

Section IA: Program Description

SAU Tech

Southern Arkansas University Tech provides supplemental educational services through after-school and Saturday programs. The services are provided on-site at the individual public schools to students that qualify for services under Title 1 funding. The program is open weekdays from 3:30 p.m. to 5:30 p.m. and on Saturdays from 8:00 a.m. to 12:00 p.m. The program serves students in K-12 grades in math and language arts remediation. Transportation of students is arranged once a parent has signed with SAU Tech as a provider. Southern Arkansas University Tech (SAU Tech) is a public two-year college operating within the State of Arkansas guidelines. The college has been providing educational services to students of all ages for over 40 years. All teachers for the program are Arkansas certified and are trained in sexual harassment awareness, program curriculum and methods, assessment methods, tracking methods, program overview and policies, and SAU Tech personnel policies. All staff interacting with students have current background checks on file with SAU Tech. The program uses the TABE test for pre and post assessment of students and the Buckle Down Benchmark curriculum for remediation along with various software programs available at the local schools. The software programs are used for supplementation to the regular curriculum only. The Buckle Down Benchmark curriculum is research based along with the program's methods of small group learning, direct instruction and frequent assessment. The program has seen success with schools moving off school improvement status after receiving services from the SAU Tech program.

Section IB: Basic Program Information

<i>Applicant Name</i> SAU Tech	<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 type="checkbox"/> Not for Profit <input type="checkbox"/> School Entity <input checked="" type="checkbox"/> Higher Education Institution <input type="checkbox"/> Other (describe)	<p><i>First Year applicant approved to offer SES services in Arkansas :2005</i></p> <p><i>First year applicant approved to offer SES services anywhere: 2005</i></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 type="checkbox"/> Science	<p><i>Grades to be served (09-10) in each subject area to be covered</i></p> <p>Math :K-12 English/Language Arts: K-12 Science</p>
<p><i>Staff availability and qualifications (do not exceed 100 word description)</i></p> <p>The program employs certified teachers as the instructors of direct tutoring and paraprofessionals as assistants to the teachers. Each site has a parent coordinator that provides a communication link between the program, classroom teacher, school personnel and parents. The entire program is supervised staff with SAU Tech with many years experience in delivering educational services to low income, high risk populations.</p>	
<p><i>Service delivery setting (check all that apply)</i></p> <input checked="" type="checkbox"/> School <input type="checkbox"/> Business location <input type="checkbox"/> Place of religious worship <input type="checkbox"/> Community Center <input type="checkbox"/> Student's Home (parent or guardian must be present during tutoring) <input type="checkbox"/> On-line	<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 type="checkbox"/> Migrant <input type="checkbox"/> Limited English proficient (indicate languages) <input type="checkbox"/> Special education <input type="checkbox"/> Other (describe)

