue on Accountability and Equity. *American Educational Research Journal*, 41(3), 497-499. Brigham, F. J., Gustashaw, W. E., III, Wiley, A. L., & Brigham, M. Research in the Wake of the No Child Left Behind Act: Why the Controversies Will Continue and Some Suggestions for Controversial Research. *Behavioral Disorders*, 29(3), 300-310. Gallagher, J. J. No Child Left Behind and Gifted Education. *Roeper Review*, 26(3), 121-123. Moran, D. J. (2004). The need for evidence-based educational methods. In D. J. Moran & R. W. Malott (Eds.), *Evidence-based educational methods. A volume in the educational psychology series* (pp. 3-7).

The mathematics sections of Extralearning were developed along the five content standards for K-12 instruction on a grade level basis. The process standards of problem solving are embedded in all 28 remedial and functional math courses, as each skill is applied to a variety of problem solving all recorded through mastery tests; reasoning and proof are developed through a step by step building block strategy so students can develop these skills as they progress; communication standards are developed through vocabulary, terms, and concepts as well as access to a live tutor each day and over 1800 videos; connections are made through functional applications and linked with remedial training as well as each course overlaps the next; and representation are found in graphical, geometric and fractional representations of concepts and

processes. All math courses utilize tests at each step plus frequent mastery tests which have been validated with over 1 million users over a 25 year period demonstrating grade level gains in excess of typical classroom outcomes.

Extralearning Online offers 61 elementary and middle school science units, and 19 high school and AP science courses.

These units cover the unifying science concepts and processes implicitly and explicitly, with varying content levels, media mixes, and instructional designs. Any of these courses or units (or any of the 652 subsumed science lessons, 4200 multimedia science steps, 1700 streaming science videos, and 290 BrainPOP tutorials) can be individually assigned based on included assessments and site priorities (guided by Reach for Tomorrow support staff). The 920 hierarchical, online diagnostic and prescriptive tests track learner progress, document site performance, facilitate impact research.

The science instruction is closely aligned with AR Framework Standards as the K-8 Strands for the Nature of Science and associated standards, Life Science and its standards, Physical Science, Earth and Space Science. Each strand and standard has a corresponding series of text books, interactive activities, and streaming videos which provide the content and detail to cover the associated expectations for these strands and standards. Once the instructor selects a strand or standard, they are provided with an entire series of books and activities which address each standard and strand. While there are no actual labs available through Extralearning Online this web delivered program enables the teacher to focus on whatever standard, expectation, or strand is desired for the needs of the student.

An example is the attached is a listing of the grade 9-12 strands and standards for the high school subjects areas which likewise are directly linked to the AR Framework Standards in Anatomy and Physiology, Biology, Chemistry, Environmental Science, Physical Science, and Physics (Appendix A). An after school tutoring program using this web format cannot duplicate a true science classroom, as there are no actual labs to be assigned to complement the instructional materials provided. However, the concepts of each subject and a clear understanding of the material can be introduced so the student can participate more fully in their daily classroom science programs.

Example: Login to www.extralearning.net (ID"-24890"/password "1sample), Click LIBRARY, Select Channel 01 – Comprehensive. Click ELEMENTARY + SCIENCE, Scroll list to e-Unit [0.03-04] - 3rd Grade Test Prep – Science, Click DETAILS button, Click UNIT MAPS, Click VIEW DETAIL. This opens a unit that explicitly shows lessons/steps that address the standard on unifying concepts and processes. The unifying concepts and processes are covered IMPLICITLY in all other science units and courses.

