

TEXAS EDUCATION AGENCY
Supplemental Educational Services
For Title I, Part A Campuses
Identified under School Improvement in Texas
School Year 2007-2008 (Including Summer 2008)

SIRC Use Only Batch # _____

Provider Application

Cover Page

Program Authority: P.L. 107-110, Section 1116

New Provider (2007-2008)

Application Deadlines: March 15, 2007, for a July 15, 2007, effective date
October 15, 2007, for a March 1, 2008, effective date

Supplemental Educational Services Provider Information

Provider Name: Connie Irlbeck of SES-TX (proprietor)		
Address: (SES-TX) c/o 803 S Monroe Ave		
City: Lubbock	State: Texas	ZIP Code: 79403
DBA, if applicable: Supplemental Education Services of Texas (SES-TX)		
Please post DBA online rather than Provider Name: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Employer Identification Number:		

Certification

I hereby certify that the information contained in this application is, to the best of my knowledge, correct, and the provider named above has authorized me as its representative to obligate the provider. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application instructions, the Provisions and Assurances, and the application. It is understood by the applicant that this application constitutes an offer, and if the applicant is approved and subsequently accepted by a parent as the provider of supplemental educational services under P.L. 107-110, Section 1116(e), the provider will enter into the required agreement with the appropriate LEA.

Typed Name of Authorized Official

Typed Title of Authorized Official

Original Signature of Authorized Official

Date Signed

Return one completed original application to:
School Improvement Resource Center
5701 Springdale Road
Austin, Texas 78723
Telephone: 512-919-5211 Fax: 512-919-5399
ses@esc13.txed.net

Part I: Contact Information

A. **Provider Contract for State Use** – This contact person is the individual who the state will contact regarding this application or services provided within Texas.

Name:	Amber Irlbeck
Title:	Tech. Director & Services Coordinator
Telephone:	(806)746-5581
Fax:	(806) 995-3031
E-mail:	EdDir@SupplementalEdServices.com <eddir@supplementaledservices.com>
Address:	803 S. Monroe Ave, Lbk Tx 79403

B. **Provider Contact for District Use** - This contact person is the individual who LEA personnel will contact regarding this application or provider services.

<input checked="" type="checkbox"/> Same as Provider Contact for State Use	
Name:	_____
Title:	_____
Telephone:	_____
Fax:	_____
E-mail:	_____
Address:	_____

C. **Provider Contact for Parent Use** (Texas contact preferred) - This contact person is the individual provided to parents in the parental notification letters and to whom parents in Texas should address their questions or concerns.

<input type="checkbox"/> Same as Provider Contact for State Use		<input type="checkbox"/> Same as Provider Contact for District Use	
Name:	Connie Irlbeck		
Title:	Lead Tutor & Curriculum Developer		
Telephone:	(806)995-3031		
Fax:	(806) 995-3031		
E-mail:	coni@interactivehomeschool.net		
Address:	16 Fannin Drive, Tulia, Texas 79088		

Part II: Application Information

Enter an "X" to indicate the purpose of this submission. "X" only one.

- A. **NEW** Provider Application for school year 2007-2008. This includes all previously approved providers as the renewal process has been suspended for the 2007-2008 school year. Complete the Cover Page and Parts I through XIII and submit by March 15, 2007, to be eligible for consideration for the state list of approved providers that becomes effective on July 15, 2007. If applying after March 15, 2007, complete the Cover Page and Parts I through XIII and submit by October 15, 2007, to be eligible for consideration to be added to the state list of approved providers on March 1, 2008.
- B. **AMENDMENT to approved application for 2007-2008.** Provider was approved for school year 2007-2008 and is applying to change service or program information. Changes made after the October 15, 2007, will not be accepted but must be submitted in the 2008-2009 renewal application.
- Complete the Cover Page, Part I, and Part II.
 - Complete the Part(s) of the application that is (are) being amended, such as Part III, Part IV, Part V, etc. Be sure to complete all questions in the Part(s) of the application that is (are) being amended.
 - In the space below, please describe the Part(s) of the application being amended, and provide any additional information which may be necessary to understand the amendment in full.
 - If the amendment changes any of the information provided in Part III: Program Summaries and Part IV: Program Summaries (Spanish) of the original application, Parts III and IV must be re-submitted with the appropriate changes.

Part III: Program Summaries

Please provide brief descriptions of the program services, instructor qualifications, and evidence of effectiveness. Descriptions may be published online and distributed to Local Education Agencies (LEAs). The descriptions are intended to provide parents information about the services their children will receive. Each description should be clear and easily understood by individuals who are not educators and should be limited to the space provided. *Marketing materials are not accepted.* The same descriptions must also be provided in Spanish on page 5.

