

**Council of Chief State School Officers**  
Division of State Services and Technical Assistance  
Extended Learning Opportunities (ELO) Project  
August 13, 2002

**DRAFT**

**Initial List of Tutoring Services & Afterschool Program Providers  
that could provide Supplemental Services under Title I**

*\* Please note that this is a tentative list, which is still being developed. It is not exhaustive nor does the list imply endorsement by the Council of Chief State School Officers.*

For additional information regarding this list, contact Ayeola Fortune (202-326-8680 or [ayeolaf@ccsso.org](mailto:ayeolaf@ccsso.org))

## **Tutoring Services & Afterschool Program providers that might serve as providers of Supplemental Services under Title I**

### **National Tutoring Programs (For-Profit)**

**Traditional Supplemental Service Providers**-These are well-known, for-profit companies who offer individualized tutoring and support for students focused on skills development, study habits, core subject instruction. Although cost has traditionally been an issue, particularly for low-income students and their families, these programs are perhaps the best suited to provide supplemental services to at-risk students under Title I (assuming that the services will be paid for by the local education agency).

**Sylvan Learning Systems, Inc.**, perhaps the best known educational services company, Sylvan has traditionally served students in suburban communities but also contracts with school districts to provide supplemental services on school campuses, many at disadvantaged urban schools. The company was founded in 1979 and they currently operate approximately 900 private tutoring centers in North America and Asia. Sylvan provides a range of services and programs including reading (beginning, intermediate and advanced), Math, English, study skills and SAT/ACT prep courses.

**Contact Information:** David Long  
Director of New Business Development  
(410) 843-6407  
<http://www.educate.com>

**Huntington Learning Center** is the oldest provider of supplemental services in America (it was established in 1977), and currently operates over 200 hundred centers nationwide. The company offers supplemental instruction in reading, mathematics, vocabulary, phonics, writing, spelling and study skills. The student-teacher ratio at all Huntington Learning Centers is 3:1 to allow for individualized instruction within a group setting.

**Contact Information:** Huntington Learning Center  
School Services Department  
(201) 261-8400  
<http://www.1800canlearn.com>

**Kaplan, Inc.** operates a range of programs including test preparation, distance learning, career development and tutoring. Tutoring and afterschool services are delivered by Kaplan K12 Learning Services, the division of Kaplan devoted to improving state assessment results and increasing college opportunities. Kaplan K12 partners with schools to deliver print and online instructional programs suitable for use in afterschool and extended day programs.

**Contact Information:** Corporate Offices for Kaplan, Inc.  
888 7<sup>th</sup> Avenue  
New York, NY 10106  
1-888-KAPLAN8

**SCORE! Educational Centers** provide customized learning programs for students of all learning levels in grades K-10. *SCORE!* Currently operates 150 centers in CA, NY, NJ, CO, TX, GA, IL, MA, MD, VA and CT. The centers offer a customized curriculum based on each student's individual pace and learning style, supported by qualified staff. *SCORE!* Offers two distinct programs: a computer-based Advantage Program and a single-subject Personal Academic Training Program to accommodate diverse learning styles. *SCORE!* Is a subsidiary of Kaplan, Inc. and The Washington Post Company.

**Contact Information:** Elizabeth Andrews  
Project Manager, School Collaboration Program  
*SCORE!* Educational Centers  
(510) 817-3727  
[www.escore.com](http://www.escore.com)

**tutor.com** was founded in partnership with The Princeton Review and Scholastic and provides online tutoring and Live Homework Help services to public libraries and community-based organizations. Online sessions pair students with tutors for individualized learning sessions in specified topics for approximately sixty minutes per week. Live Homework Help provides students with access to tutors for twenty minutes sessions in core academic subjects including math, reading, science, English and social sciences. The program served 25,000 students in 15 states during the 2001-02 school year. Two state library systems, California and Maryland, have contracted with tutor.com to provide Live Homework Help in local libraries.

**Contact Information:** George Cigale  
CEO  
40 Fulton Street, 9<sup>th</sup> Floor  
New York, New York 10038  
(212) 528-3101 ext. 202 or (888) 888-6726  
Fax (212) 202-4324  
<http://www.tutor.com>

**Kumon Math & Reading Centers** provide supplemental learning services to approximately 100,000 students in 45 states. The curriculum emphasizes student mastery of math and reading skills and can be used either during the school day or as an afterschool program. A preliminary evaluation indicated that economically disadvantaged second and third grade students enrolled in the program at Hawthorne Elementary School in Tulsa Oklahoma increased their mathematics skills and outperformed students not enrolled in the program.

