

**State of New Mexico**  
**LEGISLATIVE EDUCATION STUDY COMMITTEE**

**REPRESENTATIVES**

Rick Miera, Vice Chair  
Loni Marie Gutierrez  
Anne Miller Hamilton  
Mimi Stewart  
Thomas E. Swisstack  
W. C. "Dub" Williams

**ADVISORY**

Ray Begaye  
William "Ed" Boykin  
Kandy Cordova  
Roberto "Bobby" J. Gonzales  
Jimmie C. Hall  
John A. Heaton  
Harriet L. Ruiz  
Sheryl M. Williams Stapleton  
Richard D. Vigil  
Teresa A. Zanetti

State Capitol North, 325 Don Gaspar, Suite 200  
Santa Fe, New Mexico 87501  
PH: (505) 986-4591 FAX: (505) 986-4338  
<http://legis.state.nm.us/lcs/lesc/lescdefault.asp>



**SENATORS**

Cynthia Nava, Chair  
Gay G. Kernan  
Mary Kay Papen  
William E. Sharer

**ADVISORY**

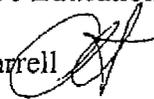
Vernon D. Asbill  
Mark Boltano  
Carlos R. Cisneros  
Dianna J. Duran  
Mary Jane M. Garcia  
John Pinto  
Leonard Tsosie

D. Pauline Rindone, Ph.D., Director  
Frances R. Maestas, Deputy Director

October 17, 2006

**MEMORANDUM**

**TO:** Legislative Education Study Committee

**FR:** David Harrell 

**RE: WRITTEN REPORT ON SUPPLEMENTAL EDUCATIONAL SERVICES**

---

Both state law and the federal *No Child Left Behind Act of 2001* (NCLB) require schools that have failed to make adequate yearly progress for three or more consecutive years to provide their students with supplemental educational services (SES), primarily tutoring. During the 2006 session, the Legislative Education Study Committee endorsed successful legislation to amend certain provisions in the *Assessment and Accountability Act* that govern SES. Specifically, this legislation made three changes in statute:

- it amended the student eligibility criteria to make them consistent with NCLB;
- it required the Public Education Department (PED) to adopt rules for a sliding-fee schedule based on the educational level of the tutors; and
- it required PED to approve pre- and post-assessment instruments to measure the gains that students achieve through these services.

During the 2006 interim, PED revised its rule regarding SES not only to accommodate these three changes in statute but also to implement a number of other provisions to enhance the quality and availability of SES and to ensure certain standards among the vendors. The attached report outlines these changes to PED rule. It also includes three attachments: the revised rule (6.19.6 NMAC); a list of schools, by district, that are required to offer SES for school year 2006-2007; and a list and description of the SES vendors that PED has approved for school year 2006-2007.



**New Mexico  
Public Education Department**

RECEIVED

OCT 12 2006

LESC

**Supplemental Educational  
Services**

**LESC**

**October 17, 2006**

**Dr. Veronica C. García  
Secretary of Education**

**DON D. MOYA**  
**DEPUTY CABINET SECRETARY**  
Finance And Operations

**DR. CATHERINE CROSS MAPLE**  
**DEPUTY CABINET SECRETARY**  
Learning And Accountability

**DR. JAMES E. HOLLOWAY, ASSISTANT SECRETARY**  
Rural Education

**300 DON GASPAR**  
**SANTA FE, NEW MEXICO 87501-2786**  
Telephone (505) 827-5800  
[www.ped.state.nm.us](http://www.ped.state.nm.us)

## Written Report on Title I Supplemental Educational Services

### Revisions to PED rule 6.19.6

#### Rulemaking and Public Comment Process

The New Mexico Public Education Department (NMPED) ran a legal advertisement of the public hearing in the Albuquerque Journal on Monday, May 15, 2006, and Tuesday, May 16, 2006. The NMPED posted documents relating to the amendment of 6.19.6 NMAC on its website on Monday, May 15, 2006, and were available to download until June 17, 2006.

The NMPED gave notice of a public hearing held at Mabry Hall regarding the amendment of 6.19.6 NMAC on June 16, 2006, from 10:00 a.m. to 12:00 noon. Comments were heard from various parties regarding their issues and concerns with the amendments. All verbal and written comments submitted within the deadline were taken into account when revising 6.19.6. NMAC.

The amended rule was then published in the *New Mexico Register* on August 31, 2006 Volume XVII, Issue #16. The rule is now in its final version. NMPED legal counsel assisted with every aspect of the rule making process.

#### Provisions to Implement LESC-endorsed Changes in Statute

- **Clarification of student eligibility per NCLB designations**—Eligible students are students from low-income families who attend Title I schools that are in their second year of school improvement, in corrective action, or in restructuring. Eligibility is not dependent on whether the student is a member of a subgroup that caused the school to not make AYP or whether the student is in a grade that takes the statewide assessments. If the funds available are insufficient to provide supplemental educational services to each eligible student whose parent requests those services, the LEA must give priority to providing services to the lowest-achieving eligible students. In this situation, the LEA shall use objective criteria to determine the lowest achieving students.
- **Sliding fee schedule according to tutor's qualifications**—Each supplemental educational services provider must use a sliding hourly fee schedule when invoicing eligible school districts for services rendered. The sliding hourly fee schedule shall compare as follows:
  - (a) A supplemental educational services provider may charge the eligible school district its full hourly amount if the tutor has a valid teaching license or a four year degree or greater from an accredited university or college, and the per pupil cap will not be ratably reduced based on the education level of the tutor providing supplemental educational services.
  - (b) A supplemental educational services provider may charge the eligible school district eighty-five percent of its hourly amount if the tutor has less than a four year degree, but more than an associates of arts degree, or its equivalent of forty-eight (48) credit hours, from an accredited post secondary institution, and the per pupil cap will be ratably reduced by fifteen percent based on the education level of the tutor providing supplemental educational services.
  - (c) A supplemental educational services provider may charge the eligible school district seventy-five percent of its hourly amount if the tutor has less than an associates of arts degree, or its equivalent of forty-eight (48) credit hours, from an accredited post secondary institution but more than a high school diploma, and the per pupil cap will be ratably reduced by twenty-five percent based on the education level of the tutor providing supplemental educational services.

- **Requirement of NMPED-approved pre-and post-assessment-**Supplemental educational services providers must use a department-approved pre- and post-assessment instrument to measure the gains that students achieve through supplemental educational services.

The NMPED Title I Bureau worked with staff from the NMPED Accountability Division to review assessments proposed in provider applications. The NMPED Accountability Division has published a series of Consumers Guides for Formative Assessments. In developing this guide, a committee reviewed these assessments and determined how they met established criteria including alignment with state standards, standardization, and accessibility for special education and English Language Learners (ELL) students.

Potential providers of supplemental educational services (SES) were required to select an assessment from this consumers guide or request a review of a different assessment by this committee.

The NMPED also established a requirement that any SES provider proposing to provide services in Albuquerque or Gadsden be required to use as its assessment the formative assessments being administered by those school districts.

The NMPED Title I Bureau conducted training for all approved SES providers and eligible school districts on September 6, 2006. At this time they were provided copies of the final rule, guidance documents and sample letters for parents and contract templates. NMPED Title I Bureau staff presented on each aspect of the new rule and provided examples of how the sliding fee schedule was to be implemented.

#### Other changes in NMPED rule

- **Fee adjustments per student/tutor ratio**–Invoices submitted by supplemental educational services providers must accurately reflect the tutor to student ratio of the tutoring session and the qualifications of the tutor providing services. The invoiceable tutor to student ratios shall compare as follows:
  - (a) A supplemental educational services provider that maintains a tutor: student ratio of one tutor to three students or less may charge the eligible school district the full hourly amount based on tutor qualifications.
  - (b) A supplemental educational services provider that maintains a tutor to student ratio of one tutor to four students, one tutor to five students, or one tutor to six students may charge the eligible school district eighty-five percent of its hourly amount based on tutor qualifications.
  - (c) A supplemental educational services provider that maintains a tutor to student ratio of one tutor to seven students or greater may only charge the eligible school district fifty percent of its hourly amount based on tutor qualifications.
- **Consequences for not meeting service provision deadline (75 percent by New Mexico Standards Based Assessment)**–Each supplemental educational services provider must complete at least seventy-five percent of services to eligible children for whom the parent/guardian has selected the supplemental educational service provider prior to the administration of the state-mandated criterion referenced testing. If an individual supplemental educational services provider, due to their own actions, does not complete seventy-five percent of services to all eligible children who are enrolled in supplemental educational services prior to the administration of the state-mandated criterion referenced testing, the local education agency administering supplemental educational services may take the following actions:
  - (a) immediately cancel existing contracts with each supplemental education services provider that has not met the requirement of this deadline;
  - (b) continue the existing contracts to ensure that all students enrolled in supplemental educational services continue to receive services; or
  - (c) renegotiate the existing contracts to ensure that all students enrolled in supplemental educational services continue to receive services.

- **Three audit levels (self, district, NMPED)**-Supplemental educational services providers must conduct on-site audits of their services. Eligible school districts must conduct on-site audits of supplemental educational services providers. The department will conduct on-site audits of supplemental educational services providers and eligible school districts.
- **Prohibition against school administrators working for tutor**-Beginning with the 2006-2007 school year, school district administrators or charter school administrators may not, under any circumstances, hold a position or work on behalf of any supplemental educational services provider.
- **Requirement that all vendors re-apply**-All existing and interested supplemental educational services providers must submit an application to become a supplemental educational services provider for the 2006-07 school year. All successful applicants will apply every four years to continue to provide supplemental educational services. The application process will be held annually.
- **Criteria for removing a tutor from the approved list**-Supplemental educational services providers must strictly adhere to their approved application and the policies of this rule. If any provider demonstrates a pervasive pattern of violating any aspect of their application or any part of this rule they will be removed from the state approved list of supplemental education services providers. Providers will be removed from the state approved list of supplemental educational services providers if there are any violations of test security of the New Mexico standards based assessment. In addition, providers will be removed for failing to contribute to the academic improvement of students as determined by the state evaluation. Each supplemental educational services provider that is to be removed may ask for an opportunity to clarify reasons for dismissal and request an appeal.

**Plans to evaluate SES vendors in 2006-2007 school year**

The NMPED is currently developing an evaluation design for SES services conducted in school year 2006-07. It is expected that we will utilize data from the assessments proposed in SES provider applications (e.g., A2L, Gadsden assessment) and attendance/participation rates.

The agency is examining the appropriateness of utilizing data from the New Mexico standards based assessment for this purpose. The evaluation design is being conducted with the NMPED Accountability Division in order to ensure that any use of assessment data is valid and reliable.

**Identification of any other issues that may need to be addressed, whether by NMPED policy, NMPED rule, or statute**

At this time, there are no issues identified for further rulemaking or statute. The NMPED Title I Bureau is monitoring the implementation of this years program and will note any areas that arise as potential areas for new policy.