A. Description of Services

Supplemental Education Services – (SES-TX) begins with a preliminary skill & informal observation of the student, assessing their needs, learning styles & strengths. Then, we move into the pre-testing phase to focus on the student's reading/math skills, to ascertain where students are at developmentally. We utilize many small groups & 1-on-1 tutoring sessions. Our goal is to provide the student with the keys to succeed in any learning environment, so that they can learn behaviors that encourage success – both individually & within a group. In Science & Social Studies we work with visual/tactile/ands-on approaches that help students better retain knowledge & rogress quickly. We work on vocabulary & comprehension through techniques that are easy to use & remember. These tools make learning fun & active. We use proven study techniques, life-long learning techniques, that can be used in any course or subject from kindergarten to college. Tutors keep a log of student's reading level and percent of accuracy & are always eager to share the progress reports with parents & other educators. SES-TX uses multi-sensorial & modality teaching methods, so we incorporate music & arts into our learning time as well. We encourage the student's natural, healthy interests & give them ideas of how to set goals to succeed in these areas. We are honored by the fact that students' parents have said our teachers have a record of raising the grade level performance and overall confidence of their children.

B. Description of Instructor Qualifications

Our independent, degree-holding tutors have a rich experience & history of measurable positive results with students. In the past, our tutors have used the above listed methods without ever using TAKS worksheets. The students on one campus our tutors served independently had the highest scores in the district on their TAKS & raised their science scores 13% while their math and reading scores improved 8-9%. We use positive words to encourage students – we believe that each one is meant to succeed with the right instruction & cooperation. We use positive verbal & visual awards like Sonic cards to mark milestones. We teach the students how to set & achieve their own goals, working to make them feel empowered and independent. One of the most high-need populations our teachers have served is the home-bound student who will soon become a parent themselves. Pregnant teens are in extreme need of support, because their success affects not only their own lives, but that of their unborn children. Many of these students are in need of confidence support, job training, money management skills & childcare/nutrition education sessions. We support these students learning in a well-rounded tutoring environment, teaching them responsibility and enabling them to succeed in their vital academic and personal life goals. In our tutors' 7 years of experience, only 3 of her students did not graduate. The majority passed the EXIT test or TAKS unless medically ineligible.

C. Description of Evidence of Effectiveness

Our in home curriculum focuses on the students' in-school subjects and schedule. The parents felt the students all came up in their grades if allowed to maintain the schedule in the traditional classroom. We at SES-TX believe the non-traditional life skills enhance the students' functioning and thinking by increasing problem-solving abilities.

We follow up on each learning set with a TAKS readiness test that applies to the covered materials. However, we do not tutor strictly to any one test. We teach our students thoroughly so that they are able to utilize skills that successfully complete the TAKS and other tests. Our students have the benefit of also being able to utilize these same skills for other essential tests, such as college entrance exams, (SAT, LSAT, ACT, MCAT), trades school application assessment tests, and internship/cooperative education programs. We teach our students to exceed in the classroom, and to succeed at life.

Tutors keep a log of their individual reading level and percent of accuracy that is graphed during throughout the program. Our tutors are always eager to share the progress reports with parents and other educators throughout the year.

Part IV: Program Summary (Spanish)

Please provide below the same brief descriptions of the program in **Spanish** as provided in English on page 4. Descriptions may be published online and distributed to LEAs. The descriptions are intended to provide parents information about the services their children will receive. The descriptions should be clear and easily understood by individuals who are not educators and should be limited to the space provided. *Marketing materials are not accepted.*

A. Descripción de Servicio

Supplemental Education Services of Texas - (SES-TX) Empieza con una habilidad preliminar y la observación informal del estudiante, valorando sus necesidades, aprendiendo los estilos y las fuerzas. Entonces, nosotros nos cambiamos a la fase que pre-probando para enfocar en la lectura de estudiante y habilidades de matemáticas, para acertar donde estudiantes están en el grado y para el desarrollo sabio. Utilizamos muchos grupos pequeños y 1 en 1 sesiones que dan clases privadas. Nuestra meta deberá proporcionar al estudiante con las llaves para conseguir cualquier ambiente que aprende, para que ellos puedan aprender las conductas que alentan éxito – individualmente y dentro de un grupo de sus iguales. En la Ciencia & los estudios sociales que trabajamos con los enfoques visual/táctiles y prácticos que ayudan a estudiantes retienen mejor el conocimiento y el progreso rápidamente. Trabajamos en el vocabulario y la comprensión por cinchar visual y ayudamos a aumentar sus conceptos que retienen – utilizamos instrumentos que hacen la diversión que aprende y activo. Utilizamos marcadores, y enseñamos aprender de toda la vida las técnicas que se pueden utilizar en cualquier curso o el sujeto del jardín de la infancia al colegio. Los tutores mantienen un tronco de su individuo que lee el nivel y por ciento de certeza. Nosotros los gráficos este progreso a través del programa y están siempre ansioso de compartir los informes sobre el progreso con padres y otros.

