



**COUNTY OF HENRICO
DEPARTMENT OF FINANCE
PURCHASING DIVISION
CONTRACT EXTRACT
NOTICE OF RENEWAL**

DATE:	June 30, 2025
CONTRACT COMMODITY/SERVICE: <i>(include contracting entity if cooperative)</i>	Tutoring and Extended Day Services
CONTRACT NUMBER:	2650C
COMMODITY CODE:	924.80
CONTRACT PERIOD:	July 1, 2025 through June 30, 2026
RENEWAL OPTIONS:	Three one-year renewal options through 2029
USER DEPARTMENT:	Schools
Contact Name:	Kennedy Venaglia
Phone Number:	804-652-3640
Email Address:	kwvenaglia@henrico.k12.va.us
HENRICO COOPERATIVE TERMS INCLUDED:	Yes
SUPPLIER: Name:	One on One Learning, Corp.
Address:	8900 SW 117 Ave. Suite C103
City, State:	Miami, FL 33186
Contact Name:	Marcel Monnar
Phone Number:	877-665-3276
Email address:	mmonnar@oneononelearning.com
ORACLE SUPPLIER NUMBER:	787617
BUSINESS CATEGORY:	Small, Minority Owned
PAYMENT TERMS:	Net 45
DELIVERY:	As needed and requested
FOB:	Destination
BUYER: Name:	Eileen M. Falcone CPPB
Title:	Purchasing Manager
Phone:	804-501-5637
Email:	Fal51@henrico.gov

This contract is the result of a competitive solicitation issued by the Department of Finance, Purchasing Division. A requisition must be generated for all purchases made against this contract and the requisition must reference the contract number.



COMMONWEALTH OF VIRGINIA
County of Henrico

Non-Professional Services Contract
Contract No. 2650C

This Non-Professional Services Contract (this "Contract") entered into this 17th day of September 2024, by One on One Learning Corporation (the "Contractor") and the County school Board of Henrico, Virginia ("HCPS")

WHEREAS HCPS has awarded the Contractor this Contract pursuant to Request for Proposals No. 24-2650-2EMF, as modified by Addendum No. 1, dated March 26, 2024 (the "Request for Proposals"), for consulting services for the employee benefits program.

WITNESSETH that the Contractor and HCPS, in consideration of the mutual covenants, promises and agreements herein contained, agree as follows:

SCOPE OF CONTRACT: The Contractor shall provide the services to HCPS as set forth in the Contract Documents.

COMPENSATION: The compensation HCPS will pay to the Contractor under this Contract shall be \$71.75 per hour as defined in Exhibit B.

CONTRACT TERM: The Contract term shall be from date of execution through June 30, 2025. HCPS may renew the Contract for up to four one-year terms giving 30 days' written notice before the end of the term unless Contractor has given HCPS written notice that it does not wish to renew at least 90 days before the end of the term.

CONTRACT DOCUMENTS: This Contract hereby incorporates by reference the documents listed below (the "Contract Documents") which shall control in the following descending order:

1. This Non-Professional Services Contract between the County and Contractor.
2. The General Contract Terms and Conditions included in the Request for Proposals.
3. Federal Terms and Conditions (Exhibit A)
4. Contractor's follow up questions and Best and final offer dated June 6, 2024, (Exhibit B).
5. Contractor's Original Proposal dated April 2, 2024 (Exhibit C).
6. The Scope of Services included in the Request for Proposals.

IN WITNESS WHEREOF, the parties have caused this Contract to be duly executed intending to be bound hereby.

One on One Learning, Corporation

8900 SW 117 Ave C. 103
Miami, FL 33186




Signature

Marcel Monner - President
Printed Name and Title

9/9/2024

Date

County School Board of Henrico County,
Virginia
P O Box 90775
Henrico, VA 23273-0775



Signature

Oscar Knott, CPP, CPPO, NIGP-CPP, VCO

9/10/24

Date

APPROVED AS TO FORM

Amel Brown 9-10-24

Assistant County Attorney

FEDERAL CONTRACT PROVISIONS

1. Debarment and Suspension Clause (2 C.F.R. PART 200 APPENDIX II(H))

- (1) This contract is a covered transaction for purposes of 2 C.F.R. pt. 180 and 2 C.F.R. pt. 3485. As such, the contractor is required to verify that none of the contractor's principals (defined at 2 C.F.R. § 180.995) or its affiliates (defined at 2 C.F.R. § 180.905) are excluded (defined at 2 C.F.R. § 180.940) or disqualified (defined at 2 C.F.R. § 180.935).
- (2) The contractor must comply with 2 C.F.R. pt. 180, subpart C and 2 C.F.R. pt. 3485, subpart C, and must include a requirement to comply with these regulations in any lower tier covered transaction it enters into.
- (3) This certification is a material representation of fact relied upon by the County. If it is later determined that the contractor did not comply with 2 C.F.R. pt. 180, subpart C and 2 C.F.R. pt. 3485, subpart C, in addition to remedies available to the County, the Federal Government may pursue available remedies, including but not limited to suspension and/or debarment.
- (4) The contractor agrees to comply with the requirements of 2 C.F.R. pt. 180, subpart C and 2 C.F.R. pt. 3485, subpart C while this offer is valid and throughout the period of any contract that may arise from this offer. The contractor further agrees to include a provision requiring such compliance in its lower tier covered transactions.

2. Procurement of Recovered Materials Clause (2 C.F.R. § 200.323)

- (1) In the performance of this contract, the contractor shall make maximum use of products containing recovered materials that are EPA-designated items unless the product cannot be acquired—
 - (a) Competitively within a timeframe providing for compliance with the contract performance schedule;
 - (b) Meeting contract performance requirements; or
 - (c) At a reasonable price.
- (2) Information about this requirement, along with the list of EPA- designated items, is available at EPA's Comprehensive Procurement Guidelines web site, <https://www.epa.gov/smm/comprehensive-procurement-guideline-cpg-program>.
- (3) The contractor also agrees to comply with all other applicable requirements of Section 6002 of the Solid Waste Disposal Act.

3. Byrd Anti-Lobbying Clause (2 C.F.R. PART 200 APPENDIX II(I))

- (1) Contractors who apply or bid for an award of \$100,000 or more shall file the required certification. Each tier certifies to the tier above that it will not and has not used Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, officer or employee of Congress, or an employee of a Member of Congress in connection with obtaining any Federal contract, grant, or any other award covered by 31 U.S.C. § 1352. Each tier shall also disclose any lobbying with non-Federal funds that takes place in connection with obtaining any Federal award. Such disclosures are forwarded from tier to tier up to the recipient who in turn will forward the certification(s) to the awarding agency.
- (2) Required Certification. If applicable, contractors must sign and submit to the agency the following certification (See the separate Anti-Lobbying Certification attached to the end of these Terms and Conditions.).
- (3) The undersigned certifies, to the best of his or her knowledge and belief, that:
 - 1 No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
 - 2 If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
 - 3 The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

The Contractor, certifies or affirms the truthfulness and accuracy of each statement of its certification and disclosure, if any. In addition, the Contractor understands and agrees that the provisions of 31 U.S.C. Chap. 38, Administrative Remedies for False Claims and Statements, apply to this certification and disclosure, if any.