<input type="checkbox"/> Other (describe)	
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<p><i>Time when services are proposed to be offered</i></p> <p><input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Weekends <input type="checkbox"/> Summer <input type="checkbox"/> Other (describe)</p>	<p><i>Student/instructor ratio</i></p> <p>List the ratio of instructors to children in the proposed program (5:1)</p> <p>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) \$50.00</i></p>	<p><i>Approximate number of hours required for proposed tutoring (3 hours per week)</i></p>
<p><i>Minimum number of students that will be served in a single district (5)</i></p> <p><i>Minimum number of students that will be served in a single school or setting (5)</i></p>	<p><i>Will students be transported by this provider?</i></p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p><i>Provider Contact Information: SAU Tech</i> Contact Person Name: Robert White Street Address: PO Box 3499 City, State, Zip: Camden, AR 71711 Contact telephone number: 870.574.4463 Contact fax number:870.574.4538 Email:rwhite@sautech.edu Website:www.sautech.edu Hours of operation:3:30-5:30 Saturdays 8:00-12:00</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"/> Cotter | <input type="checkbox"/> Guy Perkins |
| <input type="checkbox"/> Alpena | <input type="checkbox"/> County Line | <input type="checkbox"/> Hackett |
| <input type="checkbox"/> Arkadelphia | <input type="checkbox"/> Cross County | <input type="checkbox"/> Hamburg |
| <input type="checkbox"/> Ark School for the Blind | <input type="checkbox"/> Crossett | X <input type="checkbox"/> Hampton |
| <input type="checkbox"/> Ark School for the Deaf | <input type="checkbox"/> Cushman | <input type="checkbox"/> Harmony Grove (Ouachita) |
| <input type="checkbox"/> Armorel | <input type="checkbox"/> Cutter Morning Star | <input type="checkbox"/> Harmony Grove (Saline) |
| <input type="checkbox"/> Ashdown | <input type="checkbox"/> Danville | <input type="checkbox"/> Harrisburg |
| <input type="checkbox"/> Atkins | <input type="checkbox"/> Dardanelle | <input type="checkbox"/> Harrison |
| <input type="checkbox"/> Augusta | <input type="checkbox"/> Decatur | <input type="checkbox"/> Hartford |
| <input type="checkbox"/> Bald Knob | <input type="checkbox"/> Deer/Mount Judea | <input type="checkbox"/> Hazen |
| <input type="checkbox"/> Barton Lexa | <input type="checkbox"/> Delight | <input type="checkbox"/> Heber Springs |
| <input type="checkbox"/> Batesville | <input type="checkbox"/> DeQueen | <input type="checkbox"/> Hector |
| <input type="checkbox"/> Bauxite | <input type="checkbox"/> Dermott | <input type="checkbox"/> Helena/West Helena |
| <input type="checkbox"/> Bay | <input type="checkbox"/> Des Arc | <input type="checkbox"/> Hermitage |
| <input type="checkbox"/> Bearden | <input type="checkbox"/> Dewitt | <input type="checkbox"/> Highland |
| <input type="checkbox"/> Beebe | <input type="checkbox"/> Dierks | <input type="checkbox"/> Hillcrest |
| <input type="checkbox"/> Benton | <input type="checkbox"/> Dollarway | <input type="checkbox"/> Hope |
| <input type="checkbox"/> Bentonville | <input type="checkbox"/> Dover | <input type="checkbox"/> Horatio |
| <input type="checkbox"/> Bergman | <input type="checkbox"/> Drew Central | <input type="checkbox"/> Hot Springs |
| <input type="checkbox"/> Berryville | <input type="checkbox"/> Dumas | <input type="checkbox"/> Hoxie |
| <input type="checkbox"/> Bismarck | <input type="checkbox"/> Earle | <input type="checkbox"/> Hughes |
| <input type="checkbox"/> Blevins | <input type="checkbox"/> East End | <input type="checkbox"/> Huntsville |
| <input type="checkbox"/> Blytheville | <input type="checkbox"/> East Poinsett County | <input type="checkbox"/> Iazard County Consolidated |
| <input type="checkbox"/> Booneville | X <input type="checkbox"/> El Dorado | <input type="checkbox"/> Jackson County |
| <input type="checkbox"/> Bradford | <input type="checkbox"/> Elkins | <input type="checkbox"/> Jasper |
| <input type="checkbox"/> Bradford | <input type="checkbox"/> Emerson Taylor | <input type="checkbox"/> Jessieville |
| <input type="checkbox"/> Bradley | <input type="checkbox"/> England | <input type="checkbox"/> Jonesboro |
| <input type="checkbox"/> Brinkley | <input type="checkbox"/> Eureka Springs | <input type="checkbox"/> Junction City |
| <input type="checkbox"/> Brookland | <input type="checkbox"/> Farmington | <input type="checkbox"/> Kirby |
| <input type="checkbox"/> Bryant | <input type="checkbox"/> Fayetteville | <input type="checkbox"/> Lafayette County |
| <input type="checkbox"/> Buffalo Island | <input type="checkbox"/> Flippin | <input type="checkbox"/> Lake Hamilton |
| <input type="checkbox"/> Cabot | <input type="checkbox"/> Fordyce | <input type="checkbox"/> Lakeside (Chicot) |
| <input type="checkbox"/> Caddo Hills | <input type="checkbox"/> Foreman | <input type="checkbox"/> Lakeside (Garland) |
| <input type="checkbox"/> Calico Rock | <input type="checkbox"/> Forrest City | <input type="checkbox"/> Lamar |
| <input type="checkbox"/> Camden Fairview | <input type="checkbox"/> Fort Smith | <input type="checkbox"/> Lavaca |
| <input type="checkbox"/> Carlisle | <input type="checkbox"/> Fouke | <input type="checkbox"/> Lawrence County |
| <input type="checkbox"/> Cave City | <input type="checkbox"/> Fountain Lake | <input type="checkbox"/> Lead Hill |
| <input type="checkbox"/> Cedar Ridge | <input type="checkbox"/> Genoa Central | <input type="checkbox"/> Lee County |
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| <input type="checkbox"/> Center Point | <input type="checkbox"/> Glen Rose | <input type="checkbox"/> Little Rock |
| <input type="checkbox"/> Charleston | <input type="checkbox"/> Gosnell | <input type="checkbox"/> Lonoke |
| <input type="checkbox"/> Clarendon | <input type="checkbox"/> Gravette | <input type="checkbox"/> Magazine |
| <input type="checkbox"/> Clarksville | <input type="checkbox"/> Green Forest | <input type="checkbox"/> Magnet Cove |
| <input type="checkbox"/> Cleveland County | <input type="checkbox"/> Greenbrier | <input type="checkbox"/> Magnolia |
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| <input type="checkbox"/> Concord | <input type="checkbox"/> Greenland | |
| <input type="checkbox"/> Conway | <input type="checkbox"/> Greenwood | |
| <input type="checkbox"/> Corning | <input type="checkbox"/> Gurdon | |