B. Descripción de Instructor Calificación

Nuestros tutores tienen una experiencia y la historia ricas de resultados positivos mensurables con estudiantes. En el pasado, nuestros tutores han utilizado el encima de listó los métodos sin utilizar jamás hojas de trabajo de TAKS. Los estudiantes en un campus que nuestros tutores sirvieron tuvieron independientemente las cuentas más altas en el distrito en su TAKS y levantaron su ciencia raya 13% mientras sus matemáticas y leer las cuentas mejoraron 8-9%. Utilizamos palabras positivas para alentar a estudiantes – creemos que cada uno se significa para triunfar con la instrucción y la cooperación correctas. Utilizamos los premios positivos, verbales y visuales como tarjetas sónicas para marcar mojonos. Enseñamos a los estudiantes a cómo poner y lograr sus propias metas. Trabajamos para hacerlos se sienten autorizado e independiente. Uno de las poblaciones de necesidades más altas nuestros maestros han servido es el estudiante de regreso al hogar que pronto llegará a ser un padre sí mismos. Los jóvenes encintas están en la necesidad extrema de apoyo, porque su éxito afecta no sólo su propio vive, pero eso de sus niños no nacidos aún. Muchos de estos estudiantes son necesitados de apoyo de confianza, la instrucción del trabajo, las habilidades de la administración de dinero y sesiones de educación de cuidado de niños/nutrición. Sostenemos a estos estudiantes que aprende en un ambiente completo que da clases privadas, les enseñando responsabilidad.

C. Descripción de Comprobante Efectivo

Nuestro en en casa focos de plan en los estudiantes' los sujetos de la en-escuela y planifica. Los padres sentían a los estudiantes que todo subieron en sus grados si permitió mantener el horario en el aula tradicional. Nosotros en sudeste-TX creemos que las habilidades no tradicionales de la vida aumentan a los estudiantes' funcionando y el pensamiento aumentando las habilidades de resolución de problemas. Seguimos cada conjunto que aprende con una prueba de la prontitud de TAKS que aplica al cubrió las materias. Sin embargo, nosotros no damos clases privadas estrictamente a cualquiera una prueba. Enseñamos a nuestros estudiantes completamente para que ellos sean capaces de utilizar las habilidades que completan exitosamente el TAKS y otras pruebas. Nuestros estudiantes tienen el beneficio de es también capaz de utilizar estas mismas habilidades para otras pruebas esenciales, exámenes de ingreso tal como colegiales, (SAT, LSAT, ACT, MCAT), las pruebas de la evaluación de la aplicación de la escuela de comercios, y los programas puestos de interno/cooperativos de la educación. Enseñamos a nuestros estudiantes a exceder en el aula, y para triunfar en la vida. Los tutores mantienen un tronco de su individuo que lee el nivel y por ciento de certeza. Nosotros los gráficos este progreso a través del programa.

Part V: Evidence of Financial Soundness

In order to be considered for the list of approved providers, the provider applicant must demonstrate that the applicant entity is financially sound. All provider applicants must be in good standing with the State Comptroller's office (<http://ecpa.cpa.state.tx.us/coa/Index.html>), in that they are not delinquent in the payment of any franchise taxes in Texas. The provider applicant must not have been Debarred or Suspended from doing business with the federal government (<http://www.epls.com>). All provider applicants must also submit the following information, as applicable:

	Provider Applicant	Materials Requested/Received	Included
A.	The applicant is a local education agency.	The Texas Education Agency has the applicable financial information on file.	<input type="checkbox"/>
B.	The applicant is a for-profit entity that has been in business for one year or longer.	An accrual balance sheet	<input type="checkbox"/>
C.	The applicant is a sole proprietorship that has been in business one year or longer.	A personal financial statement (Personal Financial Statements forms may be obtained through most banks)	<input type="checkbox"/>
D.	The applicant is a nonprofit entity that has been in business for one year or longer.	An accrual balance sheet	<input type="checkbox"/>
		In addition to proof of financial soundness, a non-profit entity must also attach a copy of its current IRS 501(c)(3) letter.	<input type="checkbox"/>
E.	The applicant has been in business between 3 and 12 months.	All of the following for the previous three months of business: 1. Budget 2. Cash-flow projection 3. Income statement 4. Accrual balance sheet	<input checked="" type="checkbox"/>
F.	The applicant has been in business less than three months.	All of the following: 1. Budget 2. Cash-flow projection 3. Income statement, as available 4. Accrual balance sheet 5. Guarantee of a bank line of credit, a guarantee document signed by the guarantor, or owner's financial reserves for a sole proprietorship	<input type="checkbox"/>
G.	The applicant is an institution of higher learning such as a college or university.	A copy of the acceptance letter from either the State Auditor Office or the Texas Higher Education Coordinating Board	<input type="checkbox"/>

Part VI: Program Information (continued)

C. Availability of Services

1. Instruction must take place outside the regular school day. Identify when the services would be available.

- Before School After school Weekends Intercessions
 Summer Other (Specify) _____

