

The Learning Curve

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MARYLAND • WASHINGTON, D.C.
VIRGINIA • NORTH CAROLINA
SOUTH CAROLINA • GEORGIA
ALABAMA

"The Learning Curve is a publication of University Instructors, Inc., and will be distributed via .pdf on a quarterly basis throughout the school year."

University Instructors, Mission is Key to Success...

Welcome to the first edition of the Learning Curve, by University Instructors (UI). We are excited to have a new resource for sharing news, trends, and ideas related to K-12 education with our many school, district and community partners. We believe meeting the daunting challenges facing our country's K-12 education system requires consistent public, private and social collaborations. The objective of the Learning Curve is to highlight innovative partnering programs; share a few best practices gleaned from our experience working with over 150 districts and 600 schools; and to offer our perspective on major ideas of interest to the K-12 community.

What better way to launch this inaugural issue than to introduce UI's recently revised Mission Statement? More than simply words on paper or a framed plaque on the wall, the UI Mission Statement represents the soul of our company.

The mission of UI is to provide service solutions to reinforce the effective delivery and implementation of K-12 educational supports that lead to measurable positive student outcomes.

If you will allow me to 'unpack' our mission statement into three distinct components, I believe you will have a better understanding of its significance.

First, UI is a provider of **'service solutions'**. Rather than developing research-based content or designing new methods of content delivery, our primary role is to provide both front line and back room support that provide solutions to the formidable challenges faced every day by those who bear primary responsibility for the education of K-12 students, i.e. teachers, principals, district administrators and superintendents. **"We're Here to Help"** whenever and wherever our clients need assistance.

Second, the primary application of our support services is to reinforce **'the effective delivery and implementation of K-12 educational supports'**. As the K-12 community continues to rely upon data-driven decisions that lead to greater amounts of differentiated instruction, we believe

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Federal Programs

Delivery of intervention programs to students of all abilities and backgrounds is a core competency of University Instructors. UI's dedication to raising the bar and closing the gap for all students is reflected in the company's motto: "If they believe, they will achieve"

UI is highly experienced in providing instructional services, direct instruction, differentiated instruction, and targeted interventions in the areas of math, literacy, and LEP, as well as SPED tutoring services in support of RTI.

A sampling of UI programs funded under ESEA includes:

Title I, Part A and Part D - tutoring services and programs in support of in-school day instruction, afterschool programs, and Saturday Academies

Title II, Part A, Preparing, Training, and Hiring High Quality Teachers and Principals- Master Staff Development Specialists (MSDS) support professional development for educators in mathematics, literacy, and science in the K-12 environment

Title III, Part A, Language Instruction for Limited English Proficient and Immigrant Students - support language instruction and/or remediation efforts for LEP students

Title IV, Part B, 21st Century Community Learning Centers - coordination, administration and management of afterschool and summer 21st Century Community Learning Centers (21st CCLC's)

Title X, Part C, Sub-B, McKinney-Vento – Provide shelter based tutoring services for homeless youth and families

Title X, Part D – Native American Education Improvement – tutoring support for Native American students

Sussex County Public Schools Launches 21st CCLC on a Trip to MARS

The creed of Sussex Central Middle School (SCMS), in Sussex, Va. is: take care of yourself, take care of others, and take care of this school. As a result, SCMS students will be given the opportunity to help "take care of themselves" this school year by participating in the Sussex Central Middle School MARS 21st Century Community Learning Center (21st CCLC). The goal of the MARS 21st CCLC is one of Maintaining And Retaining Standards.

Sussex County is a rural community that has been especially hard hit by the economic downturn. The families within this community are also feeling the burden of economic challenges and hardships, and many parents are forced to commute to Richmond or farther due to diminishing employment opportunities. Even with these adverse effects, there is light at the end of this tunnel, the source of which is Sussex County Public Schools. Their efforts to provide children with an afterschool and summer program in a safe and enriching environment, where program participants can enjoy otherwise unaffordable life experiences, is now a reality at SCMS.

