

# 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.*

1. Program Name	<b>Bright Light Education LLC</b>
2. Provider Contact Information	Name: <b>Rhonda Sumter</b>
	Address: <b>PO Box 5189</b>
	City: <b>Jersey City</b> State: <b>NJ</b> Zip: <b>07305</b>
	Phone: <b>1 (855) 545-4448</b>
	Fax: <b>(201) 345-7134</b>
	E-mail: <b>rsumter@brightlighteducation.com</b>
	Website: <b>www.brightlighteducation.com</b> Hours of Operation: <b>10am-8pm</b>
3. Subject Areas Covered	<p><i>Please list all core academic subject areas addressed in working with students, with a minimum of reading/language arts and/or mathematics.</i></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Reading</li> <li><input checked="" type="checkbox"/> Writing</li> <li><input checked="" type="checkbox"/> English language proficiency</li> <li><input checked="" type="checkbox"/> Mathematics</li> <li><input type="checkbox"/> Science</li> <li><input type="checkbox"/> Other: _____</li> </ul> <p><i>Provide the title(s) of the specific curricula used by the program.</i>  <b>Curriculum Associates – various Reading/Language Arts and Math series; Moving with Math Learning System published by Math Teachers' Press and Keys to... series published by Key Curriculum Press</b></p>
4. Program Description	<p><i>Provide a brief (3 sentences maximum) description of the program offerings that parents could use in their initial search for providers.</i></p> <p><b>Bright Light Education provides individual and small-group instruction in Reading/Language Arts and Math using effective, researched-based methods and strategies that facilitate personalized instruction. Learning plans are tailored to meet the unique academic needs of various student populations including students who are struggling, students with special learning needs, ELL students and those who are gifted and enriched.</b></p> <p><i>Please also indicate which keywords best match the program offerings:</i></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Individual tutoring</li> <li><input checked="" type="checkbox"/> Small group interaction</li> <li><input type="checkbox"/> Computer Assisted Tutorial</li> <li><input type="checkbox"/> Distance Learning via Technology</li> </ul>

<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>K-12</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 type="checkbox"/> Business <input checked="" type="checkbox"/> Place of religious worship (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>No</b>  <i>Provide information about accessibility to public transportation from the site.</i> <b>Most sites are accessible through RIPTA public transportation system. Bright Light Education management staff will provide information to those parents and students in need of public transportation routes from the tutoring location.</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): <b><u>60 – 120</u></b> Number of sessions per week: <b><u>2 - 4</u></b>  <b>Summer</b> Length per session (in minutes): <b><u>60 – 120</u></b> Total number of sessions: <b><u>15 - 30</u></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>Bright Light Education uses the Teacher Quality Index (TQI) to assess tutor qualifications. We hire tutors with the specific skills and experience that are needed to meet the specific instructional needs of the students to which they are assigned. Although most tutors will hold RI teaching certification, we may also hire qualified, experienced tutors with a minimum of 60 college credits. All tutors are supervised by a certified teacher.</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>6</u></p>				
<p><b>13. Group Size</b></p>	<p>What is the expected average group size of students? <u>5</u></p> <p>What is the largest group size of students? <u>6</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</u></b></p> <p><input checked="" 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="padding: 5px;"> <input type="checkbox"/> autism spectrum disorder  <i>Tutor Qualifications/Experience:</i> </td> </tr> <tr> <td style="padding: 5px;"> <input type="checkbox"/> deaf-blindness  <i>Tutor Qualifications/Experience:</i> </td> </tr> <tr> <td style="padding: 5px;"> <input type="checkbox"/> deafness  <i>Tutor Qualifications/Experience:</i> </td> </tr> <tr> <td style="padding: 5px;"> <input checked="" type="checkbox"/> emotional disturbance  <i>Tutor Qualifications/Experience:</i> Most students with emotional disabilities are assigned to tutors with the appropriate teaching certification. All students are assigned to tutors with experience meeting the student's specific academic needs. All tutors must complete Bright Light Education's rigorous tutor training program which cover topics such as </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 checked="" type="checkbox"/> emotional disturbance <i>Tutor Qualifications/Experience:</i> Most students with emotional disabilities are assigned to tutors with the appropriate teaching certification. All students are assigned to tutors with experience meeting the student's specific academic needs. All tutors must complete Bright Light Education's rigorous tutor training program which cover topics such as
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strategies and methods for instructing students with emotional disabilities, aligning instruction with IEPs, behavior management and behavior modification. Tutors assigned to students with emotional disabilities must also collaborate with our Special Needs Coordinator, a certified special education teacher, to ensure that instruction is delivered effectively. The program director is also a certified special education teacher with over 15 years of working with students with special needs, including those with emotional disabilities, in alternative and traditional school settings.