- 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
- X Strong Huttig
- Stuttgart
- Texarkana
- Trumann
- Turrell
- Twin Rivers
- Two Rivers
- Valley Springs
- Valley View
- Van Buren
- Van Cove
- Vilonia
- Viola
- Waldron
- X 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.

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

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

Section IIA. Program Overview

Narrative Description of Program (Limit 3 pages)

The Southern Arkansas University Tech Supplemental Services Educational Program provides services to students identified as qualified by individual public schools. The students are low-income, minority with deficiencies in math or literacy. The deficiencies are such that the student is unable to make sufficient progress in classroom work and standardized testing. Parents are informed by the public school of qualified supplemental service education providers and the details of the programs offered. Parents that choose SAU Tech as a service provider are then contacted by the Program Director, Robert White, to arrange for the provision of services. Parents are strongly encouraged to help with the process by attending parent meetings and helping their child attend and stay engaged throughout the process. A review of each student's test scores and classroom grades is completed by the SAU Tech Supplemental Services Coordinator, Roselyn Dorton, to determine estimated time of services. Program Director, Robert White, works with the school personnel and the parents to create an agreement to provide services detailing cost and each parties responsibilities. Certified teachers, paraprofessionals and parent coordinators are hired by SAU Tech to provide services to the students on-site at the schools between the hours of 3:30 p.m. and 5:30 p.m. on Monday through Friday and 8:00 a.m. to 12:00 p.m. on Saturday. The program runs along the public school schedule for the academic year. Transportation is arranged once the parent signs an agreement for services with SAU Tech and the school district. The program maintains a policy that each parent receives regarding the transportation issue. (See Attachments.) The teachers hired to serve the students are reflective of the population served as many are from the same school district where the children attend school. All program personnel receive in-service training prior to providing services. The training covers, sexual harassment awareness, program policies and procedures, assessment procedures, reporting procedures, curriculum use and instruction methods, and a general overview of SAU Tech's personnel policies. All teachers are Arkansas Certified Teachers and all