2. Identify the days services are available.

- Sunday Monday Tuesday Wednesday Thursday Friday Saturday

D. Student Population

1. Indicate grade levels that the provider is currently prepared to serve.

- K 1 2 3 4 5 6 7 8 9 10 11 12

2. Indicate to which of the following groups the organization will provide tutoring services.

- Low-income students Migrant students
 Limited English Proficient (LEP) students Students with disabilities
 Other groups (Describe) Autistic, Medical/Home-bound, Pregnant teen

3. Will the provider accept all students? Yes No

If "No," what selection criteria will the provider use to select/accept students? Threat of physical harm

4. What is the minimum number of students at a **campus** that must select the provider for the provider to agree to provide services? 1

E. Location of Services

1. Indicate where services will be delivered.

- Internet-based services

Please indicate location(s) where internet services can/will be accessed:

- Home School Other (Specify) Phone support

- Student's campus

- Other (Physical address) Student's home / local library

2. If services are delivered in a location other than the student's campus, will transportation be provided? Yes No

F. Subject Areas Indicate all subjects for which tutoring will be offered.

- Reading Writing Science
 Math English as a Second Language Social Studies
 Bilingual Instruction (Indicate Languages) _____
 Other (Specify) Homemaking, Biology, Lifeskills, Gen. Science

G. Types of Instruction Available - Indicate the mode through which services will be delivered.

- Computer-based software program Distance Learning Individual
 Small Group (Enter the MAXIMUM number of students accepted per small group session: 6)

Part VI: Program Information (continued)

H. Tutor-Pupil Ratio: 1 tutors per 6 students

I. Hours per Session

1. What is the average number of hours provided to each student per tutoring session? 1 hour
2. What is the average number of tutoring sessions provided during the duration of the program per student per year? 84
3. Is the provider flexible in the duration of each tutoring session to accommodate the campus?
 Yes, negotiable. No, only the duration indicated.

J. Cost of Instruction

- \$40/hour Enter the cost per student for each individual tutoring session.
\$20/hour Enter the cost per student for each group tutoring session.
 Cost is based on the software/lab program purchased by the district.

If provider does not charge an hourly rate, if cost is based on software/lab program purchased by the district, or if there are charges in addition to the hourly rate, indicate the pricing structure for providing supplemental services, and explain specifically what the fees will cover.

Part VII: Program History

A. How long has the applicant been providing tutorial or other supplemental education services?

- Less than one year
- At least 1 year but fewer than 2 years
- At least 2 years but fewer than 5 years
- At least 5 years but fewer than 10 years
- More than 10 years

B. How long has the applicant worked with underachieving, low-income students?

- Less than one year
- At least 1 year but fewer than 2 years
- At least 2 years but fewer than 5 years
- At least 5 years but fewer than 10 years
- More than 10 years

Part VIII: Instructor Qualifications - Please indicate the minimum qualifications of the individuals employed to deliver services to students.

- A. Personnel who will provide the supplemental educational services:
- Teachers (See question B)
 - Paraprofessionals under the direct supervision of a teacher (See question C)
 - Other (See question D)
- B. If "Teachers" is marked in question A above, what qualifications does the provider require of its teachers?
- Full state certification in the subject areas in which the teacher teaches
 - Bachelor's degree in related field
 - Graduate degree in related field
 - Specific number of college credit hours in related field. Indicate number of hours: 9
 - Other (Specify) Passed Teacher's Emergency Certification Test; or holds 1-8 certification, High School or all-level certified; or has a degree in early childhood development for pre-k students; Or has professional experience in teaching disabled students in medical or academic setting; Or a substitute teacher who is registered with a Texas public school and is experienced in subbing
- C. If "Paraprofessionals" is marked in question A above, what qualifications does the provider require of its paraprofessionals?
- At least 2 years of study at an institution of higher education
 - An associate's (or higher) degree
 - A formal academic assessment of knowledge of, and the ability to assist in instructing reading, writing, and mathematics
 - A formal academic assessment of knowledge of, and the ability to assist in instructing reading readiness, writing readiness, and mathematics readiness, as appropriate
 - Specific number of college credit hours in related field. Indicate number of hours: _____
 - Other (Specify) _____
- D. If "Other" is marked in question A above, what qualifications does the provider require of personnel in this category?
- At least 2 years of study at an institution of higher education
 - An associate's (or higher) degree
 - A formal academic assessment of knowledge of, and the ability to assist in instructing reading, writing, and mathematics
 - A formal academic assessment of knowledge of, and the ability to assist in instructing reading readiness, writing readiness, and mathematics readiness, as appropriate.
 - Specific number of college credit hours in related field. Indicate number of hours: _____
 - Other (Specify) _____

Part IX: Research-based

In a concise format, provide a description of the research base upon which the program is built or designed. The response must be limited to the space provided. Anything beyond this limit will not be scored.

Through the tutoring services ratio of 1:1 or 4:1 or 6:1 instruction. Numerous research studies have shown small groups such as these promote consistent and long-lasting understanding of concepts. SES-TX encourages the use of problem solving manipulatives, kinesthetic applications, graphs, charts, and spatial manipulatives to increase problem solving abilities. Thus, students process these ideas in the analytical side of their brain. Students also receive games/computer drills and practice tests that have proven useful in brain-based research. Programs such as IQ for speed reading and math activities from Time4Learning with a math assessment that is an informal observation gained through basic computations.