**Attachments:**

Attachment A-6.19.6 NMAC

Attachment B-List of schools, by district, required to offer SES for 2006-2007 school year

Attachment C- List and description of approved vendors for 2006-2007 school year

---

# ATTACHMENTS

---

**A-6.19.6 NMAC**

**B-List of schools, by district, required to offer SES for 2006-2007**

**C-List and description of approved vendors for 2006-2007 school**

**TITLE 6            PRIMARY AND SECONDARY EDUCATION**  
**CHAPTER 19       PUBLIC SCHOOL ACCOUNTABILITY**  
**PART 6            TITLE I SUPPLEMENTAL EDUCATIONAL SERVICES**

**6.19.6.1            ISSUING AGENCY:** Public Education Department  
[6.19.6.1 NMAC - N, 08/15/05]

**6.19.6.2            SCOPE:** This rule applies to all school districts, public schools, including charter schools, and all state-approved supplemental educational services providers who offer or plan to offer such services in New Mexico.  
[6.19.6.2 NMAC - N, 08/15/05]

**6.19.6.3            STATUTORY AUTHORITY:** Sections 22-2-1, 22-2-2, 22-9-3, 22-9-15 NMSA 1978; 20 U.S. Code Section 6316; 34 Code of Federal Regulations Part 200.  
[6.19.6.3 NMAC - N, 08/15/05]

**6.19.6.4            DURATION:** Permanent  
[6.19.6.4 NMAC - N, 08/15/05]

**6.19.6.5            EFFECTIVE DATE:** August 15, 2005, unless a later date is cited at the end of a section.  
[6.19.6.5 NMAC - N, 08/15/05]

**6.19.6.6            OBJECTIVE:** This rule establishes requirements for:

- A. supplemental educational services providers who seek to use incentives as a method of promoting selection of their services by parents of eligible children;
- B. allowable rewards to students to reward attendance, continued participation and achievement related to the supplemental educational services;
- C. establishing a timeline to be followed by supplemental educational services providers and all school districts and public schools, including charter schools for commencing and ending supplemental educational services during the school year;
- D. establishing a sliding hourly fee schedule a provider may charge a school district based on the education level of the tutors being used by the supplemental educational services provider;
- E. establishing the priority of students for whom supplemental educational services shall be provided;
- F. implementation of basic program parameters and required assessments;
- G. provision of on-site audits conducted by supplemental educational services providers, eligible school districts and the department;
- H. establishing that all supplemental educational services providers and eligible school districts will submit all relevant student data; and
- I. removal of providers from approved list.

[6.19.6.6 NMAC - N, 08/15/05; A, 08/31/06]

**6.19.6.7            DEFINITIONS:**

- A. "Department" means the public education department.
- B. "Eligible child or eligible children" means a child or children from low income families as determined by a school district, public school, or charter school for the purposes of allocating federal funds made available under Title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) as amended.
- C. "Incentives" means any goods, facilities, services, gifts, coupons, discounts, rebates, or cash offered or given to anyone by or on behalf of a supplemental educational services provider to promote selection of their services by parents or guardians of eligible children.
- D. "Removal" means deleting the provider from the list of state-approved supplemental educational services providers.
- E. "Rewards" means an acceptable classroom incentive with no redeemable monetary value to an eligible child or that child's parent or guardian and that is offered to an eligible child only as a reward for attendance, continued participation, or achievement related to a provider's services.

F. "Supplemental educational services" means tutoring and other supplemental academic enrichment services that are in addition to instruction provided during the school day and are of high quality, research-based, and specifically designed to increase the academic achievement of eligible children on required academic assessments and attain proficiency in meeting the state's academic achievement standards.

G. "Timeline" means a schedule established by the department that delineates when parental notifications, are to be issued, when parent notifications are to be returned, when supplemental educational services may commence, and approximately how much supplemental educational service shall be completed prior to the state-mandated criterion referenced testing.

H. "Tutor to student ratio" means the established number of students a tutor may provide supplemental educational services to at one time.  
[6.19.6.7 NMAC - N, 08/15/05; A, 08/31/06]

#### 6.19.6.8 REQUIREMENTS:

A. All school districts, public schools, including charter schools and all state-approved supplemental educational services providers who offer or plan to offer supplemental educational services in New Mexico, shall adhere to timelines as follows:

(1) Parental notification shall occur two weeks after school has started.  
(2) The enrollment period for supplemental educational services is at a minimum the four week period subsequent to the beginning of a school year after the issuance of notification to parents of the availability of supplemental educational services.

(3) Supplemental educational services shall begin no later than four weeks after the later of the following dates:

- (a) the minimum enrollment period for supplemental educational services has ended, or
- (b) the date the child has enrolled for supplemental educational services.

(4) Each supplemental educational services provider must complete at least seventy-five percent of services to eligible children for whom the parent/guardian has selected the supplemental educational service provider prior to the administration of the state-mandated criterion referenced testing. If an individual supplemental educational services provider, due to their own actions, does not complete seventy-five percent of services to all eligible children who are enrolled in supplemental educational services prior to the administration of the state-mandated criterion referenced testing, the local education agency administering supplemental educational services may take the following actions:

- (a) immediately cancel existing contracts with each supplemental education services provider that has not met the requirement of this deadline;
- (b) continue the existing contracts to ensure that all students enrolled in supplemental educational services continue to receive services; or
- (c) renegotiate the existing contracts to ensure that all students enrolled in supplemental educational services continue to receive services.

(5) During the enrollment period the eligible school district must release names of students enrolled in supplemental educational services in a timely manner, at minimum a list of student names and contact information will be released to the providers on no less than a weekly basis.

B. With written approval from district superintendent, a school district, public school, including a charter school may enter into agreements or otherwise permit supplemental educational services providers to operate during the mandatory state-mandated criterion referenced testing.

C. Beginning with the 2005-2006 school year and continuing in every school year thereafter, supplemental educational services providers shall not directly or indirectly use incentives as a method of promoting selection of their services by parents or guardians of eligible children. Provided, however, that rewards may be offered to eligible children:

- (1) to reward attendance, continued participation, or achievement related to a provider's services;
- (2) if the reward has no redeemable monetary value to the eligible child or his parent/guardian and is otherwise consistent with accepted classroom incentives, such as pizza parties, ice cream parties, school supplies having nominal value, or the opportunity to order discounted instructional material for the eligible child's personal use; and
- (3) parents or guardians of an eligible child or children consent to the offering of such incentives.

D. All school districts, public schools, including charter schools and all state-approved supplemental educational services providers who offer or plan to offer supplemental educational services in New Mexico, shall adhere to the following requirements:

(1) Each supplemental educational services provider must use a sliding hourly fee schedule when invoicing eligible school districts for services rendered. The sliding hourly fee schedule shall comport as follows:

(a) A supplemental educational services provider may charge the eligible school district its full hourly amount if the tutor has a valid teaching license or a four year degree or greater from an accredited university or college, and the per pupil cap will not be ratably reduced based on the education level of the tutor providing supplemental educational services.

(b) A supplemental educational services provider may charge the eligible school district eighty-five percent of its hourly amount if the tutor has less than a four year degree, but more than an associates of arts degree, or its equivalent of forty-eight (48) credit hours, from an accredited post secondary institution, and the per pupil cap will be ratably reduced by fifteen percent based on the education level of the tutor providing supplemental educational services.

(c) A supplemental educational services provider may charge the eligible school district seventy-five percent of its hourly amount if the tutor has less than an associates of arts degree, or its equivalent of forty-eight (48) credit hours, from an accredited post secondary institution but more than a high school diploma, and the per pupil cap will be ratably reduced by twenty-five percent based on the education level of the tutor providing supplemental educational services.

(2) Eligible students are students from low-income families who attend Title I schools that are in their second year of school improvement, in corrective action, or in restructuring. Eligibility is not dependent on whether the student is a member of a subgroup that caused the school to not make AYP or whether the student is in a grade that takes the statewide assessments. If the funds available are insufficient to provide supplemental educational services to each eligible student whose parent requests those services, the LEA must give priority to providing services to the lowest-achieving eligible students. In this situation, the LEA shall use objective criteria to determine the lowest-achieving students.

(3) Supplemental educational services providers must use a department-approved pre- and post-assessment instrument to measure the gains that students achieve through supplemental educational services.

(4) Only Title I schools that have received a school designation of school improvement year 2, corrective action or restructuring are required to offer supplemental educational services.

E. Supplemental education services providers must adhere to the following program parameters:

(1) Supplemental educational services providers must demonstrate the capacity to provide an adequate number of contact hours to contribute to student achievement within fair market value for the state approved providers.

(2) Invoices submitted by supplemental educational services providers must accurately reflect the tutor to student ratio of the tutoring session and the qualifications of the tutor providing services. The invoiceable tutor to student ratios shall comport as follows:

(a) A supplemental educational services provider that maintains a tutor: student ratio of one tutor to three students or less may charge the eligible school district the full hourly amount based on tutor qualifications.

(b) A supplemental educational services provider that maintains a tutor to student ratio of one tutor to four students, one tutor to five students, or one tutor to six students may charge the eligible school district eighty-five percent of its hourly amount based on tutor qualifications.

(c) A supplemental educational services provider that maintains a tutor to student ratio of one tutor to seven students or greater may only charge the eligible school district fifty percent of its hourly amount based on tutor qualifications.

(3) The length of any supplemental educational services session must be developmentally appropriate considering the age of the student participating in supplemental educational services.

(4) Each supplemental educational services provider must ensure that the academic services provided to each student are consistent with the individual school district curriculum and state performance standards.

(5) Each student who is enrolled in supplemental educational services must have a student improvement plan, with goals relating to academic improvement based on state standards in place and approved by parents or guardians, appropriate school personnel and chosen supplemental educational services provider before any invoice for services rendered may be paid.

(6) Each student who is enrolled with an approved supplemental educational services provider must be pre-and post-tested, with a department-approved instrument. Students must be pre-tested in order to determine student achievement goals. Students must be post-tested when they have completed the program to document progress.

(7) Parents or guardians, and appropriate school personnel must be notified of student progress in a format that is easily understandable.

F. Supplemental educational services providers must conduct on-site audits of their services.

G. Eligible school districts must conduct on-site audits of supplemental educational services providers.

H. The department will conduct on-site audits of supplemental educational services providers and eligible school districts.

I. Each eligible school district and supplemental educational services provider will collect and submit all relevant student data to the department or its authorized contractor upon request.

J. Each eligible school district and supplemental educational services provider will attend all department sponsored meetings regarding the implementation and success of supplemental educational services.

K. All existing and interested supplemental educational services providers must submit an application to become a supplemental educational services provider for the 2006-07 school year. All successful applicants will apply every four years to continue to provide supplemental educational services. The application process will be held annually.