personnel in the program have a current background check on file with the SAU Tech Human Resources Office. Once students accept services from SAU Tech, a review of current classroom performance, and state mandated test results are reviewed along with the results of the student's TABE assessment to create a learning plan to improve academic performance. Students receive at least two hours of tutoring a week. The sessions are individual, working in very small groups, not more than four or five in a group. The instruction is direct and in some cases supplemented with software programs, depending on availability of computer labs at the individual school sites. The student works on skills sets and must master tests that assess each skill level before continuing to the next level of learning. If the student cannot pass the skill test, the section is re-taught until the student can master the skill. The learning is broken down into skills sets with correlating mastery tests. Students are quizzed on what they have learned every four hours in the program. Students can see results of their work quickly, reinforcing their desire to succeed. Students attend the program until they have reached their individual learning goals as determined by assessments. Parents and regular classroom teachers are kept informed through regular progress reports sent home with the student and to the classroom teacher. Letters and reports at parent teacher conferences also provide communication avenues between the program, the parents and the classroom teachers. The parent coordinators for the program are also available to work with the school personnel and the parents on any issues that may arise during the time that services are being delivered. The program's effectiveness is evaluated based on the programs ability to assist students in improving their academic performance in math and literacy. Each school served is monitored to determine if students are making progress. When the students are not, the program is adjusted in an effort to improve outcomes. Pre and post testing of students with the TABE is one specific way the program measures effectiveness and another is the student's performance on subsequent Benchmark or other state mandated exams. A process exists to address parent concerns with the provider that involves first meeting with the parent coordinator, the program coordinator and finally with the program director. All efforts are made to resolve issues so that students can receive the services that they need. While the past year, the program has

not used a specific curriculum, it does rely on using the **TABE** for pre and post testing. Various sites have used direct instruction based on the deficiencies noted in the student's assessments and some supplemented the learning with software based programs. Each program was different depending on the school served. While the program has seen success, it has proved difficult to track the different methods used in the program. For this reason, the program is in the process of implementing a new curriculum from **Buckle Down Publishing** that addresses the Arkansas requirements in math and literacy. Each site served will be required to use the same curriculum and program methods of delivering services. The Buckle Down Benchmark Curriculum and Algebra, Geometry and literacy modules all address specific Arkansas standards and are backed by research studies that reinforce the US Dept. of Education's "What Works" recommendations. Individual schools will still be able to supplement the Buckle Down curriculum with available software if appropriate. The program will continue to deliver quality services by dedicated, qualified staff in an effort to improve the academic performance of students in academic distress.

Section III: Indicators of Quality

A. Evidence of Links Between Research & Program Design

The college has moved from using a computer generated type curriculum to creating individual programs for each school served. While this has dramatically improved student outcomes, it has made tracking and comparing statistics more difficult, since a variety of curriculums are being used. For this reason the college will go to a new curriculum from **Buckle Down Publishing** that addresses the Arkansas requirements in math and literacy. Each site served will be required to use the same curriculum and program methods of delivering services. The Buckle Down Benchmark Curriculum and Algebra, Geometry and literacy modules all address specific Arkansas standards and are backed by research studies that reinforce the US Dept. of Education's "What Works" recommendations. The

methods used to instruct the material include direct instruction in small groups. For both reading and mathematics these components are vital. According to the US Department of Education, “Providing intensive systematic instruction with up to three foundational reading skills in small groups to students who score below the benchmark...is an effective intervention practice for students having difficulty reading.”¹ The same holds true for students needing remediation in mathematics. One-on-one instruction or direct instruction when provided as a supplement to classroom teaching is generally considered to be the most effective way to increase student achievement. One on one is especially effective for students who are considered at-risk for school failure.² Helping students allocate time efficiently to studying and providing learning over time are proven learning strategies for supplemental learning. Arranging quizzes in a way that promotes delayed reviewing is also important to the learning process.³ SAU Tech’s program assess student learning after four hours of instruction and every eight hours the parents and classroom teachers receive a report on the students progress. This practice also helps students allocate time efficiently. Use of quizzes alert learners to which items are not well learned. Teachers can provide verbal feedback to the student helping them understand the correct answers and processes so that they can begin to work more independently. Learning for mathematics includes the following research based components: Problem solving, guided practice, corrective feedback, frequent cumulative review, and at least ten minutes a session devoted to retrieval of basic arithmetic facts.⁴ The program works to help students to become proficient in:

Conceptual Understanding: Comprehending math concepts, operations and relations

Procedural Fluency: Skill in carrying out procedure flexibility, accurately, efficiently, and appropriately.