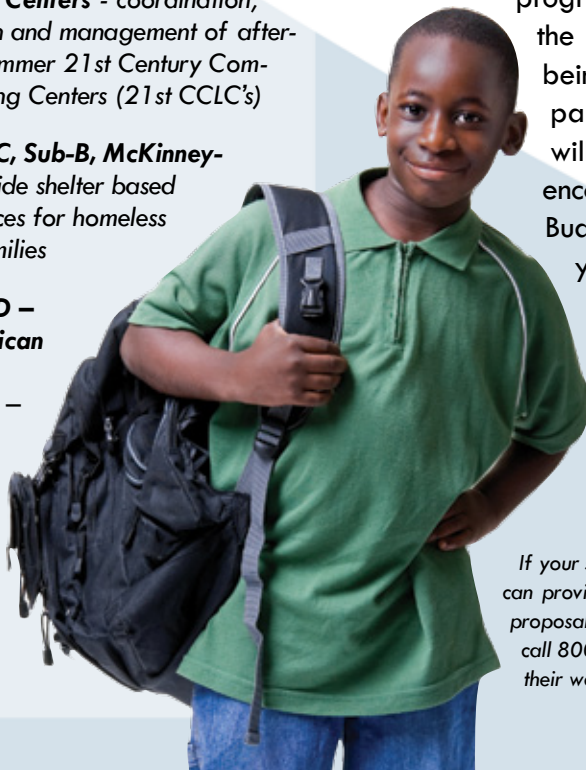
Sussex County Public Schools are partnering with University Instructors (UI) to provide planning, staffing, oversight, and academic interventions for more than 100 students through a 21st CCLC grant. The program, designed to serve children in grades 4-7, will feature both afterschool and summer components, focusing in particular on math and literacy.

The program will offer students an array of STEM (Science, Technology, Engineering, and Math) and fine arts enrichment activities to complement their regular academic programs. In addition to the classroom and enrichment activities, UI's 21st CCLC program features a targeted correlation element whereby lessons are coordinated with a student's daytime instructor for a truly individual focus.

When asked about the upcoming program, Barbara Blount, facilitator of Federal programs for Sussex County Public Schools, remarked, "We welcome the opportunity to further engage the families of our students by being able to provide program activities for them as well." Parent participation and inclusion is critical for program participants and UI will hold workshops for parents to provide additional education and encourage involvement. "How to Feed a Family Healthy Food on a Budget" is one of several planned workshops throughout the school year.

"We are pleased to continue our collaborative relationship with University Instructors as we have partnered to launch the very first 21st CCLC in the division at Sussex Central Middle School," noted Blount. In turn, UI is excited to be a part of this new initiative and looks forward to additional learning endeavors.

If your school or district is interested in applying for a 21st CCLC, let us help! University Instructors can provide assistance by partnering with your school to provide resources for writing the grant proposal and much more. For additional information on how University Instructors can help, please call 800-826-1250, ext. 113. For more information on Sussex County Public Schools, please visit their website at www.sussex.k12.va.us.



Homelessness on the Rise: UI Partnership Helps Youth Succeed

The economic downturn coupled with the ongoing foreclosure crisis have contributed to a staggering 41% increase in child and youth homelessness in the past two years.



Although difficult for parents, homeless children pay enormous tolls in the form of short-term physical, psychological, and emotional stressors as well as long-term effects that include developmental delays, behavioral problems, and below grade level performance. Early and consistent intervention programs,

however, can assist homeless children to succeed, both in school and life.

One shining example of such programs is Rainbow Village, a transitional housing community, in Duluth, Ga. For the past three years Rainbow Village and University Instructors (UI) have partnered to provide families with a range of educational services such as after-school tutoring support for students and GED classes for adults. Services are delivered on-site by UI's certified instructors, each of whom demonstrates compassion and commitment to these families.