Evidence of Links Between Research and Program Design

Reading

Dimensions of Reading	Components of the Supplemental Educational Services Provider's Instructional Program
Phonemic Awareness Instruction	Functional and academic ESL courses (8), plus Speaking At Work, Citizenship, Life Talk, and Sports & Learning Basics courses, are built on initial phonemic awareness instruction sequences. There are also and 12 voice interactive step series (averaging 10 hours of instruction) that can be assigned as needed for remediation.
Phonics Instruction	The grade 1-8 integrated language skills courses, and the 8 basic and intermediate functional content reading courses, begin with phonics. In addition to the 12 voice interactive step series, there are 4 phonics-based video series for remediation.
Fluency	Listening, speaking, reading out loud and reading along are integrated options. Over 1000 instructional videos use closed caption with presentation, then narration with text reading. The thousands of voice interactive steps have the learner read, hear, say and compare.
Vocabulary	There are explicit vocabulary units in integrated language skills 5-8, general high school and college prep language; plus graded vocabulary sequenced into the 4 reading through world history, 4 reading through American history, and 4 reading through science courses.
Text Comprehension	There are over 10,000 graded reading text, with hierarchical reading skills applied and tested. These cover grade 3-12 reading levels, Blooms hierarchy of reading skills, world and American history, science, technology, work, life and general reading topics.
Other	The system provides for differentiated, multi-media, multi-modal, self-paced, directed instruction based on research documenting extraordinary learning gains for over 1 million disadvantaged youth using these approaches.

Evidence of Links Between Research and Program Design

Mathematics

Mathematical Process Standards	Components of the Supplemental Educational Services Provider's Instructional Program
Problem Solving	In ALL 28 grade 5-12, remedial and functional context math courses, and in the over 5000 html math steps, each skill is immediately applied to (computational, word, real-life, reasoning and geometric) problem solving, with mastery recorded and required for progress, and with regular mastery tests.
Reasoning and Proof	Reasoning and proof are central to the geometry, trigonometry, algebra and statistics components, but reasoning is also developed throughout by the building block approach, as well as the detailed and immediate explanations, so learners can build math reasoning skills as they progress.
Communication	All math courses and supplements emphasize, develop and test vocabulary, terms, and concepts. The 1850 streaming videos help to explain as well as apply in different and leveled contexts. Problem solving in varied contexts and representation builds math communication skills.
Connections	There are myriad but interconnected math paths. Standards math teaches one progression, remedial math and functional math another, and subject by subject still another. But academic skills are applied functionally, and functional applications linked to academic remediations. Each course overlaps with and is related to other courses.
Representation	All math courses integrate representation graphical, geometric and fractional representation of concepts, computations and processes. Additionally, the 1850 streaming math videos, and 5000 math steps, provide representation as well as application.
Other	All math courses and multimedia steps incorporate tests at each step, plus frequent (every few on-task hours) mastery tests (including computation, problem solving, analysis and representation items). Independent research with over 1 million disadvantaged youth has documented math grade gains per instructional hour far exceeding school norms.

Evidence of Links Between Research and Program Design

Science

Unifying Science Concepts and Processes	Components of the Supplemental Educational Services Provider's Instructional Program
Systems, order, and organization	Lessons are organized by related systems- organisms, particles, galaxies, mass, energy, etc- in different levels for living organisms (cells, tissues, populations, communities) or non living (periodic table and classification) for elementary, middle, and high school grade levels. Interrelationships between systems- cause and effect- are explained as well as structures and functions of these systems.
Evidence, models, and explanation	Through 61 elementary and middle school and 19 high school and AP science units and their 652 subsumed science lessons students learn to interpret, analyze, and evaluate, and apply hypotheses, models, laws, principles, theories, and paradigms related to both natural and designed systems. The 1700 streaming videos and 4200 multimedia science steps coupled with 290 BrainPop interactive tutorials allow students to visualize the evidence and models required to explain scientific principles.
Change, constancy and measurement	Properties of materials, objects, motion, systems, energy are addressed in elementary, middle, and high school units and lessons in terms of known constants, quantification of changes in both rate and scale as well as a multitude of cycles and patterns in systems. The advanced chemistry, physics, biology, and earth science units focus on the mathematical aspects of principles and comparative systems. The videos, multimedia and interactive tutorials complement texts so the learner can better understand the interrelationship between these 3 concepts.
Evolution and equilibrium	Science lessons from K-12 illustrate both changes in the universe (earth and space systems, physics, biology, chemistry) as well as forces that remain constant. Each science course shows the relationship between change and remaining in a constant state of balance.
Form and Function	Each lesson relies on both the function and form of systems, objects, or organisms at different levels within its organization. Students are able to see how changes in form evolve as functions change over time through text books and multimedia presentations in earth, life, space sciences as well as biology, chemistry, and physics.
Other	These unifying concepts and processes are both implicitly and explicitly part of each science lesson in the program from grades 1-12.