Strategic Competence: Ability to formulate represent and solve mathematical problems.

Adaptive Reasoning: Capacity for logical thought, reflection, explanation, and justification.

Procedure Disposition: habitual inclination to mathematics as sensible and useful and worth while.⁵

Once a baseline for math skills are established then students must pass mastery quizzes before advancing to the next level. Students work using manipulates when appropriate to help them in understanding concepts. The programs language arts remediation includes spelling, reading and

writing. Students receive personal intensive instruction in small groups. Research indicates that students in groups of three to four reading and practicing vocabulary at least three to five times per week for 20 to 40 minutes will see an improvement.⁶ Currently the program offers students a minimum of two sessions a week of at least two hours in length. In addition to classroom time this serves as a substantial boost for improvement in literacy skills. Based on the National Reading Panel, direct instruction using phonological awareness is the most effective method for teaching literacy. The best approach being the written text and to include certain phonetic principals and to introduce one or two phonic generalizations per session.⁷ The Buckle Down curriculum and methods focus on phonemic awareness, phonics, fluency, vocabulary and text comprehension.⁸ The program will continue to use the TABE as the initial assessment too as it is a proven valid and reliable test instrument. (See attachments.)

¹[Http://ies.ed.gov/ncee/wcc-What Works](http://ies.ed.gov/ncee/wcc-What Works). US Dept. of Education, 2009.

²Elbaum, B. Vaughn, S, Hughes, M.T., & Moody, S. W. (2000). *How effective are one-to-one tutoring programs in reading for elementary students at risk for reading failure? A Meta-Analysis of the Intervention Research*. Journal of Educational Psychology. 92(4), 619-650.

³[Http://ies.ed.gov/ncee/wcc- Space Learning Over Time: Organizing Instruction and study to improve student learning](http://ies.ed.gov/ncee/wcc- Space Learning Over Time: Organizing Instruction and study to improve student learning). US Dept of Education, 2009.

⁴National Center for Education Evaluation and Regional Assistance. *Assisting Students who are struggling with mathematics: Response to Intervention RTI: Multitier Intervention in primary grades*. US Dept. of Education. NCEE 2009.

⁵Masini, B. & Taylor, J. (200) New Evidence links Curricula and Instruction to Mathematics Achievement. (Report No. SE- 062-065). Oak Brook, IL: North Central Regional Educational Lab (ED 455-110).

⁶4National Center for Education Evaluation and Regional Assistance. *Assisting Students who are Struggling with Reading: Response to Intervention RTI: Multitier Intervention in primary grades*. US Dept. of Education. NCEE 2009.

⁷Kameenui E, Admas, M., & Lyon, G.R. (2001). *The Challenge of Learning to Read*.

[Http://www.readingrockets.org/print.pho?ID=93](http://www.readingrockets.org/print.pho?ID=93)

⁸The Research Foundation of Buckle Down Publishing. <http://www.BuckleDown.com>.

B. Links Between Program Design and NRP, NCTM, NSTA standards

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	Exercises that concentrate on phonemic awareness, spelling, blending, learning to spell and invented spelling-leads to reading skills improvement.
Phonics Instruction	Skills that help children acquire knowledge of the alphabetical system. Skills to recognize familiar words, reinforcement-reading aloud spelling words.
Fluency	Skills that promote and develop word recognition, repeated oral reading with feedback- paired reading and assisted reading.
Vocabulary	Explicit instruction on words to be learned- extended reading instruction using multimedia methods and practices.
Text Comprehension	Methods utilizing comprehension, monitoring and cooperative learning, story structure, summarization, and other strategies to help influence the student to build skills.
Other	

Evidence of Links between Research and Program Design

Mathematics

Potential SES providers that plan to offer mathematics instruction in grades K-12 must complete the chart below as a portion of their response to II. B. Evidence of Links between Research and Program Design. Indicate how the instructional program to be offered aligns with the mathematical process standards of the National Council of Teachers of Mathematics.