4. Termination of Cause and Convenience (2 C.F.R. PART 200 APPENDIX II(B))

The County reserves the right to cancel and terminate any resulting contract, in part or in whole, without penalty, upon 60 days written notice to the contractor. In the event the initial contract period is for more than 12 months, the resulting contract may also be terminated by the contractor, without penalty, after the initial 12 months of the contract period upon 60 days written notice to the other party. Any contract cancellation notice shall not relieve the contractor of the obligation to deliver and/or perform on all outstanding orders issued prior to the effective date of cancellation.

**5. Contract Work Hours and Safety Standards Act (2 C.F.R. PART 200 APPENDIX II(E))
(40 U.S.C. 3701-3708; 29 C.F.R. 5.5(b))**

Required in all contracts over \$100K utilizing mechanics or laborers (as defined in 40 U.S.C §§ 3701)

- (1) The contractor shall comply with 40 U.S.C. 3702 and 3704, as supplemented by Department of Labor regulations (29 C.F.R. Part 5), as applicable.
- (2) *Overtime requirements.* No contractor or subcontractor contracting for any part of the contract work which may require or involve the employment of laborers or mechanics shall require or permit any such laborer or mechanic in any workweek in which he or she is employed on such work to work in excess of forty hours in such workweek unless such laborer or mechanic receives compensation at a rate not less than one and one-half times the basic rate of pay for all hours worked in excess of forty hours in such workweek.
- (3) *Violation, liability for unpaid wages; liquidated damages.* In the event of any violation of the clause set forth in paragraph (2) of this section the contractor and any subcontractor responsible therefor shall be liable for the unpaid wages. In addition, such contractor and subcontractor shall be liable to the United States (in the case of work done under contract for the District of Columbia or a territory, to such District or to such territory), for liquidated damages. Such liquidated damages shall be computed with respect to each individual laborer or mechanic, including watchmen and guards, employed in violation of the clause set forth in paragraph (2) of this section, in the sum of \$27 for each calendar day on which such individual was required or permitted to work in excess of the standard workweek of forty hours without payment of the overtime wages required by the clause set forth in paragraph (2) of this section.
- (4) *Withholding for unpaid wages and liquidated damages.* The County shall upon its own action or upon written request of an authorized representative of the Department of Labor withhold or cause to be withheld, from any moneys payable on account of work performed by the contractor or subcontractor under any such contract or any other Federal contract with the same prime contractor, or any other federally-assisted contract subject to the Contract Work Hours and Safety Standards Act, which is held by the same prime contractor, such sums as may be determined to be necessary to satisfy any liabilities of such contractor or subcontractor for unpaid wages and liquidated damages as provided in the clause set forth in paragraph (3) of this section.
- (5) *Subcontracts.* The contractor or subcontractor shall insert in any subcontracts the clauses set forth in paragraph (2) through (5) of this section and also a clause requiring the subcontractors to include these clauses in any lower tier subcontracts. The prime contractor shall be responsible for compliance by any subcontractor or lower tier subcontractor with the clauses set forth in paragraphs (2) through (5) of this section.

6. Clean Air Act and the Federal Water Pollution Control Act Clauses (2. C.F.R. PART 200 APPENDIX II(G))

- (1) The contractor agrees to comply with all applicable standards, orders or regulations issued pursuant to the Clean Air Act, as amended, 42 U.S.C. § 7401 et seq.
- (2) The contractor agrees to report each violation to the County and understands and agrees that the County will, in turn, report each violation as required to assure notification to the Department of Education, and the appropriate Environmental Protection Agency Regional Office.
- (3) The contractor agrees to include these requirements in each subcontract exceeding \$150,000 financed in whole or in part with Federal assistance provided by the Department of Education.
- (4) The contractor agrees to comply with all applicable standards, orders, or regulations issued pursuant to the Federal Water Pollution Control Act, as amended, 33 U.S.C. 1251 et seq.
- (5) The contractor agrees to report each violation to the County and understands and agrees that the County will, in turn, report each violation as required to assure notification to the Department of Education, and the appropriate Environmental Protection Agency Regional Office.
- (6) The contractor agrees to include these requirements in each subcontract exceeding \$150,000 financed in whole or in part with Federal assistance provided by the Department of Education.

7. Legal/Contractual/Administrative Remedies for Breach (2 C.F.R. Part 200, APPENDIX II(A))

DEFAULT: In case of failure to deliver goods or services in accordance with the contract terms and conditions, the County, after due oral or written notice, may procure them from other sources and hold the contractor responsible for any resulting additional purchase and administrative costs. This remedy shall be in addition to any other remedies which the County may have.

8. Equal Employment Opportunity Clause (2 C.F.R. PART 200 APPENDIX II(C))

During the performance of this contract, the contractor agrees as follows:

- (1) The contractor will not discriminate against any employee or applicant for employment because of race, color, religion, sex, sexual orientation, gender identity, or national origin. The contractor will take affirmative action to ensure that applicants are employed, and that employees are treated during employment without regard to their race, color, religion, sex, sexual orientation, gender identity, or national origin. Such action shall include, but not be limited to the following:

Employment, upgrading, demotion, or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship. The contractor agrees to post in conspicuous places, available to employees and applicants for employment, notices to be provided setting forth the provisions of this nondiscrimination clause.

- (2) The contractor will, in all solicitations or advertisements for employees placed by or on behalf of the contractor, state that all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, or national origin.
- (3) The contractor will not discharge or in any other manner discriminate against any employee or applicant for employment because such employee or applicant has inquired about, discussed, or disclosed the compensation of the employee or applicant or another employee or applicant. This provision shall not apply to instances in which an employee who has access to the compensation information of other employees or applicants as a part of such employee's essential job functions discloses the compensation of such other employees or applicants to individuals who do not otherwise have access to such information, unless such disclosure is in response to a formal complaint or charge, in furtherance of an investigation, proceeding, hearing, or action, including an investigation conducted by the employer, or is consistent with the contractor's legal duty to furnish information.
- (4) The contractor will send to each labor union or representative of workers with which he has a collective bargaining agreement or other contract or understanding, a notice to be provided advising the said labor union or workers' representatives of the contractor's commitments under this section, and shall post copies of the notice in conspicuous places available to employees and applicants for employment.
- (5) The contractor will comply with all provisions of Executive Order 11246 of September 24, 1965, and of the rules, regulations, and relevant orders of the Secretary of Labor.
- (6) The contractor will furnish all information and reports required by Executive Order 11246 of September 24, 1965, and by rules, regulations, and orders of the Secretary of Labor, or pursuant thereto, and will permit access to his books, records, and accounts by the administering agency and the Secretary of Labor for purposes of investigation to ascertain compliance with such rules, regulations, and orders.
- (7) In the event of the contractor's noncompliance with the nondiscrimination clauses of this contract or with any of the said rules, regulations, or orders, this contract may be canceled, terminated, or suspended in whole or in part and the contractor may be declared ineligible for further Government contracts or federally assisted construction contracts in accordance with procedures authorized in Executive Order 11246 of September 24, 1965, and such other sanctions may be imposed and remedies invoked as provided in Executive Order 11246 of September 24, 1965, or by rule, regulation, or order of the Secretary of Labor, or as otherwise provided by law.