Below is a complete list of the science lessons related to the Unifying Science Concepts and Processes as produced by the creator of Extralearning Online, Dr. Robert Taggart. He has reorganized this table to show that every science lesson is linked directly to these NSTA concepts and processes.

Evidence of Links between Research and Program Design - Science

Unifying Science Concepts and Processes	Related Components of Extralearning
1. Systems, orders, and organization	<ul style="list-style-type: none"> e-Unit [0.03-04] - 3rd Grade Prep - Science Standards (1,2,3,4,5) e-Unit [0.04-04] - 4th Grade Prep - Science Standards (1,2,3,4,5) e-Unit [0.05-04] - 5th Grade Prep - Science Standards (1,2,3,4,5) e-Unit [0.06-04] - 6th Grade Prep - Science Standards (1,2,3,4,5) e-Unit [0.07-04] - 7th Grade Prep - Science Standards (1,2,3,4,5) e-Unit [0.08-04] - 8th Grade Prep - Science Standards (1,2,3,4,5) e-Unit [5.01-00] - Beginning Science (1,2,3,4,5) e-Unit [5.01-01] - Elementary Science: Scientific Methods (1,2,3,4,5) e-Unit [5.01-02] - Elementary Science: Astronomy (1,2,3,4,5) e-Unit [5.01-03] - Elementary Science: Geology (1,2,3,4,5) e-Unit [5.01-04] - Elementary Science: Oceanography (1,2,3,4,5) e-Unit [5.01-05] - Elementary Science: Environment (1,2,3,4,5) e-Unit [5.01-06] - Elementary Science: Biology (1,2,3,4,5) e-Unit [5.01-07] - Elementary Science: Electricity & Magnetism (1,2,3,4,5) e-Unit [5.01-08] - Middle School Earth Science - Space (1,2,3,4,5) e-Unit [5.01-09] - Middle School Earth Science - Dynamics (1,2,3,4,5) e-Unit [5.01-10] - Middle School Earth Science - Essentials (1,2,3,4,5) e-Unit [5.01-11] - Middle School Earth Science - Ecology (1,2,3,4,5) e-Unit [5.01-12] - Middle School Physical Science - Mechanics (1,2,3,4,5) e-Unit [5.01-13] - Middle School Physical Science - Waves (1,2,3,4,5) e-Unit [5.01-14] - Middle School Physical Science - Chemistry (1,2,3,4,5) e-Unit [5.01-15] - Middle School Life Science - Microscopic Life (1,2,3,4,5) e-Unit [5.01-16] - Middle School Life Science - Plants, Insects & Birds (1,2,3,4,5) e-Unit [5.01-17] - Middle School Life Science - Animal Kingdom (1,2,3,4,5) e-Unit [5.01-18] - Middle School Life Science - Human Biology (1,2,3,4,5) e-Unit [2.07-01] - Reading Through Earth Science: The Cosmos (1,2,3,4,5) e-Unit [2.07-02] - Reading Through Earth Science: Planet Earth (1,2,3,4,5) e-Unit [2.07-03] - Reading Through Earth Science: The Air (1,2,3,4,5) e-Unit [2.07-04] - Reading Through Earth Science: Water (1,2,3,4,5) e-Unit [2.07-05] - Reading Through Earth Science: Living Things (1,2,3,4,5) e-Unit [2.07-06] - Reading Through Life Science: Habitats (1,2,3,4,5) e-Unit [2.07-07] - Reading Through Life Science: Lifecycles (1,2,3,4,5) e-Unit [2.07-08] - Reading Through Life Science: Human Bodies (1,2,3,4,5) e-Unit [2.07-09] - Reading Through Physical Science: Measurement (1,2,3,4,5) e-Unit [2.07-10] - Reading Through Physical Science: Matter (1,2,3,4,5) e-Unit [2.07-11] - Reading Through Physical Science: Energy (1,2,3,4,5) e-Unit [2.07-12] - Reading Through Physical Science: Mechanics (1,2,3,4,5) e-Unit [2.13-01] - Writing Through Earth Science - Space (1,2,3,4,5) e-Unit [2.13-02] - Writing Through Earth Science - Dynamics (1,2,3,4,5) e-Unit [2.13-03] - Writing Through Earth Science - Essentials (1,2,3,4,5) e-Unit [2.13-04] - Writing Through Earth Science - Ecology (1,2,3,4,5) e-Unit [2.13-05] - Writing Through Physical Science - Mechanics (1,2,3,4,5) e-Unit [2.13-06] - Writing Through Physical Science - Waves (1,2,3,4,5) e-Unit [2.13-07] - Writing Through Physical Science - Chemistry (1,2,3,4,5) e-Unit [2.13-08] - Writing Through Life Science - Microscopic Life (1,2,3,4,5) e-Unit [2.13-09] - Writing Through Life Science - Plants, Insects & Birds (1,2,3,4,5) e-Unit [2.13-10] - Writing Through Life Science - Animal Kingdom (1,2,3,4,5) e-Unit [2.13-11] - Writing Through Life Science - Human Biology (1,2,3,4,5) e-Unit [5.29-01] - Science Basics: Astronomy (1,2,3,4,5) e-Unit [5.29-02] - Science Basics: Earth Science (1,2,3,4,5) e-Unit [5.29-03] - Science Basics: Ecology (1,2,3,4,5) e-Unit [5.29-04] - Science Basics: Chemistry (1,2,3,4,5) e-Unit [5.29-05] - Science Basics: Physics (1,2,3,4,5) e-Unit [5.29-06] - Science Basics: Biology (1,2,3,4,5) e-Unit [5.29-07] - Science Basics: Living Things (1,2,3,4,5) e-Unit [8.01-01] - Science Basics: Anatomy (1,2,3,4,5) e-Unit [8.01-02] - Science Basics: Body Works (1,2,3,4,5) e-Course [5-01] - High School General Science Prep (1,2,3,4,5) e-Course [5-02] - High School Earth Science Topics (1,2,3,4,5) e-Course [5-03] - High School Life Science Topics (1,2,3,4,5) e-Course [5-04] - High School Physical Science Topics (1,2,3,4,5) e-Course [5-05] - High School Sports Science Topics (1,2,3,4,5) e-Course [5-06] - High School Earth Science I (1,2,3,4,5) e-Course [5-07] - High School Physics I (1,2,3,4,5) e-Course [5-08] - High School Chemistry I (1,2,3,4,5) e-Course [5-09] - High School Biology I (1,2,3,4,5) e-Course [5-10] - High School Earth Science II (1,2,3,4,5) e-Course [5-11] - High School Physics II (1,2,3,4,5) e-Course [5-12] - High School Chemistry II (1,2,3,4,5) e-Course [5-13] - High School Biology II (1,2,3,4,5) e-Course [5-14] - High School Psychology (1,2,3,4,5) e-Course [5-15] - AP Environmental Science (1,2,3,4,5) e-Course [5-16] - AP Physics (1,2,3,4,5) e-Course [5-17] - AP Biology I (1,2,3,4,5) e-Course [5-18] - AP Biology II (1,2,3,4,5) e-Course [5-19] - AP Psychology (1,2,3,4,5)
2. Evidence, Models and explanation	
3. Changes, constancy and measurement	
4. Evolution and equilibrium	
5. Forms and Function	

