

# Rhode Island Department of Education

## Supplemental Educational Services 2011-2012 Service Summary Information

*This table provides a brief synopsis of the provider's proposed program, adapted from Basic Program Information completed by the provider as part of its 2011-2012 Rhode Island SES application.*

<b>1. Program Name</b>	<b>1-on-1 BearPaw Tutors</b>
<b>2. Provider Contact Information</b>	Name: <b>Beatriz Barros</b>
	Address: <b>Providence After School Alliance Office 17 Gordon Avenue, Suite 104</b>
	City: <b>Providence</b> State: <b>RI</b> Zip: <b>02905</b>
	Phone: <b>401-484-1394</b>
	Fax: <b>401-648-0908</b>
	E-mail: <b>beatriz@bearpawtutors.com</b>
	Website: <b>www.bearpawtutors.com</b>
<b>3. Subject Areas Covered</b>	<i>Please list all core academic subject areas addressed in working with students, with a minimum of reading/language arts and/or mathematics.</i>
	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> English language proficiency <input checked="" type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Other: _____  <i>Provide the title(s) of the specific curricula used by the program.</i> <b>Elementary: Everyday Mathematics, Investigations in Number, Data and Space</b> <b>Middle: Mathematics in Context, Connected Mathematics</b>
<b>4. Program Description</b>	<i>Provide a brief (3 sentences maximum) description of the program offerings that parents could use in their initial search for providers.</i> <b>1-on-1 BearPaw Tutors provides an individualized tutoring program for your child. We pair your child with his or her own personal tutor to work with your child in reading and/or mathematics and focus on his or her specific strengths and weaknesses. Our tutors are highly enthusiastic, well trained students from Brown University and other area colleges and universities.</b>  <i>Please also indicate which keywords best match the program offerings:</i> <input checked="" type="checkbox"/> Individual tutoring <input checked="" type="checkbox"/> Small group interaction <input type="checkbox"/> Computer Assisted Tutorial <input type="checkbox"/> Distance Learning via Technology

<b>5. Grade Levels Able to Serve in 2011-2012</b>	<i>Please list the grade levels to be served in the 2011-2012 academic year which for purposes of SES is September 1, 2011 until August 31, 2012.</i> <b>All eligible grade levels</b>
<b>6. Location of Service</b>	<i>Check the location(s) that best describes where services are delivered to students.</i> <input checked="" type="checkbox"/> School <input checked="" type="checkbox"/> Business <input checked="" type="checkbox"/> Place of religious worship (e.g., church, synagogue, mosque, temple) <input checked="" type="checkbox"/> Community center <input type="checkbox"/> On-line <input checked="" type="checkbox"/> Other: <b><u>In-home</u></b>
<b>7. Transportation</b>	<i>If service delivery is not at the student's school, is transportation provided? If yes, is there a separate fee?</i> <b>Transportation is provided from school sites in most but not all cases. Transportation is provided from non-school sites in most but not all cases, no separate fee will be charged</b>  <i>Provide information about accessibility to public transportation from the site.</i> <b>Non-school sites (e.g. Brown University Library) are accessible via RIPTA, or we will provide transportation with a licensed, insured transportation/bus service such as First Student.</b>
<b>8. Service Area</b>	<i>Please indicate the LEA(s) in which the program is able to provide services for the 2011-2012 school year.</i> <input checked="" type="checkbox"/> Central Falls School District <input checked="" type="checkbox"/> Pawtucket School District <input checked="" type="checkbox"/> Providence School District <input checked="" type="checkbox"/> Metropolitan Regional Career and Technical Center <input type="checkbox"/> Rhode Island School for the Deaf
<b>9. Time of Service</b>	<i>Check the time(s) that best describe when services are delivered to students.</i> <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Weekends <input checked="" type="checkbox"/> Summer <input type="checkbox"/> Other: _____
<b>10. Duration of Services</b>	<i>How often are services provided?</i>  <b>School Year</b> Length per session (in minutes): Number of sessions per week: <b># 3-4 hours and 2-4 days per week</b> <b># 12-20 hours and # 8-16 days per month</b>  <b>Summer</b> Length per session (in minutes): Total number of sessions: <b># 20-40 hours and # 7-21 days per summer session *not currently planned</b>