- (8) The contractor will include the portion of the sentence immediately preceding paragraph (1) and the provisions of paragraphs (1) through (8) in every subcontract or purchase order unless exempted by rules, regulations, or orders of the Secretary of Labor issued pursuant to section 204 of Executive Order 11246 of September 24, 1965, so that such provisions will be binding upon each subcontractor or vendor. The contractor will take such action with respect to any subcontract or purchase order as the administering agency may direct as a means of enforcing such provisions, including sanctions for noncompliance:

Provided, however, that in the event a contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the administering agency, the contractor may request the United States to enter into such litigation to protect the interests of the United States.

The applicant further agrees that it will be bound by the above equal opportunity clause with respect to its own employment practices when it participates in federally assisted construction work: *Provided*, That if the applicant so participating is a State or local government, the above equal opportunity clause is not applicable to any agency, instrumentality or subdivision of such government which does not participate in work on or under the contract.

The applicant agrees that it will assist and cooperate actively with the administering agency and the Secretary of Labor in obtaining the compliance of contractors and subcontractors with the equal opportunity clause and the rules, regulations, and relevant orders of the Secretary of Labor, that it will furnish the administering agency and the Secretary of Labor such information as they may require for the supervision of such compliance, and that it will otherwise assist the administering agency in the discharge of the agency's primary responsibility for securing compliance.

The applicant further agrees that it will refrain from entering into any contract or contract modification subject to Executive Order 11246 of September 24, 1965, with a contractor debarred from, or who has not demonstrated eligibility for, Government contracts and federally assisted construction contracts pursuant to the Executive Order and will carry out such sanctions and penalties for violation of the equal opportunity clause as may be imposed upon contractors and subcontractors by the administering agency or the Secretary of Labor pursuant to Part II, Subpart D of the Executive Order. In addition, the applicant agrees that if it fails or refuses to comply with these undertakings, the administering agency may take any or all of the following actions: Cancel, terminate, or suspend in whole or in part this grant (contract, loan, insurance, guarantee); refrain from extending any further assistance to the applicant under the program with respect to which the failure or refund occurred until satisfactory assurance of future compliance has been received from such applicant; and refer the case to the Department of Justice for appropriate legal proceedings.

9. Clauses Required by 2 C.F.R. PART 200 APPENDIX II(D)

Required for certain construction contracts over \$2K

- (1) To the extent applicable, all transactions regarding this contract shall be done in compliance with the Davis-Bacon Act (40 U.S.C. 3141- 3144, and 3146-3148) and the requirements of 29 C.F.R. pt. 5. The contractor shall comply with 40 U.S.C. 3141-3144, and 3146-3148 and the requirements of 29 C.F.R. pt. 5 as applicable.
- (2) The contractor shall pay wages to laborers and mechanics at a rate not less than the prevailing wages specified in a wage determination made by the Secretary of Labor.
- (3) The contractor shall pay wages not less than once a week.
- (4) The contractor shall comply with the Copeland Anti-Kickback Act (40 U.S.C. 3145), 18 U.S.C. 874, and the requirements of 29 CFR Part 3 as applicable, which are incorporated by reference into this contract.
- (5) Subcontracts. The contractor or subcontractor shall insert in any subcontracts the clauses of this section and such other clauses as the Department of Education may by appropriate instructions require, and also a clause requiring the subcontractors to include these clauses in any lower tier subcontracts. The prime contractor shall be responsible for the compliance by any subcontractor or lower tier subcontractor with all of these contract clauses.
- (6) Breach. A breach of these contract clauses may be grounds for termination of the contract, and for debarment as a contractor and subcontractor as provided in 29 C.F.R. § 5.12.

10. Rights to Inventions Made Under a Contract or Agreement Clause (2 C.F.R. PART 200 APPENDIX II(F))

The contractor will comply with the requirements of 37 C.F.R. Part 401 (Rights to Inventions Made by Nonprofit Organizations and Small Business Firms Under Government Grants, Contracts and Cooperative Agreements), and any implementing regulations issued by the Department of Education.

11. Access to Records

The following access to records requirements apply to this contract:

- (1) The contractor agrees to provide the County, the Department of Education, the Comptroller General of the United States, or any of their authorized representatives access to any books, documents, papers, and records of the Contractor which are directly pertinent to this contract for the purposes of making audits, examinations, excerpts, and transcriptions.
- (2) The contractor agrees to permit any of the foregoing parties to reproduce by any means whatsoever or to copy excerpts and transcriptions as reasonably needed.

- (3) The contractor agrees to provide the Department of Education or its authorized representatives access to construction or other work sites pertaining to the work being completed under the contract.

12. Department of Education Seal, Logo, and Flags

The contractor shall not use the Department of Education seal(s), logos, crests, or reproductions of flags or likenesses of Department of Education agency officials without specific Department of Education pre-approval.

13. Compliance with Federal Law, Regulations, and Executive Orders

This is an acknowledgement that Department of Education financial assistance will be used to fund all or a portion of the contract. The contractor will comply with all applicable Federal law, regulations, executive orders, and Department of Education policies, procedures, and directives.

14. No Obligation by Federal Government

The Federal Government is not a party to this contract and is not subject to any obligations or liabilities to the non-Federal entity, contractor, or any other party pertaining to any matter resulting from the contract.

15. Program Fraud and False or Fraudulent Statements or Related Acts

The contractor acknowledges that 31 U.S.C. Chap. 38 (Administrative Remedies for False Claims and Statements) applies to the Contractor's actions pertaining to this contract.

ANTI-LOBBYING CERTIFICATION

Byrd Anti-Lobbying Clause (2 C.F.R. PART 200 APPENDIX II(I))

Contractors who apply or bid for an award of \$100,000 or more shall file the required certification. Each tier certifies to the tier above that it will not and has not used Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, officer or employee of Congress, or an employee of a Member of Congress in connection with obtaining any Federal contract, grant, or any other award covered by 31 U.S.C. § 1352. Each tier shall also disclose any lobbying with non-Federal funds that takes place in connection with obtaining any Federal award. Such disclosures are forwarded from tier to tier up to the recipient who in turn will forward the certification(s) to the awarding agency.