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

When Extralearning Online was created, it was created in such a way as to provide maximum flexibility for use by schools, school districts, and states. This was achieved by organizing the program using several different methods. Extralearning is organized and used through traditional grade level courses, (1st through 12th grade), in both academics and life skills, which match up to courses offered in most schools across the country. These courses can be assigned to cover a full year, a semester, a quarter, or even a specific instructional lesson. This organization provides core academic courses in Language Arts, Math, and English as a Second Language at the Elementary School level, and Language Arts, Reading, Math, Science, Social Studies at the Middle School Level and Math, Reading, Writing, Science and Social Studies at the High School Level.

Extralearning Online is also organized in relation to state standards. In this approach, Extralearning is completely aligned with the Arkansas Standards including the Curriculum Frameworks, the Course Goals, and the Grade Level Benchmarks. Using this organization of the program, a teacher or student can access materials by selecting the Curriculum Framework (in either Arkansas History, Language Arts, Math, Science or Social Studies), Course Goals (in Algebra and Geometry, Biology or Civics, or Grade Level Benchmarks (in Math, Social Studies or Science). In any case, once they have made their selection, they then chose the appropriate grade level or grade level range. Once they make this choice, they will be provided with their selection in its full form. If they selected a Curriculum Framework, it would be broken down into Strands, Standard and Expectations. If they selected a Course Goal, it would show all individual goals. If they selected a Grade Level Benchmark, it would be broken down into Strands, Content Strands, Learning Expectations and Benchmarks. No matter if they chose the entire Framework or just a specific benchmark, they will be presented with a variety of activities (books, tests, workbooks, internet sites, videos, etc.), which provide instructions to assist in developing proficiency in that selection. All of the activities are matched to the standards created by the Arkansas Department of Education and updated as changes occur. As with the regular courses, the student may work on the entire framework, goal or benchmark, or a single portion of that selected item.