Based on integrated research from a variety of sources, we have established the Responsive Classroom approach to attain good social behaviors that facilitate learning. In independent studies, the Responsive Classroom approach has been found to "provide prime evidence that social and emotional teaching strategies, when well constructed, lead to improved classroom behavior and academic growth" according to Roger Weissberg, President, Collaborative for Academic, Social, and Emotional Learning (CASEL), and Professor of Psychology and Education, University of Illinois at Chicago. Additional studies of this approach such as the longitudinal, quasi-experimental study by Virginia's Curry School of Education and Advanced Center for Teaching and Learning. This study found that this teaching approach enabled children to have greater increased in reading and math test scores, that these children had better social skills, and that students of these methods had more positive feelings about school.

Other studies support these findings, in "A Multi-year Evaluation of the Responsive Classroom Approach: Its effectiveness and acceptability in promoting social and academic competence" Dr. Stephen N. Elliott of University of Wisconsin in association with the Shinnyo-En Foundation conducted a 2-year study that found "There is a correlation over time, determined by regression analysis, between social skills improvement and improved ... basic skills {test} scores. Therefore, a classroom that promotes the development of social skills will have higher scores on tests {such as the Illinois Test of Basic Skills} than classrooms that do not promote the development of social skills, all other confounding factors held constant."

Our program is unique in that it takes integrated learning to a completely new level, incorporating many different tools and teaching curriculums such as: the combination of support programs such as Scottish Rite and Accelerated Reading. When these programs were used together they provided strong gains. Dyslexia students gained 1.5 to 3 grade levels using this combination of tutoring tools and progress was assessed by utilizing pre and post testing.

At Risk students allowed to consistently come for tutoring climbed at least 2 grade levels. Special needs students were motivated by immediate feedback, graphs, and composite data from the computer programs/games

The tutoring class environment and structure was based on documented research conducted by the tutor in grad school, citing self esteem guidance classes and academic increases. Research on pregnant teens has shown that it costs millions to the economy when high pregnancy rates cause high drop out rates. The pregnant teens in Texas usually have close to 40-50% drop out rate within a year of birth. The study by a Dallas-based foundation showed with pregnancy care and support program within the schools there is still a 33% drop out rate. The pregnancy rate in Texas dropped from 1991 to 2004 saving an estimated \$32.7 million to the Texas economy. According to AEIS (2003-2006) the drop out rate went down more than for the state average during the years our tutoring program was utilized by a tutor.

Tutors use bar graphs to show progress for students to "see" and points to "show" climb and percent of accuracy. Most delayed readers can rise to grade level within 9 months. One student reader gained 3 years with daily support. According to research, over 93 percent of all learning disabilities are visual- or hearing- related. Therefore, informal observation is imperative to our program and its success. We utilize resources from some of the most cutting-edge teachers organizations, including the Instructional Technology Council and various distance learning associations, as well as home school programs.

Sessions are specifically designed to increase student academic achievement to attain proficiency in meeting state academic achievement standards. We make sure that we test our students to succeed on vital tests, including the TAKS. We show our students how to make the vital connections between the coursework, application of knowledge, and the use of this knowledge and skills in the TAKS testing environment. These scores are used as a benchmark to refocus teaching efforts throughout the tutoring process as needed.

Part X: Program Design

In a concise format, provide a description of and the rationale for the instructional design, the mode of delivery (one-on-one, online instruction, small group, etc.), and the instructional materials and resources to be used. The response must be limited to the space provided. Anything beyond this limit will not be scored.

The SES-TX tutoring program is an in-home or center based service providing live one-on-one or small group tutoring. Our mode of delivery includes in-person instruction, online support through our website and phone support for students on an appointment basis. The host of services offers the variety necessary to effectively meet the varied needs of children we serve specifically Pre-K through 12. We have online support at times they are not in sessions.

SES-TX is structured in order to maintain the highest professional standards, therefore our policy requires that our tutors have a degree and professional teaching experience. As professional teachers, we build on the students' strengths and show what they are doing right as well as addressing their weaknesses. SES-TX tutors personalize lesson plans to help each student overcome difficulties and achieve success. We utilize TEKS and TAKS study guides and the established lesson plans for whichever school the student attends melding our program services to the goals of the student and school they attend. SES-TX allows students to interact with teachers through computers, manipulatives, boards, writing pads, and voice-over-phone conferencing that can be utilized in home, at a church, learning center, library or school computer lab.