<p><b>11. Type of certification of instructors</b></p>	<p>List the type(s) of certification, if any, of instructors who will provide tutorial services in the program.</p> <p><b>Instructors will meet federal Title I paraprofessional requirements. Most instructors will be well-trained, Brown University students, selected from a highly competitive application process but depending on student count we will also look to recruit instructors from Education majors at other colleges/universities in the area.</b></p>								
<p><b>12. Student/ Instructor Ratio</b></p>	<p>List the ratio of instructors to children in the program.</p> <p>Students for every 1 instructor: <u>1*</u></p> <p><i>With parent permission, small groups of 3:1 will be permitted on case-by-case basis should a particular tutor be unavailable and a substitute tutor cannot be found, but target ratio is 1:1. Other situations where a 1:1 ratio would be used is siblings in-home with parent permission, or students at the same grade level with similar academic needs, as identified by the diagnostic pre-test (with parent permission). Please note that in these cases students would receive more instructional hours due to the pricing structure.</i></p>								
<p><b>13. Group Size</b></p>	<p>What is the expected average group size of students? <u>1</u></p> <p>What is the largest group size of students? <u>3</u></p> <p>What is the smallest group size of students? <u>1</u></p>								
<p><b>14. Specific Student Populations Served</b></p>	<p>If the organization has expertise to provide Supplemental Educational Services to any of the following groups, please check the corresponding box(es). Include detailed information in the application narrative and program section.</p> <p><input checked="" type="checkbox"/> Low-income students</p> <p><input checked="" type="checkbox"/> Minority students</p> <p><input checked="" type="checkbox"/> Migrant students</p> <p><input checked="" type="checkbox"/> Limited English proficient students</p> <p style="padding-left: 40px;">If selected, indicate the particular language(s):</p> <p style="padding-left: 40px;"><b><u>Spanish, Others on case-by-case basis</u></b></p> <p><input type="checkbox"/> Students with disabilities</p> <p style="padding-left: 40px;">If selected, indicate the particular disabilities in the table below. Please provide the qualifications and/or experience that program staff have working with students with each disability indicated in the space provided. For definitions, see the Rhode Island special education regulations (<a href="http://www.ride.ri.gov/Special_Populations/State_federal_regulations/">www.ride.ri.gov/Special_Populations/State_federal_regulations/</a>).</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"><input type="checkbox"/> autism spectrum disorder</td> <td style="width: 50%; padding: 5px;"><i>Tutor Qualifications/Experience:</i></td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> deaf-blindness</td> <td style="padding: 5px;"><i>Tutor Qualifications/Experience:</i></td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> deafness</td> <td style="padding: 5px;"><i>Tutor Qualifications/Experience:</i></td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> emotional disturbance</td> <td style="padding: 5px;"><i>Tutor Qualifications/Experience:</i></td> </tr> </table>	<input type="checkbox"/> autism spectrum disorder	<i>Tutor Qualifications/Experience:</i>	<input type="checkbox"/> deaf-blindness	<i>Tutor Qualifications/Experience:</i>	<input type="checkbox"/> deafness	<i>Tutor Qualifications/Experience:</i>	<input type="checkbox"/> emotional disturbance	<i>Tutor Qualifications/Experience:</i>
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<p><b>15. Coordination</b></p>	<p><i>Provide a brief description of the ways the program will coordinate and collaborate with the child's classroom teacher so as to provide the highest levels of academic congruence. This description should include any specific coordination on behalf of students with Individualized Education Programs (IEPs) and students with Personal Literacy Plans (PLPs), if applicable.</i></p> <p><b>We coordinate and collaborate with both the child's classroom teacher and family in a multitude of ways, ensuring a high level of academic congruence. The first and most crucial way is in preparation of each student's individual learning plan. Our tutors assemble data from diagnostic testing, input from the teacher (via email, phone, face-to-face or via notes in school mailboxes), and input from the parent (via email, phone, or face-to-face) to assemble a comprehensive learning plan with specific standards/content-based achievement goals. We will request copies of students' IEPs and PLPs where applicable and in accordance with FERPA, in order to align students' tutoring plans with their in-school learning goals. Additionally, we will communicate with teachers via bi-weekly email correspondence or more as needed to make adjustments to the plans, and to see if the teacher is observing progress. Additionally our tutors can serve as a supplemental resource to teachers when there is extra time available in lessons for review of in-class material. We also encourage a meaningful level of cooperation with the parent in preparation and adjustment of the learning plan, and to see if they are noticing improvement in covered areas. Tutors communicate with parents weekly by phone.</b></p>									

**16. Student Assessment and Parent/School Communication**

*How will student achievement be measured, how often and with what assessment instrument(s)? Please indicate the form, format and frequency of communication about student need and student progress with the school district, classroom teacher, and the parent/guardian and student.*

**Student achievement will be measured via a number of qualitative and quantitative ways. Students will initially undergo initial and final diagnostic testing with the Pearson G-MADE diagnostic tool for mathematics which provides reporting in National Council of Teachers of Mathematics categories and subcategories. In addition, periodic ‘mini quizzes’ will be given to measure mastery of concepts, once concepts have been completed. Qualitatively, students take an entry and exit survey of how comfortable they feel with target mathematics concepts.**

**Communication with all stakeholders will be frequent and via both formal and informal means. Please see the chart below/on the following page for a description and frequency of reporting with each stakeholder. Note ISSP is the Individual Student Service Plan, which is each student’s individual learning plan for SES purposes.**

Stakeholder	Formal Reporting		Informal Reporting	
	Description/Procedure	Frequency	Description/Procedure	Frequency
Parent(s)	Initial consultation/ISSP development, mail progress report, final consultation	Every 5 <sup>th</sup> session (or approx. once a month)	Phone Call – relay informal progress	Before each tutoring session
Teacher	Initial consultation/ISSP development, mail progress report, final consultation	Every 5 <sup>th</sup> session (or approx. once a month)	Email or note in school mail box	Periodic and respectful of teacher’s time
Local School Staff	Mail progress report to appropriate personnel	Every 5 <sup>th</sup> session (or approx. once a month)	Email	Periodic and respectful of staff’s time
LEA	Mail progress reports, provide aggregate data	Every 5 <sup>th</sup> session (or approx. once a month) and at end of program	Email	Periodic and respectful of staff’s time