An example of high school science is given below in **Appendix A** which illustrates how the strands and standards for grades 9-12 are directly aligned with specific courses, units, and lessons in Extralearning Online. By clicking on "Select" , the instructor can create science (or math, English Language Arts) a specific course of study for any student, as there are

text books, multimedia presentations, interactive activities, and streaming videos associated with each strand and standard.

This is the same for each subject area offered in the program.

Furthermore, Extralearning Online gives teachers, schools, school districts, and states the ability to customize any of the courses in the program to insure it meets student, district, or state needs. Additional assignments can be added to a current course (or deleted from) to insure the students going through the course in Extralearning get the same high-quality educational experience they would in taking the course in a classroom. Teachers can even create their own courses and insert them into the program.

This flexibility in Extralearning Online, along with the fact that the program is organized in several different ways, including state standards, allows the program to easily meet the needs of students, the needs of local school districts and the requirements of the Arkansas Department of Education. With Extralearning, teachers can help students develop proficiency in any area the state standards and expectations.

The only materials required in the program are Windows based PCs and Internet access, as the program is delivered online, requires no software updates (with the exception of the free Adobe Acrobat Reader), and these two components can be found in every AR school.

There is no cost to the parents or families of the students related to student participation.

Extralearning Online makes use of extensive assessments in order to locate gaps in student learning, and then addresses those gaps with activities which address a variety of learning styles. Initially, students are assessed for Math and English Language Arts using the Test of Adult Basic Education (TABE) for grades 5-12 and then further evaluated using criterion referenced assessments embedded in the Extralearning program. Since the TABE does not test grade levels in Science, only the tests within Extralearning Online are used to establish an initial baseline and a final outcome. For all students in grades 3 and 4 only criterion referenced tests are used for Math and English Language Arts. The program actually creates an Individual Program of Study (IPOS) for every student using it, based upon where the student is functioning in Reading, Writing and Math. Because the program offers a complete curriculum (grades K-12) the individualized plan can address the needs of students at any level, no matter how far they are behind, or where they need help. The assessments will specify exactly what the student knows, thus allowing the IPOS to be created in a manner which will identify the gaps in student learning, and then fill those gaps. Students do not waste time studying things they already have mastered. They can focus on the things they do not know and catch up at a faster pace than if they studied an entire course.

Because Extralearning Online is a computer-based program, tracking student progress is automatic, and progress information is easily accessible. Monitoring occurs automatically. The curriculum is modular, offering choice and flexibility to assign a complete course, assign a specific skill module, assign a specific content resource from the e-library, create and assign teacher-authored learning tasks, or browse and access anything in the e-Library. Each course and skill module includes everything needed for mastery: assessments, instructional content, quizzes and tests, plus optional supplements. Content is presented step-by-step with in depth feedback and reinforcement. This promotes self-confidence whether the material is being learned for the first time, or forgotten skills and information are being relearned. The Extralearning curriculum is tied together by integrated management systems that make administrator, teacher, and program staff jobs easier. Detailed progress information and reports keep parents, teachers, teacher aides, and trainers tuned in to learner achievement and needs. Reports are available for groups or subgroups on a daily basis.

A sample paper Progress Form is attached; however, the online reporting is available at www.extralearning.net, ID is 24891 and password is "2sample". Click on "Reports" to review Daily Use Log, Use Summary, and Test Results for each student. This paper example is used in addition to assist the classroom instructor each day without having to go online.

E. Evidence of Effectiveness

Extralearning Online (previously known as the Comprehensive Competencies Program – CCP) has been used for over 20 years to teach learners of all ages, especially in situations where learners have not succeeded in traditional education approaches. Research has recorded and demonstrated its success and is documented in a variety of ways.