A clear demonstration of the effectiveness of this partnership is that all Rainbow Village students passed their 2009- 2010 school year Criterion-Referenced Competency Tests which measure skills based on the Georgia Perfor-

mance Standards. Tinisha Sharper, UI's Georgia regional director, expressed her enthusiasm for these results by noting, "I know what we are doing here is important and meaningful. This partnership has shown students that their success is no longer out of reach, but a very real and tangible thing."

In that Congress appropriated an additional \$70 million funding for McKinney-Vento through ARRA, UI continues to develop partnerships like Rainbow Village in pursuit of innovative and targeted educational support for this extremely vulnerable population.

For more information about UI's unique afterschool programs and offerings, please call us at 800-826-1250. For more information about Rainbow Village, please visit their website at www.rainbowvillage.org.

Believe & Achieve *by Alan J. Carter, Sr.- CEO*

"Whether you think you can or whether you think you can't, you're right."
- Henry Ford

There is awesome power in the concept of 'belief', and there is terrible danger in the lack of it. Across the United States, every day, circumstances and challenges are convincing children that achievement is something that is beyond their grasp. The elusive idea of success is far from their reality and they have learned all too well that the way to avoid disappointment is to lower their expectations. The sad part is that many around them are unconsciously encouraging them to do so by lowering the achievement bar in the mistaken belief that providing an altered measure of success is a kindness. Nothing could be further from the truth!

Lowering the bar (simply to allow more to get over it) may provide a temporary sense of relief, but it does little to help these children break through the chains of doubt that bind them to their circumstances. The answer lies in raising standards while at the same time providing effective educational supports that lead to Measurable Positive Student Outcomes (MPSO). Assisting a student to Believe is the first step toward encouraging them to Achieve. That's not only UI's motto, it's what drives us to succeed.



BEST PRACTICES

Our experience with both daytime and afterschool programs have allowed us to identify the following Components of Success:

- 1. Understand the Needs**
 - survey all stakeholders - principals, teachers and students
- 2. Qualified Instructors**
 - provide the most qualified, professional instructors for each program
- 3. Instructional Support**
 - assist teachers and administrators in reaching their academic goals
- 4. Build Student Rapport**
 - obtain student buy-in to program goals
- 5. Engage and Strengthen Students**
 - use differentiated instruction techniques
- 6. Track Student Progress**
 - measure and collect data for each program participant
- 7. Execute Program Design with Fidelity**
 - deliver instruction to satisfy the outline and intended guidelines of the program



CORPORATE HEADQUARTERS
2100 W. Laburnum Avenue
Suite 100D
Richmond, VA 23227

please deliver to:



- UNIVERSITY INSTRUCTORS -
Algebra Initiatives

UI provides turnkey algebra programs! Our goal is to prepare your students for high school algebra and help them become critical thinkers and problem solvers. Our course materials have been proven in research-based interventions and are designed to build student understanding and boost confidence.

For more information about our Algebra Initiatives and how our programs can benefit your school or district, please call 800-826-1250.



...**Mission**, continued from page 1,
educators should have a wider range of instructional strategies from which to choose. University Instructors will continually innovate and adapt so we can be prepared to effectively reinforce the supports provided by our clients to their students.

Third, however, the foundation of UI's mission is a relentless pursuit of '**measurable positive student outcomes**'. Although positive student outcomes may appear in both tangible and intangible forms, accountability for producing them cannot exist without reliable accurate measurement. University Instructors is committed to collaborate with each client to clearly define realistic and achievable objectives for each and every UI program, and to consistently measure progress against those objectives. Partnering with our clients to achieve MPSO - Measurable Positive Student Outcomes - is the foundation of our mission; so don't be surprised when you see the acronym appearing from time to time.

Enjoy this newsletter as together we ascend the Learning Curve toward MPSO.
- Alan J. Carter, Sr. - CEO



**UNIVERSITY
INSTRUCTORS**

If they believe, they will achieve. ®

To provide service solutions to reinforce the effective delivery and implementation of K-12 educational supports that lead to measurable positive student outcomes.

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www.universityinstructors.com

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