Required Certification. If applicable, contractors must sign and submit to the agency the following certification.

The undersigned certifies, to the best of his or her knowledge and belief, that:

No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

The Contractor, certifies or affirms the truthfulness and accuracy of each statement of its certification and disclosure, if any. In addition, the Contractor understands and agrees that the provisions of 31 U.S.C. Chap. 38, Administrative Remedies for False Claims and Statements, apply to this certification and disclosure, if any.



Signature of Contractor's Authorized Official



Name and Title of Contractor's Authorized Official

Printed Name of Offeror
(if different than Representative)

Falcone, Eileen

From: Marcel Monnar <mmonnar@oneononelearning.com>
Sent: Tuesday, August 6, 2024 12:08 PM
To: Falcone, Eileen
Subject: Re: RFP 24-2650-2EMF Tutoring and Extended Day Services

Good afternoon Ms. Falcone,

I hope you have enjoyed your summer!

The price submitted on June 7th is our best and final offer. This price is inclusive of all costs associated with tutoring and there will be no additional costs.



Marcel Monnar, Ed.S. | President
toll-free: (877)-66-LEARN | office: (305) 273-8999
mobile: (305) 282-8036 | fax: (305) 273-8993
oneononelearning.com
f i

Schedule here: <https://go.oncehub.com/MarcelMonnar>

"To educate is to open doors of opportunities for others." - Marcel Monnar

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From: Falcone, Eileen <fal51@henrico.gov>
Sent: Friday, August 2, 2024 2:09 PM
To: Marcel Monnar <mmonnar@oneononelearning.com>
Subject: RE: RFP 24-2650-2EMF Tutoring and Extended Day Services

Good afternoon

The committee has no additional questions. Please confirm if the pricing submitted on June 7th is your best and final pricing. If not you must submit that to me by August 7th.

Eileen M. Falcone, CPPB
Purchasing Manager
804-501-5637
County of Henrico
Division of Purchasing
PO Box 90775

Falcone, Eileen

From: Marcel Monnar <mmonnar@oneononelearning.com>
Sent: Friday, June 7, 2024 9:34 AM
To: Falcone, Eileen
Subject: RE: RFP 24-2650-2EMF Tutoring and Extended Day Services
Attachments: Responses to Follow-up Questions.pdf; Henrico - Cost Proposal.pdf

Good morning Ms. Falcone,

Thank you for speaking with me this morning and for clarifying my question. Attached are our responses to your requests. Please let me know if there is anything else you need from us at this time.

Have a great weekend!



Marcel Monnar, Ed.S. | President
toll-free: (877)-66-LEARN | office: (305) 273-8999
mobile: (305) 282-8036 | fax: (305) 273-8993
oneononelearning.com
f o

Schedule here: <https://go.oncehub.com/MarcelMonnar>

"To educate is to open doors of opportunities for others." - Marcel Monnar

The information contained in this email message is intended only for use of the individual or entity named above. Any dissemination, distribution or copying of this communication is prohibited. If you have received this communication in error, immediately notify me and destroy the original message.

From: Falcone, Eileen <fal51@henrico.us>
Sent: Thursday, June 6, 2024 11:19 AM
To: Marcel Monnar <mmonnar@oneononelearning.com>
Subject: RFP 24-2650-2EMF Tutoring and Extended Day Services

Good morning.

Please see the attached letter and follow up questions. Responses are due June 11, 2024 via email.

Thank you

PLEASE ACKNOWLEDGE RECEIPT OF THIS EMAIL.

Eileen M. Falcone, CPPB
Purchasing Manager
804-501-5637

*County of Henrico
Division of Purchasing
PO Box 90775
8600 Staples Mill Road
Henrico, VA 23273-0775*



Starting July 1, 2024, all communications coming from Henrico County general government employees will be from an @henrico.gov domain. Please ensure you update your contact information



COMMONWEALTH OF VIRGINIA
County of Henrico

DEPARTMENT OF FINANCE
Purchasing Division

June 6, 2024

Mr. Marcel Monnar
One on One Learning, Corp.
8900 SW 117 Ave C-103,
Miami, FL 33186
MMonnar@oneononelearning.com

RE: RFP 24-2650-2EMF Tutoring and Extended Day Services

Dear Mr. Monnar

This letter is to inform you that your firm has been selected to enter into negotiations for the above referenced solicitation.

To begin this process, please submit the following items:

1. Responses to attached questions for clarification.
2. Pricing – Resubmit your pricing for services requested in this RFP.

Please provide the above items 5:00 p.m. on June 11, 2024. A response via email attachment is sufficient.

If you have any questions, please contact me at 804-501-5637 or fal51@henrico.us.

Sincerely,

Eileen M. Falcone

Eileen M. Falcone, CPPB
Purchasing Manager

RFP 24-2650-2EMF
Tutoring and Extended Day Services
Questions for Clarification
One on One Learning
June 6, 2024

1. If your firm is using your own curriculum and it is not on the VDOE VLA approved list, will your firm incur the cost to purchase one on the approved list?
 - a. Yes, our firm will incur the cost of any curriculum used to provide tutoring services. Our fee is inclusive of all costs associated with the implementation of tutoring.
2. Can the elementary sessions be modified to 35-minute sessions instead of 45- minute sessions?
 - a. Yes
3. Is there a reporting toll that can be used to provide teachers with student progress and work assignments rather than tutors having to meet with the teachers?
 - a. Yes, we provide progress reports and activity logs that can placed in a teacher mailbox or can be submitted electronically. Our purpose, method and frequency of communication with teachers and admin is established with each school prior to commencement of tutoring. This will allow each school to determine the most effective way to communicate for them and to ensure it does not infringe on their schedule.
4. Provide any Terms of Use and Privacy Agreements link and a Word Version for review.
 - a. As per your direction, this question does not apply to us since we provide services in-person.



Pricing / Cost Proposal

One on One Learning’s tutoring programs operate on a transparent and all-inclusive fee structure of \$71.75 per hour. This comprehensive rate encompasses all costs associated with delivering high-quality tutoring services, ensuring that there are no hidden fees or additional charges for the district to worry about. Included in this rate are the costs of tutor compensation, instructional materials, administrative expenses, and all other operational costs. We believe in providing a direct hassle-free pricing model that prioritizes the educational needs of our students. With our all-inclusive fee structure, districts and schools can confidently invest in our tutoring services knowing that they are receiving exceptional value and dedicated support to help students achieve academic success.