hearing impairment

*Tutor Qualifications/Experience:*

intellectual disability

*Tutor Qualifications/Experience:*

orthopedic impairment

*Tutor Qualifications/Experience:*

specific learning disability: Reading – Dyslexia, Writing – Dysgraphia, Math - Dyscalculia

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speech or language impairment

*Tutor Qualifications/Experience:*

traumatic brain injury

*Tutor Qualifications/Experience:*

visual impairment including blindness

*Tutor Qualifications/Experience:*

other health impairment: \_\_\_\_\_

*Tutor Qualifications/Experience:*

multiple disabilities

*Tutor Qualifications/Experience:*

Other groups: (describe) \_\_\_\_\_

<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>Bright Light Education's program is aligned with the same NECAP Grade Level/Span Expectations that are used by the students' schools so students focus on the same academic skills both in school and during tutoring. We request that classroom teachers participate in the Student Learning Plan (SLP) process, particularly with identifying goals for the plan. District instructional pacing guides are also considered during the creation of the SLP. With parental permission, we request each student's academic records (including IEPs and PLCs when applicable) from the teacher and school to help ensure that the student's academic needs are addressed during tutoring. Classroom teachers receive informal progress reports on a weekly basis and formal progress reports on a monthly basis. Each progress report asks classroom teachers to respond with the student's current instructional needs as well as topics currently being covered in class. Our tutors are available to meet with classroom teachers throughout the program and make every effort to meet with teachers at least 3 times during the program's duration. Teachers are also provided with an email address and telephone number to reach tutors regarding their student's instructional needs.</b></p>
<p><b>16. Student Assessment and Parent/School Communication</b></p>	<p><i>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.</i></p> <p><b>Bright Light Education uses Pearson's GRADE and GMADE assessments as pre and post tests. In addition to pre and post test data, student achievement is closely monitored on an on-going basis using the various curriculum assessments and activities that measure progress and evaluate program effectiveness. When necessary, adjustments may be made to a Student Learning Plan (SLP) according to changes in the student's academic needs as revealed by interim assessments.</b></p> <p><b>Prior to the beginning of instruction, an SLP conference is scheduled with the student, the parents, teacher/school representative, BLE tutor and/or other BLE staff. Assessment results, other available data and academic information are discussed. Input is requested from all stakeholders scheduled to be at the meeting. The group chooses four to six learning goals for the student based on data and other expressed student needs. The tentative curriculum materials are presented and discussed. The logistics of the tutoring are decided. Once there is agreement on the contents, the SLP is created and prepared for signature by all their academic goals by serving as a reference and guide to keep instruction focused on the agreed upon goals.</b></p>

**Formal progress reports are sent to the parents, schools and districts on a monthly basis. Informal progress updates are sent to parents and teachers on a weekly basis. Tutors continuously update students on their progress and older students receive copies of their progress reports. Parents and teachers are asked to respond to each progress report with the students' current instructional needs and concerns. When necessary, BLE will provide parent communications, including progress reports, in the parent's native language.**

**An end-of-program evaluation for each student is mailed to parents, schools/teachers and districts at the end of the program. An end-of-program summary is also sent to the schools and districts at the end of the program. Student information is always reported in a confidential manner that meets the confidentiality and privacy provisions as set forth in ESEA and FERPA. Bright Light Education will comply with each school district's specific progress reporting requirements.**