L. If a supplemental educational services provider is removed from the approved list, the supplemental educational services provider must wait a minimum of two years before they may reapply to become a supplemental educational services provider in the state of New Mexico.

[6.19.6.8 NMAC - N, 08/15/05; A, 08/31/06]

**6.19.6.9 UNFAIR PRACTICES:** Supplemental educational services funds are funds that have been provided by grant to the department. The department disburses these funds to school districts and charter schools for purposes of reimbursing providers for services performed pursuant to professional services contracts entered into with providers. For purposes of performing supplemental educational services and as a condition of receipt of these public funds, it shall constitute an unfair practice for providers to offer or provide any incentive other than those allowed by this rule, to have school or school district administrators or charter school administrators work for or act on the behalf of any supplemental educational services provider, or to recruit in a way that is not in accordance with established guidelines and the policies of this rule.

A. School districts or charter school employees who learn that a supplemental educational services provider has offered to or actually provided an incentive other than those allowed by this rule, shall:

(1) promptly notify the provider in writing to cease and desist this practice immediately,

(2) promptly notify any parent or guardian that any incentive other than those allowed by this rule may not be offered by a provider and may not be accepted by the parent or guardian, and

(3) notify the department in writing if a provider fails or refuses to cease or desist in offering or providing non-allowed incentives.

B. The department upon receiving a written notification under this section or upon receiving a complaint from any other sources, may, after verifying such offering:

(1) notify the provider in writing to cease and desist this practice immediately because any incentive other than those allowed by this rule may not be offered by a provider nor accepted by the parent or guardian;

(2) notify parents or guardians that any incentive other than those allowed by this rule may not be offered by a provider and may not be accepted by the parent or guardian;

(3) notify appropriate authorities of suspected conduct that may constitute soliciting or receiving illegal kickbacks in whole or in part with public money.

C. Beginning with the 2006-2007 school year, school district administrators or charter school administrators may not, under any circumstances, hold a position or work on behalf of any supplemental educational services provider.

D. Beginning with the 2006-2007 school year if a school district or charter school employee learns that a supplemental educational services provider is recruiting in a way that is not in accordance with established guidelines and the policies of this rule, that person shall:

(1) promptly notify the provider in writing to cease and desist this practice immediately; and

(2) notify the department in writing if a provider fails or refuses to cease or desist in recruiting non-eligible students for their program.

E. Eligible school district personnel may not show favoritism to any supplemental educational services provider and must provide parents with information about all state approved supplemental educational services providers serving the school district.

[6.19.6.9 NMAC - N, 08/15/05; A, 08/31/06]

**6.19.6.10 REMOVAL OF PROVIDERS:** Supplemental educational services providers must strictly adhere to their approved application and the policies of this rule. If any provider demonstrates a pervasive pattern of violating any aspect of their application or any part of this rule they will be removed from the state approved list of supplemental education services providers. Providers will be removed from the state approved list of supplemental educational services providers if there are any violations of test security of the New Mexico standards based assessment. In addition, providers will be removed for failing to contribute to the academic improvement of students as determined by the state evaluation. Each supplemental educational services provider that is to be removed may ask for an opportunity to clarify reasons for dismissal and request an appeal.  
[6.19.6.10 NMAC - N, 08/31/06]

**HISTORY OF 6.19.6 NMAC:** [Reserved]

2005-07 Title I  
Supplemental Educational Services Schools  
SI-2 or Beyond

DISTRICT	SCHOOL	DISTRICT	SCHOOL	DISTRICT	SCHOOL
ALBUQUERQUE	ACADEMIA DE LENGUA Y CULTURA	FARMINGTON	APACHE ES	ROSWELL	MESA MS
	ALAMOSA ES		HERMOSA MS		MOUNTAIN VIEW MS
	ATRISCO ES	GADSDEN	MESA VIEW MS	SANTA FE	PECOS ES
	CARLOS REY ES		ROCINANTE HS		ROSWELL HS
	ERNIE PYLE MS		TIBBETTS MS		SUNSET ES
	EUBANK ES		CHAPARRAL MS		UNIVERSITY HS
	GARFIELD MS	DESERT TRAIL ES	SOCORRO	AGUA FRIA ES	SOCORRO HS
	HARRISON MS	GADSDEN MS		ALAMEDA MS	
	JIMMY CARTER MS	LOMA LINDA ES	TORO	CESAR CHAVEZ ES	ARREY ES
	JOHN ADAMS MS	MESQUITE ES		TAOS HS	
	KENNEDY MS	SANTA TERESA MS	TAOS MS	TUCUMCARI	TUCUMCARI MS
	LA ACADEMIA DE ESPERANZA	CHEE DODGE ES	WEST LAS VEGAS		
	LA LUZ ES	CIURCH ROCK ES	ZUNI	A-SHIWI ES	TWIN BUTTES HS
	LAVALAND ES	CROWNPOINT ES		ZUNI HS	
	LOS PUENTES CHARTER	DAVID SKEET ES		ZUNI INTERMED	
	MARYANN BINFOLD ES	GALLUP CENTRAL ALT. IIS		ZUNI MS	
	MC KINLEY MS	GALLUP HS			
	MONTEZUMA ES	GALLUP JUNIOR IIS			
	NAVAJO ES	GALLUP MS			
	NUESTROS VALORES CHARTER	JOHN F. KENNEDY MS			
	PAJARITO ES	NAVAJO ES			
	POLK MS	NAVAJO MS			
	RIO GRANDE HS	NAVAJO PINE HS			
	ROBERT F KENNEDY CHARTER HS	RAMAH ES			
	TRUMAN MS	ROCKY VIEW ES			
	VALLE VISTA ES	STAGECOACH ES			
	VAN BUREN MS	THOREAU IIS			
	WASHINGTON MS	THOREAU MS			
	WEST MESA IIS	TOBE TURBEN ES			
	WILSON MS	TOHATCHI ES			
	BELEN	BELEN INFINITY HS	GRANTS-CIBOLA	TOHATCHI HS	MESA VIEW ES
		BELEN MS		CUBERO ES	
	LA PROMESA ES	GRANTS HS			
BERNALILLO	COCHITI ES	LOS ALAMITOS MS			
	SANTO DOMINGO MS	JEMEZ MOUNTAIN	MESA VIEW ES	LYBROOK ES	
	WD CARROLL ES		JEMEZ VALLEY		
BLOOMFIELD	NAABA ANI ES		JEMEZ VALLEY ES		
CARLSBAD	ALTA VISTA MS		SAN DIEGO RIVERSIDE		
CENTRAL	CAREER PREP ALT	LAS CRUCES	SAN ANDRES HS	LOS LUNAS	
	CENTRAL HS	LAS VEGAS CITY	MEMORIAL MS		
	KIRTLAND MS	LOS LUNAS	CENTURY ALT. HS		
	MESA ES		DANIEL FERNANDEZ INTERMED		
	NASCHEITTI ES		DESERT VIEW INTERMED		
	NATAANI NEZ ES		LOS LUNAS MS		
	NEWCOMB ES	MANZANO VISTA MS	RAYMOND GABALDON INTERMED		
	NEWCOMB IIS				
NEWCOMB MS		LLANO ES			
NIZHONI ES		TAYLOR MS			
TSEBHTAI MS		MAGDALENA			
CLOVIS	CAMEO ES	MESA VISTA	MESA VISTA MS		
	WD GATTIS IIS	MORA	OJO CALIENTE ES		
COBRE	SNELL MS	MORIARTY	MORA ES		
CUBA	CUBA ES	POJOAQUE	MORA MS		
	CUBA HS	PORTALES	MORIARTY MS		
DEMING	COLUMBUS ES		JAMES ES		
	DEMING HS	LINDSEY ES			
	DEMING MS	PORTALES IIS			
DULCE	HOFACKET MID HIGH	STEINER ES			
	DULCE ES	VALENCIA ES			
	DULCE MS				
ESPANOLA	ALCALDE ES				
	ESPANOLA MS				
	JAMES RODRIGUEZ ES				
	SAN JUAN ES				
	TONY QUINTANA ES				

## **Supplemental Educational Services (SES) Providers 2006-2007**

- ❖ **A to Z In-Home Tutoring**
- ❖ **Adelante Educational Services**
- ❖ **Apex Learning**
- ❖ **Archdiocese of Santa Fe Catholic Schools**
- ❖ **ATF Teacher Tutoring Services**
- ❖ **Advantage Tutoring Services**
- ❖ **Catapult On-line**
- ❖ **Club Z! Inc.**
- ❖ **Club Z! New Mexico**
- ❖ **CompassLearning**
- ❖ **CompatibleLand, Inc.**
- ❖ **Education Station**
- ❖ **eProgress Academy**
- ❖ **National Farm Workers Services Center, Inc.**
- ❖ **La Promesa/ A+ Tutoring**
- ❖ **Lindamood Bell Learning Processes**
- ❖ **Northern New Mexico Network**
- ❖ **One Room School House**
- ❖ **Rio Grande Educational Collaborative (RGEC)**
- ❖ **Sylvan- Farmington (Successsylvan)**
- ❖ **Youth Development, Inc. (YDI)**

Name of provider:	A to Z In-Home Tutoring LLC
Website:	www.atoztutoring.com

**MAIN OFFICE**

Contact (include title):	Jenny Carpenter, Regional Director (Operations) Scott Hines, Executive Director (SIS Application)
Address (include street, city, state, zip)	1300 Divison Street, Ste 306 Nashville, TN 37203
Telephone (include area code):	866-505-2869
Fax:	866-838-0437
E-mail:	jenny.carpenter@atoztutoring.com scott.hines@atoztutoring.com

**LOCAL OFFICE (SCHOOL DISTRICT CONTACT)**

Contact (include title):	Roque Garcia, State Director
Address in NM (include street, city, state, zip)	425 Telshor Blvd, Suite 20 Las Cruces, NM 88011
Telephone (include area code):	(505) 532-2500
Fax:	(505) 532-8683
E-mail:	rgarcia@provcorp.com

A to Z In-Home Tutoring provides in-person tutoring to students in the comfort, privacy and convenience of the their own homes. For many families who struggle with transportation issues or want one-on-one tutoring, A to Z is the perfect fit. All tutoring is one-on-one and in-person with a local certified teacher or tutoring professional. All students are pre-tested using a specialized diagnostic test that is directly aligned to New Mexico State Learning Standards. The results of the pretest specifically identify which skill sets the child is deficient in so that tutoring services are 100% custom tailored and individualized for the needs of the client. Goal setting sessions are initiated based on the results of this test and tutors are well informed of the child's academic needs.