Tutoring Services Rate
\$71.75 per hour



8900 SW 117th Ave, Miami, FL 33186
(305) 273-8999
www.oneononelearning.com

**Response For Proposal –
Tutoring and Extended Day Services**

Henrico County Public Schools
Attn: Eileen M. Falcone, Assistant Division Director

April 9, 2024

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**Tab 1. –
Introduction and Signed Forms**



TOLL-FREE: (877) 66-LEARN · OFFICE: (305) 273-8999 · FAX: (305) 273-8993
8900 SW 117 AVE, C-103 MIAMI, FL 33186

April 5, 2024

Eileen M. Falcone, Assistant Division Director
Purchasing Division
Commonwealth of Virginia, County of Henrico
8600 Staples Mill Road
P.O. Box 90775
Henrico, VA 23273-0775

Subject: Response For Proposal for Tutoring and Extended Day Services

Dear Ms. Falcone,

One on One Learning, Corp. is pleased to submit ***The One on One Learning G.A.I.N.S. Instructional Supports Program*** ("The GAINS Program") in response to *RFP for Tutoring and Extended Day Services*. Since the year 2000, One on One Learning has amassed substantial knowledge and expertise from partnering with multiple states, government agencies, school districts, private schools, tribes, and families to provide tutoring, coaching, mentoring services, and an array of other educational supports for K-12 students and beyond. Through the years, we have maintained a strong core staff, both instructional and administrative, that allows programs to be implemented without compromising quality. Our partnerships with hundreds of educational agencies and families facilitate the delivery of high quality instruction through supplemental services that address the educational needs of eligible students. Our extensive experience has enabled us to fully understand and appreciate the requirements and expectations set forth under the above-referenced RFP. We trust that you will find the instructional services proposed in this response to not only meet the requirements outlined in this solicitation but that they will exceed the Henrico County Public Schools' expectations for the students' academic success.

For more than two decades we have earned – and maintained – a reputation as a premier provider of custom educational services that complement a variety of learning styles and needs. For the past 24 years, our instructional services have produced verifiable academic achievement for more than 93% of the over 110,000 students served, regardless of age, grade level, home environment, cultural factors, disability, or English language proficiency. Based on a national, five-year trend analysis of participating students, One on One Learning has documented average annual learning gains of 14% in reading fluency, 19% in reading comprehension, 22% in mathematics applications and 21% in mathematics computation. Furthermore, a recent third-party evaluation found One on One Learning's tutoring





TOLL-FREE: (877) 66-LEARN · OFFICE: (305) 273-8999 · FAX: (305) 273-8993
8900 SW 117 AVE, C-103 MIAMI, FL 33186

program to meet the threshold of evidence for *Tier 3: Promising Evidence under ESSA* as defined by What Works Clearinghouse.


Presently, we provide individualized academic support for students, their families, and educational professionals in over 20 states, including a strong presence in large urban school districts in Arizona, Arkansas, California, Colorado, Hawaii, Louisiana, Nevada, Ohio, Pennsylvania, South Carolina, Tennessee, Texas, and Wisconsin. Our educational programs include reading and mathematics intervention for students in grades K-12 via small group instruction before, during, and after school, on Saturdays, and during school breaks; professional development opportunities that increase the knowledge and skills of administrators, educators and staff; and meaningful parent engagement activities that promote student achievement and recognize their talents and skills as resources to promote their children's educational development. As a result, we have gained substantial knowledge of working with school youth, their teachers, and their families. Thus, we are confident in our ability to offer a quality high impact tutoring and extended day services program, tailored specifically for Henrico County School District's diverse needs, that will increase the academic achievement of participating students on standardized assessments while attaining proficiency in the *Virginia Standards of Learning* (SOL).

Headquartered in Miami, Florida, since its inception, One on One Learning employs more than 1,500 instructional staff each year. Our certified teachers and highly qualified, professional staff provide tailored instruction and behavioral interventions through an innovative approach predicated on individualization and quality. By providing flexible programming and personalized instruction we are able to identify students' unique learning challenges and create effective, multifaceted education plans. Our flexible and culturally sensitive approach helps to provide the highest quality academic assistance to all students and their families so that they may reach their fullest potential in a global society.

One on One Learning is a nationally certified Minority Business Enterprise (MBE), a Small Business Enterprise (SBE), and a Disadvantage Business Enterprise (DBE). One on One Learning is also accredited by Cognia and recognized across the nation as a quality education provider. We have never been party to a civil litigation, settlement, arbitration, or proceeding, nor have we ever been debarred or had a contract terminated early.

On behalf of One on One Learning, thank you for giving us the opportunity to respond to *RFP for Tutoring and Extended Day Services* and we look forward to a mutually rewarding partnership.

Sincerely,



Marcel Monnar, Ed. D

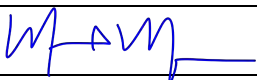


ATTACHMENT A PROPOSAL SIGNATURE SHEET

My signature certifies that the proposal as submitted complies with all requirements specified in this Request for Proposal (“RFP”) No. **24-2650-2EMF Tutoring and Extended Day Services for County of Henrico Public Schools** .

My signature also certifies that by submitting a proposal in response to this RFP, the Offeror represents that in the preparation and submission of this proposal, the Offeror did not, either directly or indirectly, enter into any combination or arrangement with any person or business entity, or enter into any agreement, participate in any collusion, or otherwise take any action in the restraining of free, competitive bidding in violation of the Sherman Act (15 U.S.C. Section 1) or Sections 59.1-9.1 through 59.1-9.17 or Sections 59.1-68.6 through 59.1-68.8 of the Code of Virginia.

I hereby certify that I am authorized to sign as a legal representative for the business entity submitting this proposal.

LEGAL NAME OF OFFEROR (DO <u>NOT</u> USE TRADE NAME):	One on One Learning, Corp.
ADDRESS:	8900 SW 117 Ave C-103, Miami, FL 33186
FEDERAL ID NO:	05-0530715
SIGNATURE:	
NAME OF PERSON SIGNING (PRINT):	Marcel Monnar
TITLE:	President
TELEPHONE:	305-273-8999
FAX:	305-273-8993
EMAIL ADDRESS:	MMonnar@oneononelearning.com
DATE:	04/02/2024

ATTACHMENT B BUSINESS CATEGORY CLASSIFICATION FORM

Company Legal Name: One on One Learning, Corp

This form completed by: Signature: [Signature] Title: President

Date: 04/02/2024

PLEASE SPECIFY YOUR **BUSINESS CATEGORY** BY CHECKING THE APPROPRIATE BOX(ES) BELOW.

(Check all that apply.)