Mathematical Process Standards	Components of the Supplemental Educational Services Provider's Instructional Program
Problem Solving	Independent Practice, Modeling, Manipulatives, Diagnosis
Reasoning and Proof	Patterns and math conjectures
Communication	Cooperative Learning Working with classmates Vocabulary

Connections	Subtraction of whole numbers connected to decimals. Data collection (middle school) connected to algebra (high school).
Representation	Various interpretations of fractions: such as ratio, fraction of a number, or practices as points on a number line.
Other	

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

The following charts depict the alignment of the program's proposed fall curriculum with the state's standards.

2003 Arkansas English Language Arts Curriculum (Partial Examples Only) Framework for Reading, Grade 3

Buckle Down Arkansas Reading, Level 3, is based on the 2003 English Language Arts Curriculum Framework for Reading, Grade 3. The workbook has been designed to provide instruction and practice in the skills tested by the Benchmark Exam in Reading for Grade 3. The following table matches the objectives to the *Buckle Down* lessons in which they are addressed.

Strand: Reading	<i>Buckle Down Lesson(s)</i>
Standard 9: Comprehension	
Students shall apply a variety of strategies to read and comprehend printed material.	
Benchmark R.9.3.1:	
Activate prior knowledge by previewing and using text structure	5
Benchmark R.9.3.2:	
Use prior knowledge to determine a purpose for reading	5
Benchmark R.9.3.3:	
Make connections from text to world during reading	5
Benchmark R.9.3.4:	
Form mental pictures to organize and visualize the content of the text	6
Benchmark R.9.3.5:	
Generate questions and check the text for answers	5,8,10,11
Benchmark R.9.3.6:	
Question the author's purpose	10
Benchmark R.9.3.7:	
Ask questions and support answers by connecting prior knowledge with literal and inferential information found in the text	5,8
Benchmark R.9.3.8:	
Discuss why an author may have selected particular words or phrases	10
Benchmark R.9.3.9:	
Draw inferences, such as conclusions or generalizations, and support them with text evidence and/or personal experiences	8

2003 Arkansas English Language Arts Curriculum (Partial Examples Only)

Framework for Writing, Grade 3

Buckle Down Arkansas Writing, Level 3, is based on the 2003 Arkansas English Language Arts Curriculum Framework for Writing, Grade 3. The workbook has been designed to provide instruction and practice in the skills tested by the Benchmark Writing Test for Grade 3. The following table matches specific Student Learning Expectations to the *Buckle Down* lessons in which they are addressed.

Strand: Writing

Standard 4: Process	Buckle Down Lesson(s)
Students shall employ a wide range of strategies as they write and use different writing process elements appropriately.	
Benchmark W.4.3.1: Use a variety of planning strategies/organizers	1,2,4,5
Benchmark W.4.3.2: Focus on a central idea	2,4,5
Benchmark W.4.3.3: Identify the audience	1
Benchmark W.4.3.4: Select appropriate resources for personal and informational writing	2,3
Benchmark W.4.3.5: Use available technology to collect information for writing	3
Benchmark W.4.3.6: Develop drafts by sorting information into categories and using the categories as paragraphs	4,5,10
Benchmark W.4.3.7: Create well-developed introductory and concluding paragraphs	10
Benchmark W.4.3.8: Include descriptive details that elaborate the central idea	7
Benchmark W.4.3.9: Revise writing for organization, precise vocabulary, and purposefully selected information from peer responses and teacher conference	12
Benchmark W.4.3.10: Utilize a revision checklist developed by the class to independently revise writing	12

2004 Arkansas Mathematics Curriculum (Partial Examples Only)
Framework, Grade 3

Buckle Down Arkansas Mathematics, Level 3, addresses the 2004 Arkansas Mathematics Curriculum Framework for Grade 3. The workbook has been designed to provide instruction and practice in the skills tested by the Arkansas Benchmark Exam. The following table matches the Student Learning Expectations to the *Buckle Down* lessons in which they are addressed.

Strand: Number and Operations

Standard 1: Number Sense—Students shall understand numbers, ways of representing numbers, relationships among numbers and number systems.