Northeastern University conducted a study that evaluated the first 830,000 student users of Extralearning. The results concluded, within 20 hours of instructions, students averaged a 1.0 grade level gain in reading or 1.2 grade level gain in math. With 40 hours of instructions, students averaged a 1.3 grade level gain in reading or a 1.7 grade level gain in Math. With over 80 hours of instructions, students demonstrated a 1.7 grade level gain in Reading or a 1.9 grade level gain in math. These gains were based on student's work in a computer lab with limited access. The program was available to students, 24 hours a day, seven days a week with tutor assistance available 12 hours a day.

In another study conducted at West Middle school in Aurora, Colorado (1999), two teachers used the program for five months replacing their regular reading class (50 minutes 5 days a week) schedule. At the beginning of this study, 12% of the students were reading at grade level (6th grade). At the conclusion of the program, students were assessed with the Gates-McGinitie test and demonstrated an average grade level proficiency of 2.804 grade levels in reading. Seventy percent of the students using the program demonstrated a gain of more than two grade levels and 44% were reading at grade level (7th grade).

Extralearning Online was introduced into the curriculum at some alternative schools. David L. Hartenbach High School, Aurora, Colorado, used Extralearning to deliver academic courses to their students. During the 2002-03 school year students were tracked using the TABE. Before Extralearning model was utilized on this campus, the student's reading levels were below 7th grade (23.3%); writing results were below 7th a grade level at 32.6%, and 37.2% were below 7th math grade level, respectfully. During that same year, a study was conducted using the Extralearning delivery model. The results were remarkable. The average reading gain raised 3.22 grade levels, writing increased 2.22 grade levels and 3.01 grade levels gain in math. In 2003, Hartenbach High School became the first high school in the Aurora Public Schools district to demonstrate Adequate Yearly Progress (AYP) based upon the state's mandated CSAP test results. Triumph High School,

Central City, Colorado, also used Extralearning Online delivery model, received the 2004, Colorado Governor's Award for Excellence in Education.

Other schools around the country use the program for other purposes, which include but not limited to remediation, credit recovery, summer school, schools within a school, etc. These schools do not use pre- or post-tests to determine the success of Extralearning, rather to evaluate their programs based on graduation rates or the number of credits earned by students. The 2004 graduation rate for Hartenbach High School was 55.3%, considering 1/4 to 1/3 of their student population were three grade levels behind in reading, writing and math. Wichita, KS Public Schools has established two learning centers in the Towne East and Towne West Malls, serving 180 students a year, issuing an average of 45 credits per month and over 400 credits earned yearly using Extralearning Online model.

Over the past 20 years, Extralearning has established a record of success even when used in various educational settings, working with different cultural and learning styles or working with a variety of students. Additional data can be gathered from schools across the country and all programs will exhibit similar results. Extralearning Online works for all students, no matter how the program is evaluated.

The attached charts at the end of this response illustrate the study conducted at Northeastern University showing specific grade level gains of 1 to 2 in both reading and math for students including those who were handicapped, behind a grade, limited English, low income, and drop outs.

In 2006-2007 RFT managed an after school SES program in Osceola, AR at both the high school and the middle school. Students were assessed with the Test of Adult Basic Education (TABE), level A, Form 9 for pre program and Form 10 for post program. There were 65 parents who signed their children up to receive services in the middle school and 30 in the high school. Of the students in the middle school group who completed the post program TABE, 92% saw a 3 grade level gain in math and a 1.25 grade level gain in English language arts. The high school program was discontinued after two months as the local teacher assigned to manage the program was ineffective in ensuring the students remained on task using this Internet based program. This has been addressed for 2007-2008 by interviewing and hiring the heads of the math and physics/chemistry department at the high school to manage the after school program.

In 2009 RFT worked at Yokum Elementary School in El Dorado, AR and of the 15 participants, 10 were active at the end of the program. 100% of these 15 students demonstrated increases in at least one grade level in Language Arts. The average

increase in the student's level of proficiency for the 27 grade levels in which they worked was 19.7% above their initial tested abilities. The combined group of 15 students worked in a total of 27 different grade levels in Language Arts, demonstrating an increased proficiency in 25 of those 27 courses. Stated another way, students showed increased proficiency 92.59% of the time with an average increase of 19.7% in all 27 grade level Language Arts courses.