- ☒ SMALL BUSINESS
- ☐ WOMEN-OWNED BUSINESS
- ☒ MINORITY-OWNED BUSINESS
- ☐ SERVICE-DISABLED VETERAN
- ☐ EMPLOYMENT SERVICES ORGANIZATION
- ☐ NON-SWaM (Not Small, Women-owned or Minority-owned)

SUPPLIER REGISTRATION – The County of Henrico encourages all suppliers interested in doing business with the County to register with eVA, the Commonwealth of Virginia's electronic procurement portal, <http://eva.virginia.gov>.

eVA Registered? ☒ Yes ☐ No

If certified by the Virginia Minority Business Enterprises (DMBE), provide DMBE certification number and expiration date.

_____ NUMBER

_____ DATE

DEFINITIONS

For the purpose of determining the appropriate business category, the following definitions apply:

"Small business" means a business, independently owned and controlled by one or more individuals who are U.S. citizens or legal resident aliens, and together with affiliates, has 250 or fewer employees, or annual gross receipts of \$10 million or less averaged over the previous three years. One or more of the individual owners shall control both the management and daily business operations of the small business.

"Women-owned business" means a business that is at least 51 percent owned by one or more women who are U.S. citizens or legal resident aliens, or in the case of a corporation, partnership, or limited liability company or other entity, at least 51 percent of the equity ownership interest is owned by one or more women who are U.S. citizens or legal resident aliens, and both the management and daily business operations are controlled by one or more women.

"Minority-owned business" means a business that is at least 51 percent owned by one or more minority individuals who are U.S. citizens or legal resident aliens, or in the case of a corporation, partnership, or limited liability company or other entity, at least 51 percent of the equity ownership interest in the corporation, partnership, or limited liability company or other entity is owned by one or more minority individuals who are U.S. citizens or legal resident aliens, and both the management and daily business operations are controlled by one or more minority individuals.

"Minority individual" means an individual who is a citizen of the United States or a legal resident alien and who satisfies one or more of the following definitions:

1. "African American" means a person having origins in any of the original peoples of Africa and who is regarded as such by the community of which this person claims to be a part.
2. "Asian American" means a person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands, including but not limited to Japan, China, Vietnam, Samoa, Laos, Cambodia, Taiwan, Northern Mariana Islands, the Philippines, a U.S. territory of the Pacific, India, Pakistan, Bangladesh, or Sri Lanka and who is regarded as such by the community of which this person claims to be a part.
3. "Hispanic American" means a person having origins in any of the Spanish-speaking peoples of Mexico, South or Central America, or the Caribbean Islands or other Spanish or Portuguese cultures and who is regarded as such by the community of which this person claims to be a part.
4. "Native American" means a person having origins in any of the original peoples of North America and who is regarded as such by the community of which this person claims to be a part or who is recognized by a tribal organization.

"Service disabled veteran business" means a business that is at least 51 percent owned by one or more service disabled veterans or, in the case of a corporation, partnership, or limited liability company or other entity, at least 51 percent of the equity ownership interest in the corporation, partnership, or limited liability company or other entity is owned by one or more individuals who are service disabled veterans and both the management and daily business operations are controlled by one or more individuals who are service disabled veterans.

"Service disabled veteran" means a veteran who (i) served on active duty in the United States military ground, naval, or air service, (ii) was discharged or released under conditions other than dishonorable, and (iii) has a service-connected disability rating fixed by the United States Department of Veterans Affairs.

"Employment services organization" means an organization that provides community-based employment services to individuals with disabilities that is an approved Commission on Accreditation of Rehabilitation Facilities (CARF) accredited vendor of the Department of Aging and Rehabilitative Services.

ATTACHMENT C
Virginia State Corporation Commission (SCC)
Registration Information

The Offeror:

☐ is a corporation or other business entity with the following SCC identification number:
_____ **-OR-**

☐ is not a corporation, limited liability company, limited partnership, registered limited liability partnership, or business trust **-OR-**

☐ is an out-of-state business entity that does not regularly and continuously maintain as part of its ordinary and customary business any employees, agents, offices, facilities, or inventories in Virginia (not counting any employees or agents in Virginia who merely solicit orders that require acceptance outside Virginia before they become contracts, and not counting any incidental presence of the Bidder in Virginia that is needed in order to assemble, maintain, and repair goods in accordance with the contracts by which such goods were sold and shipped into Virginia from Bidder's out-of-state location) **-OR-**

☐ is an out-of-state business entity that is including with this bid/proposal an opinion of legal counsel which accurately and completely discloses the undersigned Bidder's current contracts with Virginia and describes why those contracts do not constitute the transaction of business in Virginia within the meaning of §13.1-757 or other similar provisions in Titles 13.1 or 50 of the Code of Virginia.

Please check the following box if you have not checked any of the foregoing options but currently have pending before the SCC an application for authority to transact business in the Commonwealth of Virginia and wish to be considered for a waiver to allow you to submit the SCC identification number after the due date for bids: ☒

ATTACHMENT D
PROPRIETARY/CONFIDENTIAL INFORMATION IDENTIFICATION

NAME OF OFFEROR: One on One Learning, Corp.

Trade secrets or proprietary information submitted by an Offeror shall not be subject to public disclosure under the Virginia Freedom of Information Act; however, the Offeror must invoke the protections of Va. Code § 2.2-4342(F) in writing, either before or at the time the data or other materials are submitted. The Offeror must specifically identify the data or materials to be protected including the section(s) of the proposal in which it is contained and the pages numbers, and state the reasons why protection is necessary. A summary of trade secrets and proprietary information submitted shall be submitted on this form. The proprietary or trade secret material submitted must be identified by some distinct method such as highlighting or underlining and must indicate only the specific words, figures, or paragraphs that constitute trade secret or proprietary information. Va. Code § 2.2-4342(F) prohibits an Offeror from classifying an entire proposal, any portion of a proposal that does not contain trade secrets or proprietary information, line item prices, or total proposal prices as proprietary or trade secrets. If, after being given reasonable time, the Offeror refuses to withdraw such classification(s), the proposal will be rejected.

SECTION/TITLE	PAGE NUMBER(S)	REASON(S) FOR WITHHOLDING FROM DISCLOSURE
N/A		

ATTACHMENT F

DIRECT CONTACT WITH STUDENTS

Name of Offeror: One on One Learning, Corp.

Pursuant to Va. Code § 22.1-296.1(E), as a condition of awarding a contract for the provision of services that require the contractor or employees of the contractor to have direct contact with students on school property during regular school hours or during school-sponsored activities, the contractor shall provide certification of whether any individual who will provide such services has been convicted of any violent felony set forth in the definition of barrier crime in subsection A of Va. Code § 19.2-392.02; any offense involving the sexual molestation, physical or sexual abuse, or rape of a child, or the solicitation of any such offense; or any crime of moral turpitude.