A to Z tutors provide instruction for students in the comfort of the child's home. Through traditional one-on-one tutoring, students are able to reach and exceed their educational goals much more quickly and effectively, especially when the student is struggling in the classroom. By working individually with students, A to Z tutors are able to pinpoint specific needs and custom tailor the instruction given. Strong teaching backgrounds and a comprehensive understanding of children's needs enables these qualified tutors to develop learning skills, polish self-esteem, boost confidence and enhance motivation.

Because A to Z is not center based, it attracts both parents and children by accommodating their busy schedules and offering flexibility not available to center based programs. Parents do not have to juggle their schedules and/or waste precious time dropping off and picking up their children. With flexible scheduling, children

are able to participate in important after-school activities and still receive the tutoring support they need. For low-income clients, the in-home aspect of A to Z's program makes tutoring accessible because it takes away the obstacle of private transportation. A to Z understands the benefits of a consistent relationship between tutor, pupil, parent and school. Because of this, A to Z selects a tutor that best suits the child's circumstance. Tutors interact with parents each and every time they come to the home and spend time "debriefing" parents on the goals for the child and the progress that is being made toward these goals. A continuous dialogue between school and tutor is extremely important to the success of our program. Most of all, A to Z tutors care about kids. Your student is our priority and we work to give you high quality tutoring. Try us first.

Name of provider:	Adelante Educational Services, LLC.
Website:	<a href="http://www.AdelanteEd.com">http://www.AdelanteEd.com</a>

**MAIN OFFICE**

Contact (include title):	David Koneck - Vice President
Address (include street, city, state, zip)	22601 Summerfield Mission Viejo, CA 92692
Telephone (include area code):	951-323-5163
Fax:	949-362-2847
E-mail:	DKoneck@AdelanteEd.com

**LOCAL OFFICE (SCHOOL DISTRICT CONTACT)**

Contact (include title):	David Koneck
Address in NM (include street, city, state, zip)	1112 San Pedro Dr. NE #252 Albuquerque, NM 87110
Telephone (include area code):	951-323-5163 505-301-3585
Fax:	949-362-2847
E-mail:	DKoneck@AdelanteEd.com

Adelante instructors will be utilizing the SideStreets program during all tutoring sessions. The SideStreets Math and Reading Program is aligned to New Mexico's Content Standards and is designed to provide students with an integrated, research-based solution that supports all students as they work to meet or exceed grade-level proficiency requirements. The primary objective of SideStreets is to enhance the performance of students using a balanced approach to content area concepts and skills, including guided instruction, discussion, practice, hands-on activities, problem-solving activities, and reflection on success and study skills.

SideStreets consists of the following components: Pre- and Post-Course Assessments, Student Workbook, remedial Skills Book, Student Journals, Guidepost Quizzes, Manipulatives or Readers, online skills resources, and a Parent Guide (in English and Spanish). Students will never be expected to bring any materials as we will provide all necessary items.

Each lesson is a multi-step approach to learning. A clear outline of the lesson goals is presented to the student. The Discover section shows the student a little more insight and presents relations to real world situations, etc. in order to stimulate further thinking related to the topic. The guided instruction will ask the students to Discuss what they have reviewed thus far and allow them to Explore the idea further. This is often accomplished through example problems or perhaps some Active Reading. Again the students are encouraged to Discuss what they have reviewed and offer their own Reflection upon the experience. Journaling is an active part of the lesson so that the students have a chance to express their own ideas and feelings about the material.

Our program typically runs about 32 hours depending on the schedule set for your district. The tutors will meet with the students about 2 times a week (Mondays/Wednesdays, Tuesdays/Thursdays, and/or weekends) for 1.5 to 2 hours per session. In addition, Adelante will never have more than 3 students per tutor. All our tutors are typically college graduates with their bachelors or masters degree, often times in the area of education. In addition to this minimum requirement, all Adelante tutors have completed between 20 and 40 hours of professional development that covers the SideStreets curriculum, classroom management, and specialty training that may include working with English learners, special education, etc. Generally our classes are held at the school site, however, we will choose another location such as a library or community center to host the tutoring if that is preferential to the participating students.

Name of provider:	Apex Learning (Parent Co.: High Desert Education)
Website:	www.apexeducation.org

**MAIN OFFICE**

Contact (include title):	Mr. Carlos Romero, President
Address (include street, city, state, zip)	6739 Academy NE, Ste.320, Albuquerque, NM, 87109
Telephone (include area code):	505-828-0082
Fax:	505-821-1535
E-mail:	romero@apexeducation.org

**LOCAL OFFICE (SCHOOL DISTRICT CONTACT)**

Contact (include title):	Mr. Carlos Romero, President
Address in NM (include street, city, state, zip)	6739 Academy NE, Ste.320, Albuquerque, NM, 87109
Telephone (include area code):	505-828-0082
Fax:	505-821-1535
E-mail:	romero@apexeducation.org

Success in school, success in life: We care about your child and our program is research-based and strategically designed to improve your child's academic achievement. Apex Learning delivers creative, customized, effective, and fun learning experiences that match the learning style of your child. Our small group tutorials (1:3) are one hour sessions that are offered a minimum of twice a week (total of 24 hours) and typically are located at the 21 CCLC after-school program's site. The tutorials focus on K-8 students in reading and mathematics.

OUR PROGRAM DESIGN: Apex Learning is committed to offering a high-quality tutorial program by using the best research available to produce improvements in your child's academic achievement. Our tutoring sessions are well structured and our tutors are highly and consistently trained. We track and analyze student progress regularly and our tutoring is intensive and consistent. Additionally, we offer a safe environment and we educate the whole child- appreciating each individual child's unique needs and academic success. Since respect, support, and encouragement our at the heart of what we do, we welcome cultural and linguistic diversity. We have systems in place to ensure good communication among students, parents and school personnel and value parents by encouraging their involvement in their child's education.

OUR TUTORS: We believe that our most important contribution to the success of the tutorial is providing a capable, caring, and competent tutor who is dedicated to seeing your child do well. All of our tutors, often certified teachers, undergo extensive training and are fully prepared to help your child meet his or her goals.

OUR PRACTICES: Apex Learning recognizes the uniqueness of each student and customizes our instructional approach based on what works. Our tutors are trained to adapt to your child's needs and use the same state-approved pre- and post-assessments that are used by your child's school to evaluate progress.

We are able to accommodate LEP, ELL students, and most special needs students such as those with common learning and behavioral/emotional disabilities. If your child is mentally retarded, has a low-incident learning disability and/or is physically disabled and you would like to use us as a provider, please contact us so that we can discuss whether or not we will be able arrange the proper accommodations.

OUR PROGRAM ENVIRONMENT: We provide a safe environment and our small group instruction to help your child build self-esteem, a sense of responsibility, and respect for diversity. Sessions are comfortably paced.

OUR CONTENT: We use the content your child receives in school and offer additional materials aligned to the same standards and benchmarks that take your child's learning style into consideration.

OUR VALUE-ADDED SERVICE: Like you, we care about your child's overall well-being. For this reason, Apex Learning distributes information to your child about nutrition, physical exercise, and stress-reduction, and provides information on increasing mental performance. When possible we track progress in these areas and create a report that can be compared to a child's academic achievement. We also strive to offer this same information to you and your child's teachers- "A healthy community, a healthier child."

Name of provider:	Archdiocese of Santa Fe Catholic Schools
Website:	csadmin.org

**MAIN OFFICE**

Contact (include title):	Kirk Hartom- Assistant Superintendent
Address (include street, city, state, zip)	Catholic Schools Office 4000 St. Joseph's Place NW Albuquerque, NM 87120
Telephone (include area code):	505-831-8178
Fax:	505-831-8107
E-mail:	khartom@archdiocesasantafe.org

**LOCAL OFFICE (SCHOOL DISTRICT CONTACT)**

Contact (include title):	SAME AS ABOVE
Address in NM (include street, city, state, zip)	
Telephone (include area code):	
Fax:	
E-mail:	

The Archdiocese of Santa Fe Catholic Schools Tutoring Program:

The Archdiocese of Santa Fe Catholic Schools will provide high quality tutoring for your son or daughter in the areas of Reading, Writing, and Math. The tutors will utilize pre and post testing with Assess2Learn to give you up-to-date progression of your student. The tutors will also be in constant communication with their regular classroom teachers to pinpoint target areas and goals to increase your student's chance for academic improvement.

The tutors will use the successful technology programs of Accelerated Reading and Accelerated Math, as well as Six Trait Writing to maximize your student's academic strengths.

Parents can choose to have their son or daughter tutored once a week for two hours or twice a week for in one hour sessions. Students will receive (20) twenty hours of services and there will never be more than two students per tutor. Parents may request one-on-one instruction and will be in full communication with the tutor to make parents an integral part of the tutoring process.

Students will receive services at their home school or at an Archdiocese School close to the student's home and students will receive services from highly qualified licensed teachers who have a record of teaching students who achieve two to three years above grade level.

Students will be required to bring themselves and any textbooks and materials from their home school in the subject areas in which they need tutoring.

The Archdiocese of Santa Fe Catholic School Tutors are caring dedicated educators prepared to help your student achieve academically and make school a fun and understanding place for your student to learn.

Name of provider:	ATF Teacher Tutoring Services (a program of ATF Teacher Leadership Foundation)
Website:	www.atfunion.org (website of parent organization ATF)

**MAIN OFFICE**

Contact (include title):	Kristin Johansson ATF Teacher Tutoring Services Director
Address (include street, city, state, zip)	8009 Mountain Road Place NE Albuquerque, NM 87110
Telephone (include area code):	(505) 262-2657 (505) 507-0530 cell
Fax:	(505) 266-1967
E-mail:	kristin@atfunion.org

**LOCAL OFFICE (SCHOOL DISTRICT CONTACT)**

Contact (include title):	Kristin Johansson ATF Teacher Tutoring Services Director
Address in NM (include street, city, state, zip)	8009 Mountain Road Place NE Albuquerque, NM 87110
Telephone (include area code):	(505) 262-2657 (505) 507-0530 cell
Fax:	(505) 266-1967
E-mail:	kristin@atfunion.org

ATF Teacher Tutoring Services employs licensed APS teachers. We offer a total of 30 hours of Reading and/or Mathematics instruction, up to 3 hours per week, but no more than 2 hours in any one day. Services will be provided at the student's school, either before or after school. Our tutors are licensed teachers also employed with Albuquerque Public Schools. Ideally, our groups will have a 3:1 ratio of students to tutors, though student enrollment and attendance may dictate smaller groups and occasional individual sessions. ATF Teacher Tutoring Services reserves the right to disenroll students after 3 absences, which will be determined on a case-by-case basis.

Students will benefit from small-group instruction that is based on the same curriculum used in their classroom. Cooperative learning that is also highly teacher-directed will maximize the time on task, as well as increase students' problem solving abilities and reading comprehension. Research shows that this type of instruction is effective in raising the achievement levels of low-achieving students, helping them catch up to their peers.