SES-TX tutoring is aligned with the school and school district curriculum. By using intensive intervention programs, aligned with standards adopted by the State Board of Education which reinforce content areas including: reading, math, general, science, social studies, homemaking, and life skills. Our services are aligned with Texas Essential Knowledge and Skills goals, with plans being coordinated with TEKS and TAKS objectives. We provide test prep, study skills and self-esteem building tutorials to achieve maximum benefit on both daily school work and statewide assessments. The program requires two 1-hour-15-minute sessions per student, per week. Written and email progress updates are provided to the student's traditional classroom teachers and parents. We utilize M.A.P.S and S.T.A.R.S forms to map academic progress. By utilizing this program with in-home pregnant teens, we observed grades equal to and usually higher than those received prior to leaving the classroom. Students benefit from one-on-one tutoring and informal assessment of needs for life skills allowing them to apply "big picture" thinking to essential life goals for them and their child, such as finishing high school. There were 45 young women tutored with this program design and of those, only 3 dropped out of school and did not graduate. In a high-risk sample group such as this, statistical success of this magnitude is quite exceptional and exciting.

SES-TX tutors employ many curriculum resources for reading comprehension, vocabulary, phonics and mathematics to achieve our goals, believing that the best fit is determined by our student's needs. Benchmark testing is an essential component of our program and fitting the curriculum to the student or student group. Our tutors are familiar with Scottish Rite, Accelerated Reader, and Calvert teaching programs and study literature to employ the Responsive Classroom approach. This approach has been evaluated in a longitudinal, quasi-experimental study entitled, "Social and Academic Learning Study on the Contribution of the Responsive Classroom Approach" by Sara E. Rimm-Kaufman. This study cited improved academic and social outcomes for children such as greater increases in reading and math scores, better social skills, and positive feelings about school. For special needs students, such as those with autistic spectrum disorders, requires we construct teaching plans that address specified weaknesses and learning goals.

SES-TX is a results oriented program. Parents and teachers of our students have written strong recommendations for our work, saying:

- ... " due to extra reading and tutorials that [the teacher] has given [my daughter] along with her regular teacher instruction ... [the student's] reading ability has markedly improved over a span of a few months."
- "[our homebound teacher] came to our home several times a week to work with Eric. She spent as much time or more with Eric than our Therapists did ... she taught us many different things to do with Eric and implemented his therapies into her schedule of work and study programs. ... We, as parents, need teachers like this in our children's lives, whether they be home-bound students or in-school students. When you have special-needs children in Public Schools, you need teachers who are willing to go the extra mile to reach these kids. ... someone come into our children's lives and teach them the things that can help them grow physically and mentally in society. We need teachers who are willing to do what's best for the child and family [like this teacher]"
- "My son, Cody was a student of [an ses-tx] tutor and if it had not been for her he would have never made it through school. ... the children she has taught are living proof ... she is super with kids that need special help – whether it is at school or home."

Part XI: Demonstrated Record of Effectiveness

In a concise format, provide evidence demonstrating that the program is of high quality and that the applicant has been effective in raising the achievement levels of students who have received services. Use evidence from standardized tests, such as the Texas Assessment of Knowledge and Skills, or by other methods, such as student grades, teacher assessments, surveys, questionnaires, improved student attendance, retention/promotion rates, graduation rates, and/or other measures. The response must be limited to the space provided. Anything beyond this limit will not be scored.

In utilization of different program tools, we have seen good results. In a sample of 5 students working with Scottish Rite program, 4 of the 5 got over 100 points each in their respective accelerated reading programs. They had gains from 1-5 years to 3.0 years in their reading levels. The students who came for reading tutoring support were from 3rd, 4th, and 5th grades. The tutor did weekly detailed individual plans that showed gains of two grade levels by the end of the year. The students' comprehension, sight-word accuracy, vocabulary, fluency and willingness to open up and discuss stories was very rewarding and effective. The students' self-esteem increased, gained internal locus of control and independent reading was evident by seeing them chart their own progress on colored bar graphs.

The elementary students that had autistic spectrum disorders were able to gain from less than 5 minutes of seated focused time to more than an hour by the year's end. In addition, to focusing and gaining control, these students had marked improvement in saying words, identifying money, counting, writing letters, and being able to identify names and answer and/or point to answers for comprehension questions such as stories and memory games. These students also became more self sufficient and independent in daily self care tasks.

Since our program derives a great deal of its value from the experience of our tutors, we will cite exceptional results from their individual track records below:

1) Students on one campus where significant tutor involvement was employed showed great achievement on the TAKS. This campus received a gold performance in reading, math and attendance with Tutor Reading Support. In 2006, the At Risk Tutoring Small Group for reading in grades 3, 4, 5 had a rise of 6% in English Language Arts and Reading scores according to the TEA website. Math scores grades 3, 4, 5 gained between 1% for the whole group and 9% for a targeted needs group during the same year. Science scores increased 14 % for these grades during the same year and writing scored increased by an average of 4 points.

2) Completion rate of High School students on the campus receiving tutoring services in 2006 increased by 2.3 % according to numbers released by the TEA.