**Contact Information:** Matthew Lupsha  
Vice President, Education Services  
Kumon North America, Inc.

Glenpointe Centre East, 5<sup>th</sup> floor  
300 Frank W. Burr Boulevard  
Teaneck, New Jersey 07666  
(888) 458-6668, ext. 369  
[mlupsha@kumon.com](mailto:mlupsha@kumon.com)

**Bridges Learning Systems** offers a variety of programs that focus on developing students' cognitive abilities including: memory, process orientation, deductive reasoning, context comprehension, symbol decoding and concept formation. Bridges is a school-based program and a teacher from each school is trained by a Bridges Consultant to manage the site. Students who are identified by their teachers as having academic or behavioral difficulties are referred to Bridges. Students' perceptual and cognitive abilities are assessed and test scores are used to create a profile of their skills and areas in need of improvement. Students attend Bridges lab a minimum of twice a week for 40 to 50 minute sessions over a 5 to 9 month period. The Bridges program is based on the Structure of Intellect (SOI) Model School Curriculum developed by Mary Meeker, Robert Meeker, and Diane Holstein. Bridges programs currently serve over 400 sites and 200,000 students in 25 states.

**Contact Information:** Chris Cole, Development Director  
Bridges Learning Systems, Inc.  
49 Old Solomons Island Road  
Suite 206  
Annapolis, Maryland 21401  
[ccole@bridgeslearning.com](mailto:ccole@bridgeslearning.com)  
<http://bridgeslearning.com>

**Help One Student to Succeed (HOSTS)** program was first implemented in Vancouver, Washington in 1982 and currently serves over 150,000 students and 100,000 mentors in more than 4000 programs nationwide, many of which are afterschool programs. The program assists schools in creating tutoring programs for at-risk students using a mentoring approach. HOSTS schools provide one-on-one tutorial services, primarily afterschool, to Title I students in elementary through high school who are performing below proficiency level in reading. HOSTS assists school staff in selecting curriculum materials that are tailored to the individual needs of the students and aligned with classroom instruction. In a multi-state study completed for the Title I national validation, students in grades 1,2, and 3 made substantial NCE spring-to-spring gains. In a spring-to-spring evaluation of second, third and fifth grade students in California who were 95% Latino, the HOSTS students had NCE gains of 11.4, 9, and 9.9 respectively; gains which exceeded those of the school and state.

**Contact Information:** William E. Gibbons  
8000 N.E. Parkway Drive, Suite 201  
Vancouver, WA 98662-6459  
(800) 833-4678  
Fax (206) 260-1783

## **National Tutoring Programs (Non-Profit)**

*Note: Reading Recovery is a structured tutoring program that could be adapted to serve students during the afterschool hours.*

**Reading Recovery** is a program that targets students in 1<sup>st</sup> grade who are having difficulty learning to read. Children are identified by their classroom teachers as being the lowest in reading acquisition and are paired with certified reading tutors for one-on-one intense instruction. Instruction typically occurs during the school day but can also occur during afterschool hours and in the summer. Tutoring is provided 5 days a week, for 30 minutes each day for an average of 12-20 weeks. This program was originally piloted in Ohio based on the research of Marie M. Clay and now serves over one million students nationwide.

**Contact Information:** Gay Su Pinnell  
Reading Recovery Program  
The Ohio State University  
200 Ramseyer Hall  
29 West Woodruff Avenue  
Columbus, Ohio 43210  
(614) 688-3646

## **State-Based Tutorial Programs (Non-Profit)**

**ClassroomPlus** is the first statewide tutoring program funded by the Pennsylvania Department of Education. The program reimburses parents for tutoring services (up to \$500). Children in grades 3 through 6 who are having difficulties in reading or math are eligible to receive grants. The program is *not* income-based and is open to students in public and non-public schools. Grants are available year round and eligible providers include schools, certified teachers and institutions of higher education, non-profit and for-profit organizations. The grant program was signed into law in May of 2001 and was funded at 23.6 million dollars for the '01-02' fiscal year.