Buckle Down Lesson(s)

Whole Numbers

NO.1.3.1 Recognize *equivalent* representations for the same *whole number* and generate them by *composing* and *decomposing* numbers. (Ex. $352 = 300 + 50 + 2$; $300 + 25 + 25 + 2$; $150 + 150 + 50 + 2$, etc.)

1

NO.1.3.2 Use the *place value* structure of the base ten number system and be able to represent and compare *whole numbers* including thousands (using models, illustrations, symbols, *expanded notation* and problem solving). (Ex. $2,308 \text{ ___ } 2,038$)

1

NO.1.3.3 Use mathematical language and symbols to compare and order *four-digit* numbers with and without appropriate *technology* (<, >, =).

Rational Numbers

1

NO.1.3.4 Represent fractions (halves, thirds, fourths, sixths and eighths) using words, numerals and physical models.

- identify and illustrate parts of a whole and parts of sets of objects
- recognize that a fractional part of a rectangle does not have to be shaded with *contiguous* parts

3

NO.1.3.5 Utilize models to recognize that the size of the whole determines the size of the fraction depending on the original quantity.

3

*** All examples of the frameworks connections to the Buckle Down curriculum were used from the Buckle Down website at www.buckledown.com.**

The public schools where the services are provided are made familiar with the curriculum to be used and since it follows the areas assessed by the Arkansas Benchmark exams and other state mandated assessments, the school instruction does not conflict with the program but provides daily reinforcement for students in the program. Classroom teachers are made aware of the curriculum and what it covers when a student enters the program through notification from the program teacher to the classroom teacher. The students do not pay anything to participate in the program and the cost of materials for the program are provided by SAU Tech as part of the services covered under the fees charged to the public

school under Title I.

D. Monitoring Student Progress

Students entering the program are assessed and an individual program plan is developed for each student that outlines their academic needs and a plan for remediation. After the initial assessment identifies skill deficiencies, students work at an individual pace, completing each skill set and passing a test to demonstrate subject matter competency. Students are quizzed every four hours in the program to determine progress. Classroom teachers and parents are informed every eight hours on the students' progress. When the students are able to master the identified skill sets they terminate from the program. Parent coordinators work with each school district to facilitate communication between the classroom teacher, the program teachers and the parents of the students. The coordinator also works with parents to discuss goals and methods on how they can help their children succeed. Additional tracking will take place in the program to track regular school attendance, behavior, classroom grades, parent participation, and retention and promotion.

E. Evidence of Effectiveness

The SAU Tech program has provided services for several years to area public schools. For three years SAU Tech has provided services in math and literacy to Warren Public Schools. When services started the school was on improvement status in both math and literacy and the school attributes SAU Tech's services to bringing the school out of improvement this past year. A letter from Mary Jo Wisener,

Assistant Superintendent for Warren, and student test results of Benchmark scores are attached in the appendix for review. Tracking student outcomes such as improved school attendance, retention/promotion, graduation, and student behavior/discipline as it relates to the students regular school day program is problematic for this program. It is very difficult to obtain the test scores from the schools in a timely manner, and when asked about compiling the other information for release to the program, they are not only reluctant but in most all cases noncompliant. At this point, the program can provide data on student behavior and attendance within the program during program hours but obtaining this information beyond that has proven difficult. A form has been created to begin gathering this information from the time that student begins receiving services from the program. The program staff understand that reporting of these components are vital to the State's own reporting requirements and will work diligently to encourage school personnel to deliver the required information in a timely manner.

F. Communication with parents and families

The SAU Tech program uses parent coordinators to help maintain communication with parents. The program coordinator and parent coordinators meet with parents of students receiving services and encourage them to participate in the program. Parents receive reports on student progress by phone, in writing and during conferences. When students are identified as needing services, the school provides the parents with a list of providers; the parents are then free to choose which provider they want to use. When SAU Tech is contacted, the program director, Robert White, works out the agreement details with the school regarding delivery of services and the program coordinator, Roselyn Dorton, works with the parents to provide details of the program. Parents are encouraged to speak with the teachers providing the tutoring as often as possible to ensure their child's success. Student discipline is handled by the participating school and parent disputes are addressed through a formal grievance process that