Any individual making a materially false statement regarding any such offense is guilty of a Class 1 misdemeanor and, upon conviction, the fact of such conviction is grounds for the revocation of the contract to provide such services and, when relevant, the revocation of any license required to provide such services. School boards shall not be liable for materially false statements regarding the certifications required by Va. Code § 22.1-296.1(E),.

Va. Code § 22.1-296.1(E), shall not apply to a contractor or his employees providing services to a school division in an emergency or exceptional situation, such as when student health or safety is endangered or when repairs are needed on an urgent basis to ensure that school facilities are safe and habitable, when it is reasonably anticipated that the contractor or his employees will have no direct contact with students.

For purposes of this certification, “services” means any work performed by an independent contractor wherein the service rendered does not consist primarily of acquisition of equipment or materials, or the rental of equipment, materials and supplies.

The contractor is responsible for affirming certification information for his subcontractors.

Pursuant to Va. Code § 22.1-296.1(F), no school board shall award a contract for the provision of services that require the contractor or his employees to have direct contact with students on school property during regular school hours or during school-sponsored activities when any individual who provides such services has been convicted of any violent felony set forth in the definition of barrier crime in subsection A of § 19.2-392.02 or any offense involving the sexual molestation, physical or sexual abuse, or rape of a child, or the solicitation of any such offense.

Pursuant to Va. Code § 22.1-296.1(G), any school board may award a contract for the provision of services that require the contractor or his employees to have direct contact with students on school property during regular school hours or during school-sponsored activities when any individual who provides such services has been convicted of any felony or crime of moral turpitude that is not set forth in the definition of barrier crime in subsection A of § 19.2-392.02 and does not involve the sexual molestation, physical or sexual abuse, or rape of a child, or the solicitation of any such offense, provided that in the case of a felony conviction, such individual has had his civil rights restored by the Governor.

As part of this submission, the contractor certifies the following:

- ☒ **None of the individuals who will be providing services that require direct contact with students on school property during regular school hours or during school-sponsored activities have been convicted of a violent felony set forth in the definition of “barrier**

crime” in Va. Code § 19.2-392.02(A) or an offense involving the sexual molestation, physical or sexual abuse, or rape of a child, or the solicitation of any such offense;

And (select one of the following)

☒ None of the individuals who will be providing services that require direct contact with students on school property during regular school hours or during school-sponsored activities have been convicted of any felony or any crime of moral turpitude.

or

☐ One or more individuals who will be providing services that require direct contact with students on school property during regular school hours or during school-sponsored activities has been convicted of a felony or crime of moral turpitude that is not set forth in the definition of “barrier crime” in Va. Code § 19.2-392.02(A) and does not involve the sexual molestation, physical or sexual abuse, or rape of a child, or the solicitation of any such offense. (In the case of a felony conviction meeting these criteria, the contractor must submit evidence that the Governor has restored the individual’s civil rights.).



Signature of Authorized Representative

Marcel Monnar

Printed Name of Authorized Representative

One on One Learning, Corp.

*Printed Name of Vendor
(if different than Representative)*



DEPARTMENT OF FINANCE
Oscar Knott, CPP, CPPO, VCO
Purchasing Director

Addendum No. 1

Date: March 26, 2024
Request for Proposal: #24-2650-2EMF Tutoring and Extended Day Services for County of Henrico Public Schools
Receipt Date/Time: April 5, 2024; 2:00 p.m.
Subject: Multiple Awards

Ladies/Gentlemen,

Please make the following corrections, deletions and/or additions to the above referenced IFB:

Sec.VIII.B – Proposal Evaluation/Selection Process – add the following sentence to.

“The County reserves the rights to award this contract to multiple Offerors.”

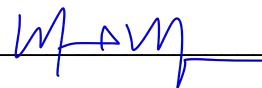
All other specifications and General Terms and Conditions shall remain the same.

Bidders must take due notice and be governed accordingly. Failure to acknowledge this addendum may result in your bid being declared non-responsive.

Questions and Answers on following pages.

Sincerely,
Eileen M. Falcone
Assistant Division Director
Fal51@henrico.us

ACKNOWLEDGEMENT:

Signature: 
Print Name: Marcel Monnar
Company: One on One Learning, Corp.
Date: 04/02/2024



Tab 2. – Statement of Scope



Statement of the Scope

One on One Learning, Corp. (hereinafter “Proposer”) was founded in 2000 with the goal of offering high-quality academic assistance and individualized instruction for at-risk students and their families. Through long-term partnerships with multiple states, school districts, public and private schools, and families, the Proposer has amassed substantial knowledge and expertise providing tailored academic support to thousands of students across the United States, including low socio-economic, at-risk, homeless, limited-English Speaking, learning disabled, and disadvantaged youth from diverse backgrounds. Underpinning the delivery of these services is a team of uniquely qualified and diverse professionals with expertise in curriculum, pedagogy, counseling, educational leadership, English Language Learners, and Students with Disabilities.

One on One Learning shares Henrico County Public Schools’ (hereinafter “HCPS” or “District”) vision of equity and continuous growth for all students by embedding extra help during the school day through targeted small group instruction, and offering opportunities for academic recovery outside the school day, such as Saturdays and during the summer. ***The One on One Learning GAINS Instructional Support Program*** (“***The GAINS Program***”) – ***G***row, ***A***ccelerate, ***I***ndividualize, ***N***urture, ***S***ustain – is the Proposer’s high-dosage tutoring program. It is proven to accelerate student learning by producing demonstrable academic achievement and better outcomes for students regardless of age, grade level, home environment, cultural factors, disability, or English language proficiency.

One on One Learning supports the District’s efforts for continual academic improvement by providing a tutoring and extended day services program that is tailored to meet each student’s needs and academic deficiencies. As an experienced and approved multi-state provider of instructional support services throughout the nation, **One on One Learning** understands the requirements of this RFP and commits to meeting all contractor responsibilities, direct instructional personnel (tutor) qualifications, reporting requirements, and deliverables as follows:

- Through ***The GAINS Program***, the Proposer provides tailored, high dosage tutoring services delivered by certified teachers or by tutors with the appropriate experience and educational degrees and/or credentials (i.e., bachelor’s degree).
- High dosage tutoring will be available to identified students in English Language Arts (Grades 3-11), Mathematics (Algebra I for Grades 3-8), Science (Grade 5), Science and Earth Science (Biology, Grade 8), and/or any other subjects identified through consultation with school and District personnel.
- **One on One Learning** employs tutors who have demonstrated mastery in the science of reading, literacy, mathematics, and science instruction for students in grades K-12. Tutor résumés will be provided to HCPS in order to review/verify qualifications and approve placement. The same practice will be employed if/when a tutor needs to be replaced.