F. Communication with parents and families

Parents will be notified directly by email (if applicable) or through the US Mail of their child's progress by a teacher fluent in their language on a monthly basis unless the local district has other requirements in terms of reporting which will override this monthly communication. This same information is available as well on a daily basis through the Internet, and parents can be given a password to personally check on attendance and progress after each session. Parents and families can be given access to the student progress reports. Students who provide the appropriate password to their parents allows the parents to become monitors and with the learning process on a daily basis.

Extralearning will involve parents in part through the frequent and easily discernable progress reports regarding the IPOS. Parents can also be given password access to online reports generated daily. Extralearning will also involve parents through other Reach For Tomorrow promotional information that will be available in a variety of formats, most notably, a universally designed web site and permanent online presence (www.reachfortomorrow.org).

Disputes with parents can be resolved using the following matrix: Level 1- Parents will address concerns with the "lead teacher" at each school based site; Level 2- Parents will address issues not resolved at Level 1 with RFT SES staff who direct lead teachers; Level 3- Parents, RFT staff, Title 1 officials, and local school administration will meet to resolve disputes.

For those families who are Limited English Proficient (LEP), a local teacher or person fluent in the language will edit and translate written information sent to these families. Whatever language is currently supported locally is what RFT can support as well either through the school or local people fluent in the language.

This program is designed to operate after school for 1 hour four days a week, but in actuality the material is accessible 24 hours a day/7 days a week. The attendance requirements for SES mandate specific hours of operation, but if there

is a need to modify dates and times for a minimum group size of 10 working parents/guardians, RFT can work with this group as needed to meet their schedules. The primary role of the parent is to support the SES program by ensuring students attend regularly.

The ADE required Parent/Guardian Communication log serves as an example of the information and format RFT will utilize in its reporting to parents as well.

G. Communication with Districts/Schools

Because the Extralearning curriculum is so flexible, schools can tailor their use of the system to the system level, school level, or classroom level. Communication with the school will primarily be through the software and technology utilized in the Extralearning system, and the report measures built in to the design. The teachers managing the program will be those recommended by their principals. This ensures RFT adheres to the prevailing instructional approach to subject matter.

Monthly reports or as required locally by the district will be generated for LEAs and teachers through email (if available) or written correspondence. LEAs and teachers will be able to have access to student progress records maintained on the web through Extralearning on a daily basis. Technical assistance is available through the www.extralearning.net website, as well as other myriad supporting resources such as RFT staff, the RFT lead teacher, and RFT teachers working with students.

An example of the content is shown in Section H above as this the same information mailed to parents that is available daily to teachers and the LEA online.

H. Qualifications of Instructional Staff

RFT Extralearning Online has been used by the RFT Online Curriculum Director for more than 13 years at an Alternative High School in Aurora, CO. The students were primarily those who are identified as at risk of not earning a high school diploma, as they had all dropped out of the regular academic programs at their base schools. Additionally, this same program has been used in Chicago, IL by both RFT under SES and as the core academic curricula for the Alternative Schools Network which has enabled thousands of students who have dropped out of the public schools earn a diploma or GED. The local teachers hired by RFT to conduct the supplemental education will be those who are chosen by their principal as the most qualified in dealing with at risk youth.

Since 1993 RFT as a complete program has impacted more than 4,000 primarily Title 1 youth in inner cities such as Washington, DC, East Chicago, IN, Chicago, IL, as well as a number of Native American reservations in Montana and Alaska. In July 2006 RFT managed a two week summer school at Pilot Station, Alaska using Extralearning for 87 students (K-12) who were 100% Title 1 students. In 2006 RFT has been asked to provide Extralearning for credit recovery by the Browning, MT School system for Native American youth who are all Title 1. In 2006-2007 more than 40 Osceola, AR high school and middle school students attended SES sessions over a 5 month period.