**Contact Information:** William Krypt, Director  
ClassroomPlus  
535 James Hance Court  
Exton, PA 19341-2547  
(610) 524-5187

Millie Gatland, Program Secretary  
(See address above)  
(484) 875-5213

(800) 219-9740 (hotline)

## **National Afterschool Programs and Curriculum Providers**

Below is an *initial* list of **afterschool programs/curriculums and community-based organizations** that have been actively involved in providing quality after-school programs for youth. Overall these programs and organizations groups target at-risk students and traditionally underserved communities. Because of their focus on improving student education attainment and overall sense of well-being, as well as their actual success (based on evaluation data), in raising student achievement, they have been placed on this list as entities that could *potentially* serve as afterschool providers of supplemental services under Title I.

*Note: Boys and Girls Club's Project Learn is the major national organization that has been involved in providing afterschool programming to poor minority students at risk of academic failure. Should they choose to move in the direction of providing supplemental services, their organization holds promise as they have already been working with disadvantaged children and their program has exhibited results*

**Boys and Girls Clubs of America** implemented *Project Learn* a program that utilizes high-yield learning activities to promote student academic achievement. Program content includes: leisure reading, homework help, tutoring, writing activities and interaction with knowledgeable adults. The program specifically targets disadvantaged adolescents who live in public housing (originally implemented in 1996 in New York City, Cleveland, Oakland, Tampa and Edinburg, Texas). A research article published in the *Prevention Science* journal suggests that the program has improved the educational attainment of students who participated in the program compared to students who did not.

**Contact Information:** Jenny Atkinson  
Senior Director, Education & the Arts  
Boys and Girls Clubs of America  
1230 West Peachtree Street, NW  
Atlanta, GA 30309  
(404) 487-5765  
E-mail: [jatkinson@bgca.org](mailto:jatkinson@bgca.org)  
<http://www.bgca.org>

*Note: Voyager and Lightspan are two for-profit companies that provide curriculum materials and a variety of other resources for use in schools and/or afterschool programs. Voyager designs curriculum specifically for use in afterschool programs and Lightspan designs curriculum for use during the school day and at home. Both programs are promising in terms of the actual curriculum that tutors/afterschool program providers could implement in order to raise student achievement without repeating school day instruction.*

**Voyager Expanded Learning** is not a program provider but has developed curricula designed specifically for use in extended school programs (before- and after-school, summer and intersession). The summer school curriculum modules in particular, target low-performing students and specific content areas and/or themes to build critical language arts, reading and

math skills. Voyager originated in Texas and has garnered national recognition. The program has been implemented in over 250 schools across the country.

**Contact Information:** <http://www.thinkvoyager.com>  
(888) 399-1995 or (214) 631-0999

**Lightspan** was founded in 1993 and focuses on improving student achievement by connecting the school and home through the use of technology. The company is headquartered in Chicago. The company offers a variety of programs including Lightspan Achieve Now, the Lightspan Network and Lightspan Achieve Now Online. Lightspan Achieve Now is an interactive curriculum, aligned to major standards, to be used in grades K-8 that includes professional development, curriculum support materials, an evaluation program, a customized approach to assessment and Internet resources. Lightspan Achieve Now is organized into curriculum strands in two core subject areas: reading/language arts and math.

**Contact Information:** Information Request/Primary Investor Relations Contacts  
Lynne Marvin  
Fax (858) 824-8313  
E-mail: [lm Marvin@lightspan.com](mailto:lm Marvin@lightspan.com)

### **State-Based Afterschool Program Providers**

*Note: The next set of programs listed are state-based programs that have gained national prominence for their success in partnering with schools systems and improving student educational attainment. LA's Best is an afterschool program based in Los Angeles that offers a variety of programming, but focuses on academic enrichment and skills development. Virtual Y is a program operated in New York City by the YMCA of Greater New York and could serve as a service provider if they wanted to move in this direction. The Beacons Initiative and the Children's Aid Society are more in the tradition of community schools as they seek to provide a range of supports for at-risk students and the communities in which they live.*

**Virtual Y of the YMCA (New York City)** was launched in 1997 by the YMCA of Greater New York and is a free, after-school learning enhancement program at 105 public elementary schools. The program is sponsored by the YMCA, NYC Board of Education and 130 private sponsors. To enhance formal instruction, the Virtual Y offers support for classroom learning by extending the school day and helping children achieve reading proficiency through enhancement activities. The program also includes recreational activities, parent power evenings, and other enrichment activities. A three-year evaluation by Fordham University's National Center for Schools and Communities focused on needs assessment, implementation, academic and behavioral outcomes and was used to shape and revise the program.