3) The drop out rates at a local high school steadily declined over the course of service until the tutor's change of services in 2006. Her service started in 2001 with graduation rate of 80.6%, in 2002 it was 84.7% and in 2003 it was 90.1%. In 2005 the rate was 91.2%. Following the tutor's cessation of services in 2006, the 2006 graduation rate fell for the first time since the program was implemented in 2001. The decrease was significant, falling from the 91.2% of class reporting graduates in 2005 to only 87.1% of class graduating in 2006.

Our teachers have been exposed to many programs for teaching methods, learning styles, and inventory training including: Hawaii Early Learning, Brigance, Carolina REcord of Individual Behavior, Self Esteem and Guidance Classes, Scottish Rite, Accelerated Reading, Math Workshops, and Responsive Classroom studies which has been refined to create an integrated immersion type of environmentally inspired learning. We are currently collecting more data for evaluation, but satisfied parents had much to say about our tutors. As for SES-TX, we always see our students meet their goals, whether it is a college student, continuing education career adult, or grade school student.

I. PARENTAL FEEDBACK QUESTIONNAIRES:

Parents and teachers have written strong recommendations for our work, saying:

- "... " due to extra reading and tutorials that [the teacher] has given [my daughter] along with her regular teacher instruction ... [the student's] reading ability has markedly improved over a span of a few months."
- "[our homebound teacher] came to our home several times a week to work with Eric. She spent as much time or more with Eric than our Therapists did ... she taught us many different things to do with Eric and implemented his therapies into her schedule of work and study programs."
- "My sister [Angela] was helped by [an ses-tx tutor] through a home-school program and showed very good results while working with [this tutor]. ... Her writing, vocabulary, and study skills were greatly improved... [She] is a fine example of a teacher. She enjoyed working with students and making sure their needs were met. Goals set and goals accomplished."

Part XII: Alignment to State and Local Curriculum and Instruction

In a concise format, provide evidence demonstrating that the services will be aligned with the Texas Essential Knowledge and Skills (TEKS) and the Texas Assessment of Knowledge and Skills (TAKS). You may find additional information about the Texas Essential Knowledge and Skills Texas Assessment of Knowledge and Skills online at <http://www.tea.state.tx.us/teks/> and <http://www.tea.state.tx.us/student.assessment/>, respectively. The response must be limited to the space provided. Anything beyond this limit will not be scored.

SES-TX tutoring is aligned with the school and school district curriculum. By using intensive intervention programs, aligned with standards adopted by the State Board of Education which reinforce content areas including: reading, math, general, science, social studies, homemaking, and life skills. Our services are aligned with Texas Essential Knowledge and Skills goals, with plans being coordinated with TEKS and TAKS objectives. We provide test prep, study skills and self-esteem building tutorials to achieve maximum benefit on both daily school work and statewide assessments. The program requires two 1-hour-15-minute sessions per student, per week. Written and email progress updates are provided to the student's traditional classroom teachers and parents. We utilize M.A.P.S and S.T.A.R.S forms to map academic progress.

By using benchmarks, informed observations, assessments and self concept scales, students are able to "see" where they are at and we can provide a road map of strategies tailored to TAKS, TEKS which will help them attain success. At 4 major milestones, they may have a sonic card, treat or coupon to provide motivation. Nutritious snacks and water will be allowed to feed the brain and provide nourishment, eliminating a commonly overlooked distraction – hunger.

Team comraderie building is encouraged to work on concepts that need reinforcing. Vocabulary cards and computers provide extra reinforcement and raising skills through varied manipulatives. Parent awareness and input is viewed as vital and encouraged to promote the child use sufficient time management. We focus on issues that are key to good test taking – including learning style and internal/external locus of control. The teaching plan we use incoorporates TEKS and TAKS objectives with students work. We check their progress against a TEKS/TAKS check list each week and test the applicable students for progress every six weeks.

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Part XIII: Provisions and Assurances

By checking each assurance, the provider agrees to comply with the following in order to remain on the state-approved list of providers—