The RFT Online Curriculum Director, Rick Newell, is the national training director as well for Extralearning Online and monthly teaches seminars to school systems across the nation on its use. At least bi-annually he attends training at the Remediation and Training Institute (RTI), the developers of Extralearning most recently August 21-August 26 2006. This training included program updates, inclusion of materials, and delivery changes which he will pass on to RFT staff. The only instructors a student will come in contact with are local teachers already working and recommended in the school district by their principals and administrators. If there are no current teachers available to serve under the provisions of SES, RFT will work with retired teachers who are known and recommended by the district. RFT will first contact the school principal for recommendations targeting the most effective staff members. If they (teachers) are not recommended or interested at the school, RFT will collaborate with other local schools in the district to secure staff. Once these teachers are selected, they will be trained by RFT staff who will monitor the program on a daily basis to ensure the local teachers understand the program and develop competency. Each teacher will undergo at least 8 hours of initial training conducted on site. They are also eligible for ongoing staff development opportunities through monthly "webinars" or Internet based training forums for Extralearning Online instructors. One instructor in each RFT team will be identified as the "lead teacher" and this person will review and manage staff performance based on daily feedback from RFT staff.

Extralearning Online provides the actual instruction in Language Arts, Math, and Science and the teachers are used to manage classroom decorum, answer questions on any hardware/software issues, assign work, and approve students to take tests. For this reason RFT has requested a 1:15 ratio for teachers to students and would like to complement an actual teacher in the program with a local paraprofessional who is a high school graduate with at least 2 years of college.

Each teacher and paraprofessional will complete an initial 8 hours of intensive training and testing on the computer based program prior to using it with students. Initial training covers: ways in which the program can be used, student learning styles, how the program addresses student learning styles, the student learning process in RFT Extralearning Online, the teacher process in RFT Extralearning Online, organization of RFT Extralearning Online, and customization of the program to address the needs of the local schools. The primary topics will focus on the use of the program including updated lessons and content. In addition Extralearning Online offers a full array of staff development training in teaching styles, subject areas including literacy and mathematics, student learning styles, etc. Each day RFT staff will monitor program usage and provide feedback to each lead teacher to determine the effectiveness of the initial and ongoing monthly training.

I. Goals and Objectives

Reach for Tomorrow and Extralearning Online provide SES services to students, schools, school districts and states with the two major goals in mind. The first major goal is to provide educational assistance to students who are falling behind grade level in Reading, Math, and Science. Through the use of effective assessments, gaps in student learning are identified and individual programs of study are created to address or fill those gaps. By focusing instruction on what the student hasn't mastered, rather than on what they have mastered, students are able to catch up to grade level at a faster rate than they would going through a regular classroom setting. Please keep in mind that the length of time it takes for a student to catch up to grade level is directly dependent upon how many grade levels they are behind at the start of the program.

The second major goal is to provide advanced students with the opportunity to advance at a faster rate than they normally could in a regular classroom. Often times educationally advanced students are held back by the pace of instruction in a normal classroom setting. With Extralearning Online, students can progress through courses at their own pace in the subject areas of their choice. Based upon these two major goals the following objectives have been created. Please note that these goals are established for regular education students. Objectives for students with special needs should be established in their Individual Education Plan and may vary from those established here, depending on the extent of the student's special needs.

Objectives

1. 100% of students who enter the program and remain for a minimum of 5 hours will:
 - a. be assessed in both reading and math.
 - b. have existing educational gaps identified.
 - c. have an individualized program of study created to address their needs.
2. 90% of students who remain in the program a minimum of 20 hours will:
 - a. demonstrate a total 0.25 grade level gain in reading, math or science based upon the pre- and post-tests administered at the beginning and end of the program or show a 10% gain on criterion referenced tests.
 - b. complete lessons and units, within a course, equal to 0.25 grade level in the subject area in which they are working.
3. 90% of students who remain in the program a minimum of 40 hours will:
 - a. demonstrate a total 0.50 grade level gain in reading and/or math based upon the pre- and post-tests administered at the beginning and end of the program or show a 20% increase on criterion referenced tests.
 - b. complete lessons and units, within a course, equal to 0.50 grade level in the subject area in which they are working.

J. Cost of Service

The per hour cost per student is \$50 which will cover the cost of the use of the facilities (if any), a stipend for the teacher at the required local rate, the cost of Extralearning Online for the SES program, the necessary staff required to administer the invoices, manage the attendance records, and any low cost but necessary incentives such as food to ensure low income students are capable of working after a long school day. RFT will donate additional access to the student and local district after the conclusion of SES to enable local districts to continue to use the program for a total of 12 months.