**Contact Information:** Wanda Milton  
Director of Administration  
Virtual Y  
(212) 630-1544

[wmilton@ymcanyc.org](mailto:wmilton@ymcanyc.org)

**LA's Best** is an afterschool education and enrichment program created in 1998 in Los Angeles. It serves over 5,000 students (predominantly Latino) in 24 schools in the Los Angeles Unified School District. The program targets schools that are located in high-crime, economically depressed communities and serve a high number of students who are academically at-risk. Program activities include homework assistance, academic enrichment, and cultural and recreational activities. A longitudinal evaluation showed statistically significant differences in reading achievement for students who attended the program compared with students who left the program.

**Contact Information:** Carla Sanger, President  
City Hall East # 520, Mayor's Office  
200 N. Spring Street  
Los Angeles, CA 90012  
(213) 978-0801  
Fax (213) 845-6606

**The New York City Beacons Program** was created in 1991 by the New York City Department of Youth and Community Development and originally established in 10 schools. Although the original focus was on crime prevention by providing afterschool programs, these programs also stress academic support, remediation and enrichment. Typical activities include tutoring, homework assistance, SAT/ACT preparation, and college preparatory classes. Beacons also have a educational curriculum/training component called, "Making Literacy Links", which focuses on literacy through journal writing, storytelling, and reading activities. The Beacons program exists in 40 schools in New York City.

**Contact Information:** Peter Kleinbard  
Vice President for the Fund of the City of New York  
121 Sixth Avenue  
New York, NY 10013  
(212) 925-6675  
<http://www.ericps.ed.iuc.edu/npin/reswork/innovate/beacon.html>

**Children's Aid Society** has partnered with 8 schools in New York City to create CAS community schools. Created, in 1994, a National Technical Assistance Center for Community Schools that provides technical assistance regarding collaboration and integration of social services with schools. Specific work in afterschool includes technical assistance on integrating school day and afterschool programs and program/curriculum development. Typical program activities for students in upper grade levels include: homework help, peer tutoring, reading clubs, ESL instruction and mentoring. In the elementary grades, CAS schools have adopted two major literacy curricula-Foundations (grades k-3) and KidzLit (grades 4-5) that are designed to build children's literacy skills and foster social development. These programs are aligned with the New York State Standards in English Language Arts. CAS has experience addressing the needs of minority students, (primarily Latino, and, to a lesser extent, African-American) and in working in impoverished communities.

**Contact Information:**

Jane Quinn  
Assistant Executive Director for Community Schools  
Children's Aid Society  
105 East 22<sup>nd</sup> Street  
Suite 908  
New York, NY 10010  
(212) 949-4954 or (212) 949-4800  
Fax (917) 286-1580  
[janeq@childrensaidsociety.org](mailto:janeq@childrensaidsociety.org)  
<http://www.childrensaidsociety.org>

## Links to State Education Agencies RFPs and Other Information Pertaining to Supplemental Service Providers

Listed below are the links to state requests for proposals pertaining to supplemental service providers (SSPs) for the 2002-03 school year. State education agencies (SEAs) are at various stages of development in regards to implementing a process to qualify potential supplemental service providers for the present academic year. This information is included here as a reference for SEAs that may be interested in reviewing what other states have established in regards to SSP applications, timelines, provider eligibility and evaluation criteria. Please note that this list is not exhaustive nor does inclusion on the list imply endorsement by the CCSSO.

### **Alabama**

Letter [ftp://ftp.alsde.edu/documents/55/NOTICE\\_Suppl\\_Education\\_Service\\_Providers.doc](ftp://ftp.alsde.edu/documents/55/NOTICE_Suppl_Education_Service_Providers.doc)

RFP [ftp://ftp.alsde.edu/documents/55/RFP\\_Application\\_for\\_NCLB.doc](ftp://ftp.alsde.edu/documents/55/RFP_Application_for_NCLB.doc)

### **Alaska**

RFP [ftp://ftp.alsde.edu/documents/55/RFP\\_Application\\_for\\_NCLB.doc](ftp://ftp.alsde.edu/documents/55/RFP_Application_for_NCLB.doc)

### **California**

Letter <http://www.cde.ca.gov/iasa/titleone/pi/supservltr.html>

RFP <http://www.cde.ca.gov/iasa/titleone/pi/supservapp.rtf>

### **Colorado**

Overview <http://www.cde.state.co.us/cdeunified/download/SuppServs.pdf>

RFP <http://www.cde.state.co.us/cdeunified/download/supplementalRFP.pdf>

List of Providers <http://www.cde.state.co.us/cdeunified/download/SuppServProviders.pdf>