As licensed APS teachers, our tutors have professional knowledge of the research-based curricula used in the schools in which we will be providing services. Tutors will develop lessons based on those curricula, and may use the supplemental materials that accompany such curricula. Many of our tutors are also Wilson-trained, and may incorporate Wilson into their reading tutoring. ATF Teacher Tutoring Services will work with tutors to provide the necessary materials for their tutoring curriculum. Students will not be required to provide materials.

ATF Teacher Tutoring Services will use pre- and post-tests to look at student growth and effectiveness. As per our agreement with the NMPED, we will use the same assessments as Albuquerque Public Schools (Assess2Learn and KDPR). Tutors will also do ongoing, informal assessments to determine students' progress toward their individual goals, which will be shared with parents/guardians and classroom teachers bi-weekly.

Name of provider:	Advantage Tutoring Services
Website:	<a href="http://www.ethelbahlawrence.com">http://www.ethelbahlawrence.com</a>

**MAIN OFFICE**

Contact (include title):	Elizabeth Lawrence, Owner/Managing Member
Address (include street, city, state, zip)	6309 Abiquiu Place, NE Albuquerque, NM 87111
Telephone (include area code):	505-828-1962
Fax:	505-828-4686
E-mail:	<a href="mailto:liz.lawrence@advtutor.com">liz.lawrence@advtutor.com</a>

**LOCAL OFFICE (SCHOOL DISTRICT CONTACT)**

Contact (include title):	Same as above
Address in NM (include street, city, state, zip)	Same as above
Telephone (include area code):	Same as above
Fax:	Same as above
E-mail:	Same as above

Advantage Tutoring Services (ATS) has developed a powerful tutoring program based on reading and math content, clear expectations for student progress, assessments mapped to the expectations, and certified tutors. Together, these program components have helped students improve in Reading and/or mathematics abilities by nearly 1.5 grade levels-in less than 3 months.

To support the development of reading skills, Advantage Tutoring Services aligns instruction with the New Mexico Content Standards, Benchmarks, and Performance Standards and the Federal Reading First initiative. Using a laser like focus on the following components of literacy: Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension, and Oral Language Development, Advantage Tutoring Services (ATS) gets results!

To support the development of mathematics skills, Advantage Tutoring Services aligns instruction with the New Mexico Content Standards, Benchmarks, and Performance Standards and the National Council of Teachers of Mathematics Standards by focusing on the following components of mathematics: Number and Operations, Algebra, Geometry, Measurement, and Data Analysis and Probability.

Typically, students meet with their tutor in groups of 3 (1:3 tutor to student ratio), twice each week for the duration of the tutoring period. Students requiring specialized services may receive individual tutoring. In most cases, students participate in 2 one-hour tutoring sessions per week, and most tutoring sessions occur at the students' schools. Sessions may also be scheduled in the evenings and on weekends. Tutoring may occur at other public facilities (e.g., libraries, community centers) if they are more available to conduct sessions. While the average hours of tutoring for students is approximately 23, a district's per student cap determines the total number of hours a child

may receive. Based on an analysis of ATS 05-06 student data, students who participate as few as 16 hours can still be expected to make at least a one grade-level gain from pre- to post-test. Initial student needs and overall progress are measured by the Brigance Inventory of Basic Skills. A formative assessment, based directly on the NM Content Standards, Benchmarks, and Performance Standards, helps inform instruction, guides instructional modifications, and provides tutors with critical information to both design instruction and to ensure that students are making progress. Tutors communicate frequently with parents about student progress and the ATS program specifics.

Tutors are licensed teachers with experience and/or expertise in the age group of the students assigned to them and in the specific learning difficulties, if any, that the students' have. Tutors select and provide materials to be used during the tutoring sessions, as appropriate for the students' learning styles, academic needs, and interests. Tutors employ effective strategies for addressing essential skills in reading or mathematics, drawing upon their expertise as educators in thoughtful consideration of the skills each student possesses in each of the focus areas. For reading instruction, tutors draw upon specific strategies recommended by the National Reading Panel that are proven to assist students to develop in each of the component areas listed above. For mathematics instruction, tutors draw upon specific strategies recommended by the National Council of Teachers of Mathematics that have shown to be effective in assisting students to develop in each of the mathematics components. Furthermore, the Advantage Tutoring Service Tutors' Manual describes additional strategies and activities that tutors have applied successfully to promote student learning.

A unique feature of Advantage Tutoring Services is our web based monitoring and accountability of tutoring sessions. Each session is entered in detail on the Tutor Portal. The program director and manager have access and are responsible for directing and watching over the performance of tutors. ATS is knowledgeable about tutor and student progress at every point through the web based reports that are generated by the Tutor Portal. ATS is then able to communicate with parents, districts and schools on the current progress of students.

Name of provider:	Catapult Online
Website:	www.catapultonline.com

**MAIN OFFICE**

Contact (include title):	Derek Abrams, Partnership Development Manager
Address (include street, city, state, zip)	1001 Fleet Street, Baltimore MD 21202
Telephone (include area code):	410-843-6861 toll-free: 800-627-4276 ext. 6861
Fax:	410-843-6667
E-mail:	Derek.Abrams@educate.com

**LOCAL OFFICE (SCHOOL DISTRICT CONTACT)**

Contact (include title):	
Address in NM (include street, city, state, zip)	
Telephone (include area code):	
Fax:	
E-mail:	

Catapult Online offers live, individualized, at-home tutoring through an easy-to-use online classroom. Each program is taught by U.S.-based state-certified teachers, and is personalized based on the specific needs of each student. Because of our research-based instructional methodology, state-certified teachers, and at-home convenience, Catapult Online has established a strong track record in improving the academic status of Title I-eligible students across America.

Catapult Online is unique because it provides live tutoring over the Internet using special technology that allows the student and instructor to have a two-way verbal dialogue using a special headset connected to the computer. The student and instructor also communicate by typing and writing (using a mouse) questions/answers to each other, which are displayed on both computer screens. The experience mirrors instruction that takes place while sitting together in the same room, yet many students tend to be more open and willing to participate given the privacy and safety provided by the online classroom.

Catapult Online ships a personal computer, headset, mouse, and dial up Internet connection for the duration of the program (limit one computer per household). Each computer is "locked" to only allow access to Catapult Online sessions until the program has been completed. Students earn the right to keep their computer by completing the full program (as determined by LEA/provider agreements).

Catapult Online is appropriate for students attending grades 3-12 who are functioning at instructional levels 3-9. Students will receive instruction in either reading or mathematics. Our instructional sessions are 60 minutes in length and are available seven days a week at multiple time slots each day. Parents/guardians can choose a schedule based on family needs for their child to receive 2-4 sessions per week (24-36 total program hours per student).

Catapult Online assesses our impact on student achievement by analyzing the skills students have mastered. Throughout the program, each student's "mastered skills" can be seen on her/his online progress report. Catapult Online also measures grade level gains for each student during the program by analyzing pre- and post-program performance on the nationally-normed, California Achievement Test (CAT). On average, our students achieve about one grade level of growth in both our math and reading programs.

Name of provider:	Club Z! Inc.
Website:	www.clubztutoring.com

**MAIN OFFICE**

Contact (include title):	Todd Walden
Address (include street, city, state, zip)	15310 Amberly Drive Ste. 185 Tampa, FL 33647
Telephone (include area code):	800-434-2582
Fax:	813-549-0185
E-mail:	ses@clubztutoring.com

**LOCAL OFFICE (SCHOOL DISTRICT CONTACT)**

Contact (include title):	Todd Walden
Address in NM (include street, city, state, zip)	15310 Amberly Drive Ste. 185 Tampa, FL 33647  *note: the Club Z! main office handles all communication with school districts.
Telephone (include area code):	800-434-2582
Fax:	813-549-0185
E-mail:	ses@clubztutoring.com

The Club Z! model of instruction focuses on individualized instruction for students. Our organization offers one-on-one in home tutoring, or small group instruction so students receive the attention they deserve. Students generally receive 15-30 total hours of tutorial services. The ratio of instructors to students is 1 instructor to every 1-3 students. Families have the option of one-on-one or small group instruction. Services can be held directly in each student's home (with parent(s)/guardian(s) present in the home at all times, on school grounds, community centers, places of worship, or other public facilities determined on a per case basis. The majority of Club Z! instructors are licensed teachers and/or degreed professionals. Many instructors hold Master degrees or Doctorates. Club Z! instructional materials may include, but are not limited to workbooks, worksheets, grade-level appropriate books/reading material, and resources obtained from national education organizations such as AGS®-Globe.

Name of provider:	Club Z! New Mexico, LLC
Website:	<a href="http://www.nmntutors.com">http://www.nmntutors.com</a>

**MAIN OFFICE**

Contact (include title):	Mr. Lanny Tanning
Address (include street, city, state, zip)	949 Montoya NW Albuquerque, NM 87104
Telephone (include area code):	505 8442 1515
Fax:	505 247 1293
E-mail:	lt@flyrallye.com, posty@loho.net, admin@mntutors.com

Club Z! New Mexico is a tutoring services company that provides educational assistance to its clients primarily through in-home, individual instruction with a high emphasis on parental involvement. Since the inception of the SES program in New Mexico, Club Z! New Mexico has provided precisely the same level of individualized one-on-one personal, face-to-face instruction to SES students. We firmly believe that students who may be struggling in the classroom need the open dialog that one-on-one instruction makes possible. We see our role as supplementing the efforts of the classroom teachers - in exactly the way they would help individual students if they had the time and opportunity to do so whenever they felt it was needed. For this reason, we use the student's classroom curriculum as our curriculum. Since the classroom curriculum is based on state standards, our approach in assisting the student in comprehending the concepts and understanding the tasks supports the focus on the state standards. We understand the need for flexibility as some family schedules and circumstances do not lend themselves to in-home tutoring. In those special cases, we provide services in schools, churches, libraries, community centers and other public venues agreeable to parents and students-and in the case of schools, as district policies permit. Our tutors create a written report on each session and parents review these reports-in person and after each session in the vast majority of the cases. This allows the tutor to advise parents on progress and on actions they can take if possible to assist in the student's learning. We have provided copies of these reports to districts and teachers on a regular basis and will continue to do so. We have used pre and post tests that are nationally normed and indicate a student's relative abilities in math and reading. We will use the data from any district's short cycle assessment for the purposes of pre and post tutoring data benchmarks and to create Student Improvement Plans. We will accept and, in fact, pay classroom teachers to use district data to establish Student Improvement Plans whenever the district agrees and PED allows this approach.

Our primary, and to this point, only student to teacher ratio has been 1:1. We are also willing to tutor students in pairs or trios if parents, teachers and students feel that compatibility and commonality of need will best serve those particular students. This, however, is strictly by request and not by our mandating such arrangements.

We provide a minimum of 22 hours of individual instruction. If caps and sliding scale circumstances permit, we can provide more than 22 hours to specific students under the district cap.