- A. The provider shall provide parents of children receiving supplemental educational services under P.L. 107-110, Section 1116(e) and the appropriate LEA with information on the progress of the children in increasing achievement, in a format and, to the extent practicable, a language that the parents can understand.
- B. The provider shall ensure that the instruction provided and the content used by the provider are consistent with the instruction provided and content used by the LEA and state (Texas Essential Knowledge and Skills—TEKS), and are aligned with state student academic achievement standards (Texas Assessment of Knowledge and Skills—TAKS).
- C. The provider shall meet all applicable federal, state, and local health, safety, and civil rights laws.
- D. The provider shall ensure that all instruction and content offered under P.L. 107-110, Section 1116(e) are secular, neutral, and non-ideological.
- E. The provider ensures compliance with the Family Educational Rights and Privacy Act (FERPA) of 1975, as amended (ensures access to educational records for students and parents while protecting the privacy of such records), and any regulations issued thereunder, including Privacy Rights of Parents and Students (34 CFR Part 99), if the contractor is an educational institution.
- F. The provider is financially sound.
- G. In the event of its selection by a parent as the supplemental educational service provider for a child, the provider shall enter into an agreement with the applicable LEA. This agreement shall—
 - be developed by the LEA in consultation with the parent and the provider chosen by the parent, and shall include the following:
 - a statement of specific achievement goals for the student;
 - a description of how the student's progress will be measured; and
 - a timetable for improving achievement that, in the case of a student with disabilities, is consistent with the student's individualized education program (IEP) under section 614(d) of the Individuals with Disabilities Education Act and in the case of a student covered under Section 504, this must be consistent with the provision of an appropriate education under Section 504.
 - describe how the student's parents and the student's teacher or teachers will be regularly informed of the student's progress.
 - provide for the termination of such agreement if the provider is unable to meet the goals and timetables.
 - contain provisions with respect to the making of payments to the provider by the LEA.
 - prohibit the provider from disclosing to the public the identity of any student eligible for, or receiving, supplemental educational services under P.L. 107-110, Section 1116(e) without the written permission of the student's parents.
- H. The provider shall respond to LEA requests for information within ten business days in order to be considered as a viable provider for that district.
- I. The provider applying for approval as a supplemental educational services provider through this application is the provider that will deliver services to students. SES services to students may not be sub-contracted unless the sub-contractor is also a state-approved SES provider.
- J. The provider shall comply with all requests of the Texas Education Agency and the School Improvement Resource Center regarding provider information, monitoring, evaluation, and compliance processes and procedures.
- K. The provider shall amend the approved application within ten business days of a change in services as outlined within the application.

Part XIII: Provisions and Assurances (continued)

- L. The provider shall abide by the Code of Professional Conduct and Business Ethics for Supplemental Educational Services Providers, adapted from the Education Industry Association Code of Professional Conduct and Business Ethics for Supplemental Educational Services Providers, as outlined on the following page of the application, or the provider may be removed from the list of state-approved providers.
- M. The provider shall adhere to contracted services with LEAs. An LEA's termination of a provider for not adhering to contracted services may result in removal from the state approved list of providers.
- N. Online or distance learning providers shall provide access to tutoring sessions/lessons for monitoring purposes as requested by the Texas Education Agency.
- O. Providers will comply with the policies and procedures of the LEAs regarding criminal background checks for all individuals of the organization having contact with or who are in close proximity to children.

Code of Business Ethics for SES Providers

The following was adapted from the Education Industry Association's Code of Professional Conduct and Business Ethics for Supplemental Educational Services Providers amended November 15, 2005, with permission granted from the Education Industry Association.

General Guidelines

In the conduct of business and discharge of responsibilities, Providers commit to:

1. Conduct business honestly, openly, fairly, and with integrity.
2. Comply with applicable laws, statutes, regulations and ordinances.
3. Avoid known conflict of interest situations.
4. Never offer or accept illegal payments for services rendered.
5. Apply these guidelines and standards throughout the company by insuring all employees understand them and act accordingly.
6. Refrain from publicly criticizing or disparaging other providers.
7. In the case of any conflict, first attempt resolution directly with each other. However, the parties involved may ask EIA to help mediate potential disputes.
8. Comply with the confidentiality and non-disclosure provisions of all applicable federal, state and local laws, including those relating to student identity, records, reports, data, scores and other sensitive information.
9. Be factual and forthright in reporting and documenting attendance rates, effectiveness of their programs, and in explaining the theoretical/empirical rationale behind major elements of its program, as well as the link between research and program design.
10. Take appropriate corrective action against provider employees, consultants or contractors who act in a manner detrimental to the letter or spirit of this code.
11. Take immediate steps to correct any actions on its part that willfully or inadvertently violate of the letter or spirit of this code.
12. Employ school district employees only for instruction-related services or program coordination purposes as long as the person does not restrict the marketing or enrollment opportunities of other providers, subject to District policies governing conflict of interests.

Standards Specific to SES

Providers will NOT:

1. Compensate school district employees personally in exchange for access to facilities, to obtain student lists, to assist with marketing or student recruitment, to promote enrollment in a provider's program at the exclusion of other providers, to obtain other similar benefits for their SES program, or for any illegal purpose.
2. Employ any district employees who currently serve the districts in the capacity of Principal, Assistant Principal, or school or district SES Coordinator.
3. Employ any individuals, including teachers, parents or community leaders, who have any governing authority over a school district or school site.
4. Hire school-employed personnel for any purpose other than instruction-related services or program coordination.
5. Make payments or in-kind contributions to schools or school personnel, exclusive of customary fees for facility utilization in exchange for access to facilities, to obtain student lists, to increase student enrollment, to obtain other similar benefits for their SES program or for any illegal purpose.
6. Misrepresent to anyone, including parents (during student recruitment), the location of a provider's program, principal/district or state's approval of a provider, or the likelihood of becoming so approved.
7. Offer a student any form of incentive for signing-up with a provider.
8. Employ any District-enrolled student.
9. Use a district enrollment form that has the selected provider's name pre-printed as part of the form.
10. Encourage students/parents to switch providers once enrolled. A student is considered enrolled once a parent submits the Request for Services form to the District.