### **Hawaii**

Policy Guidelines

[http://lilinode.k12.hi.us/STATE/COMM/DOEPRESS.NSF/a1d7af052e94dd120a2561f7000a037c/eab30e0158bc4e930a256c06006ad4ba/\\$FILE/NCLB%20Supplemental%20Services.pdf](http://lilinode.k12.hi.us/STATE/COMM/DOEPRESS.NSF/a1d7af052e94dd120a2561f7000a037c/eab30e0158bc4e930a256c06006ad4ba/$FILE/NCLB%20Supplemental%20Services.pdf)

Timeline

[http://lilinode.k12.hi.us/STATE/COMM/DOEPRESS.NSF/a1d7af052e94dd120a2561f7000a037c/eab30e0158bc4e930a256c06006ad4ba/\\$FILE/ATTGV04Q/\\_q9p1kogh08dk6uqb3ckg2c82je9r20139dlimoqbeck\\_.pdf](http://lilinode.k12.hi.us/STATE/COMM/DOEPRESS.NSF/a1d7af052e94dd120a2561f7000a037c/eab30e0158bc4e930a256c06006ad4ba/$FILE/ATTGV04Q/_q9p1kogh08dk6uqb3ckg2c82je9r20139dlimoqbeck_.pdf)

### **Kansas**

RFP <http://www.ksde.org/sfp/titleI/supplementalsvc.doc>

### **Nevada**

Letter <http://www.nde.state.nv.us/nclb/providers/RFA.memo.doc>

RFP <http://www.nde.state.nv.us/nclb/providers/RFA.app.new.doc>

**New York**

draft RFP <http://www.emsc.nysed.gov/deputy/nclb/sesRFQdraft.doc>

**North Carolina**

RFP [http://www.ncpublicschools.org/SBE\\_meetings/0207/0207\\_HSP.pdf](http://www.ncpublicschools.org/SBE_meetings/0207/0207_HSP.pdf)

**North Dakota**

RFP (full version) <http://www.dpi.state.nd.us/news/rfp82002.pdf>

RFP (application only) <http://www.dpi.state.nd.us/forms/sfn53440.pdf>

**Ohio**

draft guidance [http://www.ode.state.oh.us/esea/superintendent/docs/Supplemental\\_Services.doc](http://www.ode.state.oh.us/esea/superintendent/docs/Supplemental_Services.doc)

**Oklahoma**

RFP <http://sde.state.ok.us/home/defaultie.html>

**Tennessee**

RFP <http://www.state.tn.us/education/acctsupplementalapp.pdf>

**Texas**

RFP <http://www.tea.state.tx.us/nclb/> (click on lower left-hand column on screen, “Supplemental Educational Services Application”)

**Vermont**

Letter [http://www.state.vt.us/educ/new/pdfdoc/pgm\\_federal/rfp\\_supp\\_serv\\_prov\\_memo.pdf](http://www.state.vt.us/educ/new/pdfdoc/pgm_federal/rfp_supp_serv_prov_memo.pdf)

**Washington**

RFP <http://www.k12.wa.us/ESEA/pubdocs/SupServAPP-RFP.pdf>

**Wisconsin**

RFP [http://www.dpi.state.wi.us/dpi/esea/9550/9550\\_s.doc](http://www.dpi.state.wi.us/dpi/esea/9550/9550_s.doc)

**Other Resources on Supplemental Services**

**SEA Toolkit** on Supplemental Service Providers is available on the Council’s website and provides materials and advice that state can utilize as they implement the new supplemental services provisions of NCLB. The toolkit includes an overview of the legislative requirements, a common application form that can be adopted or adapted by states and a review checklist that can be used to review SSP applications (based on the common application form).

SEA Toolkit <http://www.ccsso.org/pdfs/SSPToolkit.pdf>

The **US Department of Education’s Draft Non-Regulatory Guidance on Supplemental Services** was released on August 6, 2002. The document answers pertinent questions with regards to state implementation of the supplemental services provisions of NCLB including:

student eligibility, funding, provider eligibility, and state and local responsibilities in providing supplemental services.

<http://www.ed.gov/offices/OESE/SASA/suppsvcsguid.pdf>