We encourage parents to use the resource fully-2, 3 or more hours per week if possible. After all, in most cases we are working with students who are trying to catch up. We believe that faster is better in these cases for both the student and the classroom teachers who are working hard to keep their classes on syllabus schedules. The purpose is to supplement the work they are doing all day with these students.

Club Z! New Mexico tutors are most often certificated teachers. Others are individuals with college or university degrees, associates degrees or are undergraduate students at colleges and universities.

Since each tutor develops a program for each student based on that student's needs and centered on the classroom curriculum, decisions about supporting materials are made by tutors on a case by case basis. We provide information on access to a wide range of reading and math teaching materials to our tutors through our newsletters and website. Students are encouraged to bring their curriculum materials to tutoring sessions whenever possible so that tutors can instruct them on the relevant concepts pertaining to their studies. The key to the Club Z! New Mexico approach is regular, open and unrestricted dialog between tutor and student.

Name of provider:	CompassLearning
Website:	www.compasslearning.com

**MAIN OFFICE**

Contact (include title):	Donna Vaughn—Manager, Business Administration and Pricing
Address (include street, city, state, zip)	7878 North 16 <sup>th</sup> Street, Suite 100 Phoenix, AZ 85020
Telephone (include area code):	800-422-4339
Fax:	602-230-7034
E-mail:	bids@compasslearning.com

**LOCAL OFFICE (SCHOOL DISTRICT CONTACT)**

Contact (include title):	Donna Vaughn—Manager, Business Administration and Pricing
Address in NM (include street, city, state, zip)	7878 North 16 <sup>th</sup> Street, Suite 100 Phoenix, AZ 85020
Telephone (include area code):	800-422-4339
Fax:	602-230-7034
E-mail:	bids@compasslearning.com

Instruction for all students using the program begins with the use of the assessment component, Explorer. Explorer will assesses each student's mastery of key skills targeted by the New Mexico Content Standards and Benchmarks, district curriculum, and nationally recognized research organizations. The Odyssey Manager then automatically prescribes a learning path based on each student's individual needs as identified by his or her pre-test results. The learning path serves as a set of goals for the student to master. This learning path concentrates on activities for the non-mastered objectives on the Explorer test. Program time is focused on closing the learning gaps between what students know and what they need to know.

The CompassLearning Odyssey solution allows for anytime, anywhere learning. Students and parents can log on and receive supplemental educational services from any computer that has an appropriate Internet connection. The location for access is the choice of the LEA and the student's family. CompassLearning does not provide hardware or internet connections. If the LEA chooses to locate the service at the school, the provision of supervisory personnel is the responsibility of the LEA. The program does not include staffing beyond training of LEA personnel and/or parents.

In general, CompassLearning recommends that students have enough time to complete 4-5 new activities each week in each subject area targeted. This could take a student anywhere from 45minutes to 1 1/2 hours depending on the level of the lesson and the rate of the student. The CompassLearning Odyssey software is available online 24 hours a day, seven days a week (with the exception of announced maintenance times). Training for LEA personnel and/or parents will include establishing appropriate session settings and times.

Name of provider:	CompatibleLand, Inc.
Website:	www.cblpc.com

#### MAIN OFFICE

Contact (include title):	Henry Ng
Address (include street, city, state, zip)	3188 Southern Blvd., Rio Rancho, NM 87124
Telephone (include area code):	(505) 892-2888
Fax:	(505) 891-2261
E-mail:	henry.ng@cblpc.com

#### LOCAL OFFICE (SCHOOL DISTRICT CONTACT)

Contact (include title):	Loretta Woo
Address in NM (include street, city, state, zip)	3188 Southern Blvd., Rio Rancho, NM 87124
Telephone (include area code):	(505) 892-2888
Fax:	(505) 891-2261
E-mail:	lwoo@cblpc.com

CompatibleLand's CBLPC (Computer Based Learning+Personal Coaching) uses a computerized curriculum to deliver tutoring services. The CAI (Computer Aided Instruction) software, A+nyWhere Learning System (A+) is an innovative approach to help teachers teach students individually at their own level, and at their own pace. The following highlights its design and functionality. Research-Based Direct Instruction Model, i.e. Instructivism, a general approach to education proven by extensive research, holds that carefully sequenced and direct instruction is most effective. A+ curriculum is driven by the direct instruction approach to mastery with the following tools:

- Study Guides teach the concepts and skills associated with each lesson.
- Practice Exercises allow the student to work through exercises while providing immediate feedback as well as access to the Study Guides.
- Mastery Tests determine whether the student has learned the lesson material.
- Essays help students analyze, synthesize, and evaluate concepts from reviewed lesson content.

A+ has extensive Adaptive Assessment capability. It is one of the strongest features of the program. Instead of measuring a student's overall average grade level, which does not help a teacher find out what the student does not know, A+ can identify a student's exact knowledge and skill gap within a subject. After the student completed the assessment test, A+ automatically makes lesson assignments to address the skill deficiency. This assignment becomes the student's lesson plan for remedial action. A+ is a Self-Paced program with which each student can start at his/her own skill level and progresses at his/her own pace. Students work with the level they are comfortable with and progress as fast as he/she wants. A+ allows Unlimited access or Repetition to study guides, exercise and tests. Coupled with a classroom teacher's one-on-one additional explanation, live illustrative examples, and working

through the problem with additional instructions, students get the best of human interaction and advanced technology. A+ gives Immediate Feedback to students. Every correct answer students score after working through the problem or showing understanding of material will further build up students' confidence. It is proven to raise students' interest in learning. A+ aligns with New Mexico State Standard. A+ is built-on advanced database engine. It has extensive record keeping capability to monitor student progress and extensive reporting capability. Teachers can analyze the database and tell if the student is struggling with certain subject area or is ready to take on more advanced challenge. CompatibleLand tutoring program effectiveness can be measured by the number of skill sets mastered by students as well as the progress between pre- and post- assessment tests. CompatibleLand tutoring program is approximately 50 to 60 hours. A typical weekly schedule consists of two sessions of 1 3/4 hour each. CompatibleLand proposes to conduct tutoring sessions in school classrooms. Majority of CompatibleLand's tutors are retired teachers, and regular substitute teachers with a minimum of BA degrees. CompatibleLand provides all instructional material.

Name of provider:	Education Station
Website:	www.cdstation.net

**MAIN OFFICE**

Contact (include title):	Angela Lamont
Address (include street, city, state, zip)	1001 Fleet Street Baltimore, MD 21202
Telephone (include area code):	(800) 627-4276 ext. 8062
Fax:	(410) 843-8556
E-mail:	Angela.Lamont@educate.com

**LOCAL OFFICE (SCHOOL DISTRICT CONTACT)**

Contact (include title):	Same as above
Address in NM (include street, city, state, zip)	
Telephone (include area code):	
Fax:	
E-mail:	

Education Station uses proven teaching methods in reading and math to help your child succeed. We create a personalized learning plan to address your child's unique needs in a small group setting. Education Station can provide instruction to students in grades K-12 who are functioning at instructional levels K-8. Students will receive instruction in either reading or mathematics in a small group with a student:teacher ratio of 3:1. Most students will receive two or more, 60-90 minute sessions per week, and our program is typically 20-40 hours total. The majority of Education Station's programs are delivered after school, and all tutoring is provided outside the regular school day. Education Station's policy is to meet all state specifications related to hiring highly qualified teachers. Before instruction begins, Education Station administers an assessment for each student to determine their individual skill gaps, which provides guidance on proper placement in instructional groups and baseline scores upon which to measure student progress. The results of the pre-program assessment are used to develop a personalized "Student Plan" that will guide instruction and provide each instructor with an outline of each student's learning objectives. Education Station administers an assessment post-program to determine each student's academic growth. The materials for our small group reading program have been specifically designed to meet the needs of Supplemental Education Services programs as defined by NCLB legislation and include: a customized set of reading materials, instructor lesson manual, student resource book and supplemental lessons. The materials for our small group math program include: math manipulatives and a math resource book. Education Station provides parents with the Education Station Home Connection. It contains information directly related to their child's Education Station program as well as at-home activities to support their child's continual reading development.

Name of provider:	eProgress Academy
Website:	www.eprogressacademy.org

**MAIN OFFICE**

Contact (include title):	Cris Gulacy-Worrel - Director of Special Projects
Address (include street, city, state, zip)	6100 Channingway Blvd. Suite 505 Columbus, Ohio 43232
Telephone (include area code):	888-678-6065
Fax:	614-501-9470
E-mail:	cris@eprogressacademy.org

**LOCAL OFFICE (SCHOOL DISTRICT CONTACT)**

Contact (include title):	Local contact to be determined upon acceptance as an approved SES provider in New Mexico. Interim contact person is Cris Gulacy-Worrel.
Address in NM (include street, city, state, zip)	6100 Channingway Blvd. Suite 505 Columbus, Ohio 43232
Telephone (include area code):	888-678-6065
Fax:	614-501-9470
E-mail:	cris@eprogressacademy.org

eProgress Academy is an internet based tutoring organization that offers a student to teacher ratio of 1:1. All students are tutored by certified teachers using My Skills Tutor, a research based, assessment driven curriculum, from a computer. The program identifies strengths and weaknesses of each student and develops an individual program of study. Students will be administered both pre-tests and post-tests to make initial and ongoing assessment of student mastery of all academic content standards and benchmarks, grade level content expectations and student achievement standards. Individualized lessons target student weakness areas in state and local district academic content standards. Mastery of academic content standards is recorded in an organized format which allows districts, teachers and parents to monitor student progress. The teachers use Elluminate, a virtual classroom program designed for distance education, to assist students in real time before and after their My Skills Tutor session.

Tutoring sessions occur three times per week and are one hour long. Sessions are available from 9:00am to 8:00pm, seven days a week, offering students and parents scheduling flexibility. Total program hours vary from student to student based upon academic need. Students have the option of attending their tutoring sessions from their homes, at their school or at a designated site. Computers will be provided for logging onto and conducting the sessions at the designated sites, which locations are to be determined upon acceptance as an approved Supplemental Education Service Provider in New Mexico. These site's will be monitored by an adult, who will also have to undergo the necessary and required background checks, who will be hired by eProgress Academy to supervise students ensuring

that they stay on task throughout the duration of their tutoring sessions. Tutoring sessions at the schools or designated site's will follow the same format as home based sessions would.

eProgress employs highly qualified and certified teachers to provide services to students. All teachers are initially trained to effectively utilize the eProgress Program. eProgress teachers are required to prove proficiency in basic computer skills and must be able to utilize a virtual classroom. Teachers are required to participate in training of the academic program to become familiar with the lessons available, pre and post assessment materials and must become proficient in accessing, evaluating and reporting individual student reports. Teachers receive a comprehensive training evaluation before they are permitted to tutor individual students. All tutoring sessions are recorded and reviewed for ongoing quality control and professional development. eProgress employs a supervisor specializing in the education of students with special needs and those students requiring ESL. In the case of a student with special needs, teachers are required to review the Individualized Educational Plan and to collaborate with the Special Needs Supervisor to develop an appropriate educational tutoring plan that will meet state and local academic standards as well as meet the individual needs of the student.

eProgress Academy assists economically disadvantaged students to help break a socioeconomic driven cycle of low academic achievement by providing to them the necessary academic skills they need to become academically successful. As students become more successful academically, this impacts their self esteem and self-worth creating a well rounded and well adjusted student.