begins with the parent coordinator and the parent working to resolve the issue, if not resolved, the parent can then speak with the program coordinator and subsequently the director. If the issue is irresolvable, the parent is advised to choose another provider of supplemental services for his/her child. Every effort is made to resolve issues before this point is reached. Working parents are accommodated through parent coordinators attending parent/teacher conferences where parents are updated on the progress of their children and also the coordinators can meet with parents when they pick up their children in the evening from the program. Parents are encouraged to be active participants in the program, through encouraging students to attend regularly, checking in on each student's progress, and taking a general interest in their child's education. SAU Tech does have communication pieces in Spanish for parents who do not speak fluent English.

G. Communication with Districts/Schools

When a student enters SAU Tech's program, classroom teacher(s) are directly involved in the process of creating a learning plan for the student. The teacher identifies the classroom deficiencies that the student is experiencing and this information is used to help formulate a plan along with the results of an initial assessment. Students work on skills after school to improve both classroom performance and standardized test performance. The program is different from the regular classroom with regards to the more individualized delivery of instruction and a direct focus on improvement for standardized testing. Students in the program learn basic skills that do not conflict but support regular classroom learning. The school personnel meet bi-weekly with the program director or parent coordinator during the time that students are receiving services. The classroom teacher also receives a progress report on each student every eight hours the student receives instruction in the program. The individual schools are responsible for providing results of classroom performance and standardized testing per the individual service

agreement. The school personnel also provide assistance with behavioral and attendance issues as needed.

H. Qualifications of Instructional Staff

The program administrative staff are full-time employees of SAU Tech. Robert White, program director and Roslyn Dorton, program coordinator, have many years experience in working with the public and educational programs. The direct services staff are Arkansas certified teachers, paraprofessionals and support staff. Many of the teachers are master's level and some also have special certifications. The parent coordinators currently work for the public schools have experience in working for the public school as mentors and parent support coordinators. The parent coordinators provide channels of support for communication with parents and school administration during the time students are receiving program services. Certified teachers and paraprofessionals are hired as needed by the program. Each year the number of students in need of services varies resulting in an undetermined number of teachers that are hired. The teachers are chosen by the program director for their experience in working with low-income, high-risk students. Upon hire, teachers attend a one-day orientation where they are given an overview of the program, policies and procedures, assessment procedures and the programs goals and objectives. The training includes:

- Program overview
- How students are selected & assigned to tutors
- Qualifications of staff and their roles
- Review of required tracking forms
- Overview of instructional curriculum
- Overview of program policies, including discipline, parent complaints, and communication
- Overview of SAU Tech personnel policies

I. Provider Goals and Objectives

Overall Goal: The SAU Tech SES program goal is to provide effective, quality, educational services 100% of the time to 100% of students that request services and meet the criteria for service in SAU

Tech's service area.

Objectives:

- 1) To provide services through teachers certified in the areas of math and literacy 100% of the time.
- 2) To provide adequate training to all staff in the use of the assessment methods, curriculum, and instruction methods 100% of the time.
- 3) To provide a small group learning environment for student participating in the program 100% of the time.
- 4) To provide a uniform method of assessment, teaching methods, and curriculum materials for 100% of students served in the program.
- 5) To provide quality services through timely completion of required reporting documents 100% of the time.
- 6) To obtain pre and post test scoring from 100% of the participating schools on state mandated testing that have been served by the SAU Tech program.

SAU Tech will implement a new teaching curriculum in the fall and work with individual schools and teachers to complete tracking reports on regular school performance, attendance, behavior, promotion, retention, graduation, etc.

J. Cost of Service

The SAU Tech program will charge \$50.00 per hour for each student for an instructional hour and no more than \$100 per day or \$400.00 per week. If the program is delivered on Saturday, the cost will be for no more than \$150.00 per student per Saturday.

Cost as figured by the program:

Teachers @ 50.00 per hour and fringe	\$60.00 per hour
Paraprofessional @ 8.00 per hour and fringe	\$10.50 per hour
Administrative Costs (Supplies, Travel, Parent Coordinator, Program Coordinator, etc.)	\$40.50 per hour