Name of provider:	National Farm Workers Service Center, Inc.
Website:	www.nfwsc.com

**MAIN OFFICE**

Contact (include title):	Sonia C. Hernandez - Education Program Director
Address (include street, city, state, zip)	29700 Woodford Tehachapi Rd. Keene, CA 93531
Telephone (include area code):	(661) 823-6160
Fax:	(661) 823-6177
E-mail:	sonia@nfwscmail.com

**LOCAL OFFICE (SCHOOL DISTRICT CONTACT)**

Contact (include title):	N/A
Address in NM (include street, city, state, zip)	
Telephone (include area code):	
Fax:	
E-mail:	

**Our Philosophy**

The underlying philosophy of our program is supported by a substantial body of research that indicates that students must have three sets of skills to succeed in school: (1) a high level of academic English, (2) ability to read and comprehend in English on grade level by third grade, and (3) understand and perform basic algebraic functions by 8th grade. These skill sets are the foundation for success in school. Our lessons are focused on these skills and are aligned with the content standards as adopted by the New Mexico State Board of Education.

**The Instructional Program**

The Institute's instructional program consists of a forty (40) hour sequence of lessons. These are designed primarily for English Language Learners who need additional language development along with concept development in English Language Arts and/or Pre-Algebra/Algebra. The program's curriculum is based on the New Mexico State Standards.

Classes consist of 2 or 3 students per teacher, with a highly qualified teacher for one hour twice a week with classes continuing until the end of the traditional school year. During the hour of instruction, students will meet in groups of three with the teacher for twenty minutes. They will be monitored while they work on a specific homework assignment for another twenty minutes. And they will work independently on a computer activity in support of their lesson for the day for the final twenty minutes of the day.

We believe that students are more successful when using a combination of teacher instruction, working in small groups, and using computers to enhance their skills.

Name of provider:	A+ Tutoring "La Promesa Early Learning Center"
Website:	Not Available at this time

**MAIN OFFICE**

Contact (include title):	Sergio Sotelo
Address (include street, city, state, zip)	5201 Central NW Albuquerque, New Mexico 87105
Telephone (include area code):	505-268-3274 or 505-977-6747
Fax:	505-268-3276
E-mail:	sergio_sotelo@hotmail.com

**LOCAL OFFICE (SCHOOL DISTRICT CONTACT)**

Contact (include title):	Sergio Sotelo
Address in NM (include street, city, state, zip)	5201 Central NW Albuquerque, New Mexico 87105
Telephone (include area code):	505-268-3274 or 505-977-6747
Fax:	505-242-3276
E-mail:	sergio_sotelo@hotmail.com

A+ is designed to provide research based reading, writing and math tutoring services to at-risk, youth, grades K-12, with on-going communication between parents/guardian, teacher, student and tutor.

\*The model of instruction is designed to include one-to-one or small groups, not to exceed three student. Instructional strategies include direct instruction, computer assisted, experiential and hands-on learning experiences, cooperative learning groups, and critical input from parents/guardian and teachers. The evaluation design will include: internal monitoring by A+ staff, collection and review of Student Improvement Plans (SIP) that reflect the New Mexico State Standards and Benchmarks, review of Teacher Summary Session sheets, NMPED Supplemental Educational Services Evaluation, satisfaction surveys for students, parents, tutors and schools, and review of assessment data. \*The total program hours per student will be a minimum of 22 hours, inclusive of pre- and post-short cycle assessment, direct and computer based instruction. \*The ratio on instructors to children will be one-to-one, one-to-two and one-to-three based on the student's individual academic need as determined by the school IEP, AIP and pre assessment. \*A typical weekly schedule of services would include three days a week not to exceed two hours per tutoring session. \*Services will be offered at the student's school, community centers and public libraries. \*A+ tutors will be licensed teachers, have a bachelor's degree or higher, have less than a bachelor's degree, but more than an associates degree, and have less than an associates degree, but more than a high school diploma. Tutors will be background checked, references checked and drug tested before being hired. Preference will be given to tutors who hold endorsements in special education, bilingual, TESOL, elementary endorsements, secondary endorsements in language arts, math, reading, and literacy. \*Instructional materials and equipment will all be provided by A+.

inclusive of computers, textbooks, supplies and materials. Instructional materials include research based reading and math programs that are aligned to NM State Standards and Benchmarks, the schools' EPSS and SIP. Examples of these materials include Kaplan computer and consumables, Early Success Reading Program, Soar to Success, New Bridge Books, manipulatives, Houghton Mifflin Reading Series, Everyday Math, Connected Math Program, Four Blocks Materials, F.R.O.G., and any other materials /software that the school, classroom teacher, parent, and tutor determine is required to meet individual student needs.

Name of provider:	Lindamood-Bell Learning Processes
Website:	www.lindamoodbell.com

#### MAIN OFFICE

Contact (include title):	Dave Hungerford, Director of School Services Katy Buell, Administrative Assistant, School Services
Address (include street, city, state, zip)	416 Higuera St. San Luis Obispo, CA 93401
Telephone (include area code):	800-233-1819, 805-541-3836
Fax:	805-541-5609
E-mail:	dhungerford@lblp.com kbuell@lblp.com

#### LOCAL OFFICE (SCHOOL DISTRICT CONTACT)

Contact (include title):	Same as above
Address in NM (include street, city, state, zip)	
Telephone (include area code):	
Fax:	
E-mail:	

The Lindamood-Bell® SES program provides instruction in English/Language Arts and Math. It is important to note that the instructional programs authored by the directors of Lindamood-Bell, and utilized in providing SES services/instruction, develop underlying sensory-cognitive language processes that are necessary for proficiency in decoding, spelling, language comprehension, and math computation. The language processes that are developed address the five components of scientifically-based reading research: phonics, phonemic awareness, fluency, vocabulary, and comprehension. Thus, academic progress and achievement in all subject areas is expected. Lindamood-Bell's sensory-cognitive programs are described here: Lindamood Phoneme Sequencing® (LiPS®) – Formerly Auditory Discrimination in Depth, the Lindamood Phoneme Sequencing® program develops phonemic awareness and phonetic processing and its application to decoding and spelling in a neurologically specific progression.

*Seeing Stars*® (SI<sup>SM</sup>)—The Seeing Stars® program develops symbol imagery and its application to phonemic awareness, phonetic processing, decoding fluency, and spelling.

Visualizing and Verbalizing® (V/V®)—The Visualizing and Verbalizing® program develops concept imagery—the ability to image a gestalt—through a series of steps beginning with expressive language stimulation from a given image and extending into language from a word to imaged paragraphs.

*On Cloud Nine*® (OCN®)—The On Cloud Nine® math program explores the sensory-cognitive processes basic to language and literacy competency, as those same processes apply to math ability.

A Lindamood-Bell® project director is assigned to support, manage, and oversee all components of the SES project. This includes monitoring of diagnostic testings, lesson plans, student participation and performance, and

program integrity. The project director provides on-going support and evaluates daily progress to determine if goals are being met at each level. The project director also monitors and supports instructors, and provides assistance with program skills and group management to continually refine the program model. Weekly staff meetings are conducted by the project director with the instructors to address student progress, student goals, and all other issues. Weekly oral and/or written reports are submitted to the Lindamood-Bell® corporate office for monitoring. Additionally, the corporate office conducts monthly or bi-monthly quality control visits to monitor the program effectiveness and integrity.

Lindamood-Bell provides small group (up to three students) SES instruction to best meet the learning needs of students. This student/teacher ratio is required for high-quality instruction, active student participation, and program intensity. Each student will receive up to sixty hours of instruction at the child's school, with one to two hours of instruction each day after normal school hours.

Instructional materials are used to implement phoneme manipulation tasks, visual imagery exercises, and decoding and encoding tasks. Students use high-frequency sight word lists to develop decoding automaticity and fluency. Supplemental readers are used for contextual reading practice, comprehension development, and stimulation for higher order thinking skills. Math materials include number lines and manipulatives to develop kinesthetic sensory input. Students also receive free workbooks used for decoding, spelling, and comprehension practice, which can also be used at home for reinforcement. All materials are provided by Lindamood-Bell.

Lindamood-Bell® staff members receive thorough background checks and must complete a rigorous screening process. All instructors have received specialized professional development in Lindamood-Bell® programs and are skilled at tutoring your children.

Name of provider:	Northern New Mexico Network
Website:	<a href="http://northernnetwork.unm.edu/">http://northernnetwork.unm.edu/</a>

**MAIN OFFICE**

Contact (include title):	Dr. Carlos R. Pagán, Circuit Rider
Address (include street, city, state, zip)	University of New Mexico West 2600 The American Road SE Rio Rancho, NM 87124
Telephone (include area code):	505-925-8676 or 505-264-5247
Fax:	505-925-8684
E-mail:	crpagan@aol.com

**LOCAL OFFICE (SCHOOL DISTRICT CONTACT)**

Contact (include title):	same as above
Address in NM (include street, city, state, zip)	
Telephone (include area code):	
Fax:	
E-mail:	

**Model of Instruction and Strategies to Evaluate the Program's Effectiveness:**

The Northern New Mexico Network's Passport to Success Program combines the school/district's reading, mathematics, and writing curriculum with Marzano's Classroom Instruction That Works (2001) teaching strategies. The Passport to Success reading component is based on research provided by the National Research Council and the National Reading Panel. These reports have recommended that reading instruction include: reading comprehension activities, vocabulary development, phoneme and phonic development, and writing. The Network's Passport to Success tutoring program incorporates all of these reading components. In addition, students work on listening comprehension and writing.

The Passport to Success mathematics intervention follows closely recommendations made by the National Council of Teachers of Mathematics (NCTM). NCTM recommends mathematic instruction that develops a student's conceptual understanding as well as computation skills. Tutoring sessions provide students with opportunities to problem solve, gain confidence in their computation skills, and develop their writing skills to explain their answers. The New Mexico Content Standards, Benchmarks, and Performance Standards play an important role in the development of tutoring sessions. The Standards are used to identify where students should be, where they are, and to identify items students need to learn.

Measures of Academic Progress, short cycle assessment, is used to monitor student progress and to evaluate the program's effectiveness.

**Total Program Hours Per Student:**

The Passport to Success Tutoring Program provides four hours (60 minutes per day) per week of support. Two hours are dedicated to reading (writing) and two hours per week are dedicated to mathematics (writing). Sessions run for eight weeks for a total of 32 hours of tutoring per student. The program is flexible enough to allow for tutoring in reading or mathematics.

**Ratio of Instruction:**

Tutoring groups may vary in size from 1 to 3 students per certified teacher.

**Typical Weekly Schedule:**

**Mondays and Wednesdays: Reading (2, 60 minute sessions)**

**Tuesdays and Thursday: Mathematics (2, 60 minute sessions)**

Writing is incorporated Mondays to Thursdays.

There are no tutoring sessions held on Fridays.

**Proposed Location of Service:**

Passport to Success tutoring sessions take place at the student's school or nearby community center.

**Qualification of Staff:**

All staff members are fully certified teachers. They are also fully trained by the Network's Passport to Success staff on how to implement an effective tutoring program. Ongoing modeling, coaching, and supervision is provided by the Network's staff.

**Instructional Materials and Equipment:**

The Network's Passport to Success program relies on the school's existing curriculum. Tutors use on-grade level materials to deliver instruction. No special equipment is needed.

Name of provider:	The One Room School House LLC
Website:	N/A

**MAIN OFFICE**

Contact (include title):	Alice Chavez-Villa, Owner
Address (include street, city, state, zip)	734 N. Mesquite Las Cruces, NM 88001
Telephone (include area code):	505-640-5389
Fax:	505-522-4548
E-mail:	schoolhouse62@hotmail.com

**LOCAL OFFICE (SCHOOL DISTRICT CONTACT)**

Contact (include title):	N/A
Address in NM (include street, city, state, zip)	N/A
Telephone (include area code):	N/A
Fax:	N/A

Hello. My name is Alice Chavez-Villa. I am the creator of The One Room School House. We at The One Room School House believe that all children are capable of having successful learning and a positive classroom experience. Our program provides tutoring in Reading or Math in regular education, special education, and for ELL students. We use the Advanced Learning System which was developed by teachers and is now celebrating over 20 years of success! The program along with our tutors will help your child to make the improvements he/she may need at this time. Our student teacher ratio is 3 to 1. We have found this small group instruction to be highly effective. The group is small enough to focus on every child and for those that need individual guidance. It meets the needs of those that are shy or have low self-esteem. We firmly practice positive reinforcements strategies for all students. Our tutors are licensed teachers from your child's school. This makes our program twice as effective because of the expertise and knowledge brought by the tutors. Our tutors are bilingual to better assist ELL students. We will provide a framework and the materials to provide a rich learning environment for you child. Students do not have to bring any materials. Student will work in a relaxed environment with specially designed assignments to meet their needs. Students will receive a minimum of 22 hours of tutoring time. Progress reports will be given once a month, but feel free to discuss your child's progress at anytime. The tutoring will take place at your school twice a week for one-hour sessions. We provide all materials such as paper, pencils, books, copies, tests, etc. Student does not have to bring anything. We look forward to working with your children. We believe that every child can succeed with a support team of loved ones, teachers, a system and administrators. We would be honored to work with your children to better secure their future with a solid education. The One Room School House began with literally one room and one student. I chose the name because of that fact and because it reminded me of the olden days when school was held in a one room school house. Over a period of six months we grew to have 20 students,

one year later we had 50 students. Eventually hitting our record high at 250 students. All of our students were successful at different levels. We were successful in assisting Booker T. Washington in Las Cruces to get off of probation. We would like to do the same for your child and their school. The One Room School House truly believes that every child can learn no matter what.

The One Room School House has several goals in line:

1. Help every student become successful in school.
2. Support teachers to reinforce classroom learning.
3. Create strong parent communication and support.
4. Align our goals with the school's improvement plan.
5. Help all children become better readers.
6. Become a part of the school's team to help your child reach their goals.
7. Increase self esteem through learning.

Name of provider:	RGEC Inc dba, Rio Grande Educational Collaborative
Website:	www.rgec.org

**MAIN OFFICE**

Contact (include title):	Michael D. Silva, President
Address (include street, city, state, zip)	m/a PO Box 6344, Albuquerque, NM 87197-6344 524 Montano NW, Albuquerque, NM 87107
Telephone (include area code):	(505) 873-6035
Fax:	(505) 873-0145
E-mail:	msilva@rgec.org

**LOCAL OFFICE (SCHOOL DISTRICT CONTACT)**

Contact (include title):	n/a
Address in NM (include street, city, state, zip)	
Telephone (include area code):	
Fax:	
E-mail:	

- RGEC recently concluded its fourth successful year of providing supplemental educational services to eligible New Mexico children. Over 2,000 children and their families have benefited from our unique, high-quality and integrated tutoring program. RGEC has established exceptional relationships with school districts, individual schools, teachers and parents.
- RGEC's model utilizes districts' assessment tools to identify each child's individual tutoring needs. Lesson plans are created using NM Content Standards and Benchmarks and school-based literacy and math models. All RGEC programs are aligned with school Educational Plans for Student Success (EPSS) and classroom goals. RGEC engaged the services of a licensed Master Teacher to create a hands-on guide to aid tutors in developing lesson plans for students. RGEC utilizes a multi-level evaluation process:
  - 1. A Golden Apple Teacher conducts on-site observations of each tutor and presents findings to RGEC for analyses.
  - 2. A market research organization creates, distributes and analyzes customer satisfaction survey of students, parents, classroom teachers, and tutors.
  - 3. RGEC analyzes attendance, periodic student academic progress and behavior, tutor performance, and communication with parents as well as the child's day-time teachers to make continuous improvements.
- RGEC's model is based on "small group" instruction of three students to one tutor. Students are tutored Monday through Saturday, typically one-and-a-half to two hours a session, two to three times per week. Sessions begin directly after school and services are provided at the child's home school. RGEC works

with each individual schools food service to provide a nutritious snack and drink during the tutoring sessions. Total program hours vary from 26 hours to 40 hours depending upon the per-student allocation.

- In our most recent year, 75% of services were provided by licensed teachers, 15% of tutoring was provided by undergraduate or graduate students, the remaining 10% were provided by qualified school-based staff. RGEC provides nearly all classroom materials, including manipulatives, photo copies, handouts, educational games, geometry kits, pens, crayons, scissors, rulers, glue, pencils, journals, books and general office supplies.
- RGEC provides a diverse professional development training program to tutors on such subjects as:
  - 1. NM Content Standards and Benchmarks, 2. Incorporation of standards into lesson plans,
  - 3. Use of geometry kits, 4. Classroom management, 5. Student Improvement Plans,
  - 6. Assessment tools (i.e., Assess to Learn)

Name of provider:	"Tutoring for Academic Continued Success" (TACS)- YDI (Youth Development, Inc.)
Website:	www.ydinm.org

**MAIN OFFICE**

Contact (include title):	Dr. Analee Maestas, Executive Vice President
Address (include street, city, state, zip)	518 1 <sup>st</sup> Street NW Albuquerque, NM 87102
Telephone (include area code):	505-242-7306
Fax:	505-242-7365
E-mail:	amaestas@ydinm.org

**LOCAL OFFICE (SCHOOL DISTRICT CONTACT)**

Contact (include title):	Mariana Silva, Deputy Director SES Margie Aragon, Deputy Director SES
Address in NM (include street, city, state, zip)	518 1st Street NW Albuquerque, NM 87102
Telephone (include area code):	505-242-7306
Fax:	505-242-7365
E-mail:	msilva@ydinm.org maragon@ydinm.org

"TACS"-YDI is designed to provide research based reading, writing and math tutoring services to at-risk, youth, grades K-12, with on-going communication between parents/guardian, teacher, student and tutor.

\*The model of instruction is designed to include one-to-one or small groups, not to exceed three student. Instructional strategies include direct instruction, computer assisted, experiential and hands-on learning experiences, cooperative learning groups, and critical input from parents/guardian and teachers. The evaluation design will include: internal monitoring by YDI staff, collection and review of Student Improvement Plans (SIP) that reflect the New Mexico State Standards and Benchmarks, review of Teacher Summary Session sheets, NMPED Supplemental Educational Services Evaluation, satisfaction surveys for students, parents, tutors and schools, and review of assessment data. \*The total program hours per student will be a minimum of 22 hours, inclusive of pre- and post-short cycle assessment, direct and computer based instruction. \*The ratio on instructors to children will be one-to-one, one-to-two and one-to-three based on the student's individual academic need as determined by the school IEP, AIP and pre assessment. \*A typical weekly schedule of services would include three days a week not to exceed two hours per tutoring session. \*Services will be offered at the student's school, community centers, public libraries and YDI facilities. \*YDI tutors will be licensed teachers, have a bachelor's degree or higher, have less than a bachelor's degree, but more than an associates degree, and have less than an associates degree, but more than a high school diploma. Tutors will be background checked, references checked and drug tested before being hired. Preference will be given to tutors who hold endorsements in special education, bilingual, TESOL, elementary endorsements, secondary endorsements in language arts, math, reading, and literacy. \*Instructional materials and equipment will

all be provided by YDI, inclusive of computers, textbooks, supplies and materials. Instructional materials include research based reading and math programs that are aligned to NM State Standards and Benchmarks, the schools' EPSS and SIP. Examples of these materials include Kaplan computer and consumables, Early Success Reading Program, Soar to Success, New Bridge Books, manipulatives, Houghton Mifflin, Everyday Math, Connected Math Program, Four Blocks Materials, FROG, and any other materials /software that the school, classroom teacher, parent, and tutor determine is required to meet individual student needs.



Name of provider:	Successsylvan
Website:	www.educate.com

**MAIN OFFICE**

Contact (include title):	Pruda Trujillo
Address (include street, city, state, zip)	3030 E. Main A-5, Farmington, NM 87402
Telephone (include area code):	505-599-9390
Fax:	505-599-9395
E-mail:	sylvan@acnet.com

**LOCAL OFFICE (SCHOOL DISTRICT CONTACT)**

Contact (include title):	
Address in NM (include street, city, state, zip)	
Telephone (include area code):	
Fax:	
E-mail:	

Sylvan Learning Center begins by identifying your child's needs with an extensive Skills Assessment to determine what skill gaps and strengths your child has. We then develop an individualized instructional program to meet those needs. Students come between two and four hours a week with a total number of program hours based on the needs of each student. Sylvan uses a 3 students to one teacher model which allows for individual instruction and direct teaching but encourages independence. Services are delivered at the Sylvan Learning Center, 3030 E. Main, A-5, Farmington, NM, 87402.

All instructors are certified teachers with licensure and Sylvan training. Most of the teachers have had numerous years of experience and Master's Degree. The reason they teach at Sylvan is because they love students and they love teaching.

All instructional materials and equipment are provided. These are the skills based materials which Sylvan has developed.