- Curriculum is research-based, fully aligned to *Virginia Standards of Learning* (SOL) and SOL assessments, and selected based on students' test results and identified needs.
- Lessons are skill-based, and, through the use of standards-alignment, also target specific grade-level academic skills that may require remediation or reinforcement.
- Academic tutoring is delivered in-person, one-on-one, or in small groups of a minimum of three (3) students per group, not to exceed a 1:5 tutor-to-student ratio. These ratios are maintained throughout the term of the contract, with no waitlist to ensure equitable services to all identified HCPS school students.
- Tutoring will take place at the school site during regular school hours (8:00 am – 4:00 pm) primarily through a “push-in” model, although students may be tutored outside the classroom.
- Extended day services will be available after school, on Saturdays, and/or during summer school.
- **One on One Learning's** tutoring schedules, including tutor assignments, remain firm throughout the school year, but the effectiveness of the tutoring services is monitored regularly. Tutoring schedules are sometimes revised to modify instruction, intensity, or tutor assignment, if or when needed.
- All participating students are assessed (i.e., diagnostic tests, instructional materials, assessment reports, pre- and post-test) to determine appropriate tutoring services and to match instructor experience with student, parent and/or teacher needs.
- **One on One Learning** regularly administers formative, interim, and summative assessments so tutors may group students according to skill level, tailor their instruction, as needed, and collect evidence of students' achievement gains.
- Individual Learning Plans (ILPs) will be developed for each HCSD student who participates in *The GAINS Program*. ILPs will be in place by October 1st of each contract year, and will include student achievement data from SOL scores, grades, MAPs, and/or other test scores provided by the District.
- At a minimum, participating HCPS students will receive 30-60 minutes of tutoring two (2) to three (3) times a week.
- The length, duration, and frequency of tutoring sessions will vary depending on content area, students' age/grade level, and learning needs, inclusive of special education and/or English language learner designation.
- **One on One Learning** uses a variety of State-adopted and/or research proven instructional materials that support special education students and that can be matched to their specific needs. Additionally, the Proposer provides accessible versions of instructional materials to students including braille, large print, audio, and digital.
- Tutors working with identified students with disabilities and/or students covered under Section 504 receive additional instruction in special education strategies.



One on One Learning provides a comprehensive tutoring program with necessary accommodations, consistent with a student's individualized education program under Section 614 of the Individuals with Disabilities Education Act (IDEA), or a student's individualized services under Section 504.

- The Proposer's tutors and staff are also culturally and linguistically responsive to ensure that students in their care receive the social, emotional, and mental health support necessary to meet their academic needs.
- **One on One Learning** supervises and supports programs throughout their duration. At a minimum, the Proposer monitors programs and staff every two (2) weeks, through school visits. Program monitoring includes observing tutor interaction with students, implementation of curriculum, student response to program, ensuring all necessary documentation is in place, and speaking with teachers and administrative staff at the schools.
- **One on One Learning** is in constant communication with public school personnel and participating students' parents, if appropriate, to address problem solving, identify needed resources, and monitor the effectiveness and impact of the prescribed tutoring program and instructional accommodations.
- **One on One Learning** schedules parent/family engagement activities that promote student achievement and academic development.
- The Proposer collects classroom-level data to demonstrate the participating students' academic progress.
- **One on One Learning** will submit all required documentation to the District designee and school principal. Program documentation will include weekly tutoring updates, monthly attendance records, quarterly progress reports, an end of year program report to the principal of the schools where *The GAINS Program* was delivered, and a consolidated report to HCPS' Director of School Quality and the Director of Funding by August 1st of each contract year. The consolidated report will include student data to demonstrate participating students' improved achievement, test scores, and programmatic recommendations for the next contract year.
- **One on One Learning** will submit itemized monthly invoices to HCPS that include the date of service, number of hours, and location of services provided along with the number of students served.

One on One Learning hereby assures HCPS that all administrative and instructional staff tasked with delivering *The GAINS Program* will have the required qualifications, certifications, and training appropriate for their role and function within the company.



**Tab 3. –
Default, Termination and Barred Certification Statement**



Default, Termination and Barred Certification Statement

One on One Learning hereby attests that throughout the organization's 24 year history, it has never defaulted on any type of government contract, nor has the government terminated a contract with the Proposer for cause. **One on One Learning** further assures HCPS that neither the organization nor its sole owner, Mr. Marcel Monnar, has ever been barred from participating in federal, state, or local government procurements.



**Tab 4. –
Experience and Qualifications**



Experience and Qualifications

Specializing in improving students’ cognitive abilities and nurturing their love of learning, **One on One Learning** is a trusted and reliable educational services organization by partnering with states, school districts, private schools, and families to provide individualized educational services. For the past 24 years, the Proposer has helped tens of thousands of students achieve academic success. As a result, students and their parents/caregivers report many positive outcomes, some of which include:

- Improved self-esteem/confidence through resources and skills needed to excel in school;
- Personal growth, independence, and responsibility;
- Increased competence and successful management of their schoolwork;
- Students’ self-paced and self-directed learning;
- Improved study habits that will prepare them for success in and out of school; and
- Improved social and behavioral skills as they become better communicators.

The following (**Chart 1**) summarizes the array of services and interventions provided on a national level through **One on One Learning**.

Chart 1: One on One Learning Program Services

Program Services	
Diagnostic Tutoring	Designed to narrow a student’s learning gap and help the student reach his or her appropriate achievement level by developing and implementing an individualized learning program that meets his or her unique needs. This may include remedial, skill-based, or specific test-geared tutoring.
Federally Funded Programs	Includes services under Titles I, II, III, IV and IX, which directly support students, families and teachers at private schools served by Local Educational Agencies (LEAs) in alignment with the ESEA (as amended by ESSA) mandates, including tutoring, counseling, mentoring, parenting, and professional development.
Counseling Services	Provide counseling programs that address how social and personal adjustment, educational and career planning, and human growth and development enhance learning.
Mentoring Services	Designed to emphasize academic and non-academic goals, such as personal growth, artistic expression, future planning and goal setting, and social-emotional development. Services are delivered through group, peer or e-mentoring depending on the number of students, their location, age, grade level, and identified needs.
Summer Learning Program	Ensures that students do not fall behind academically over the summer, while being engaged and enriching their academic skills.
Foster Youth Services	In-home tutoring services to foster youth who reside in licensed children institutions or group homes, certified family agency homes, licensed foster family homes, or court-specified homes. Tutoring services are provided in any subject or class identified on the referral form and may be diagnostic or homework help.
Probationary Youth Tutoring	Provide one-on-one tutoring services to youth either as part of their Probation Case Plan or as an intervention for pre-delinquent youths identified by the probation officer. Tutoring services are provided in all content areas subjects.

One on One Learning has collected data that demonstrate *The GAINS Program* is effective in improving aggregate student achievement as depicted in **Chart 2**, which represents a culturally diverse population of more than 9,300 students tutored across eight years.

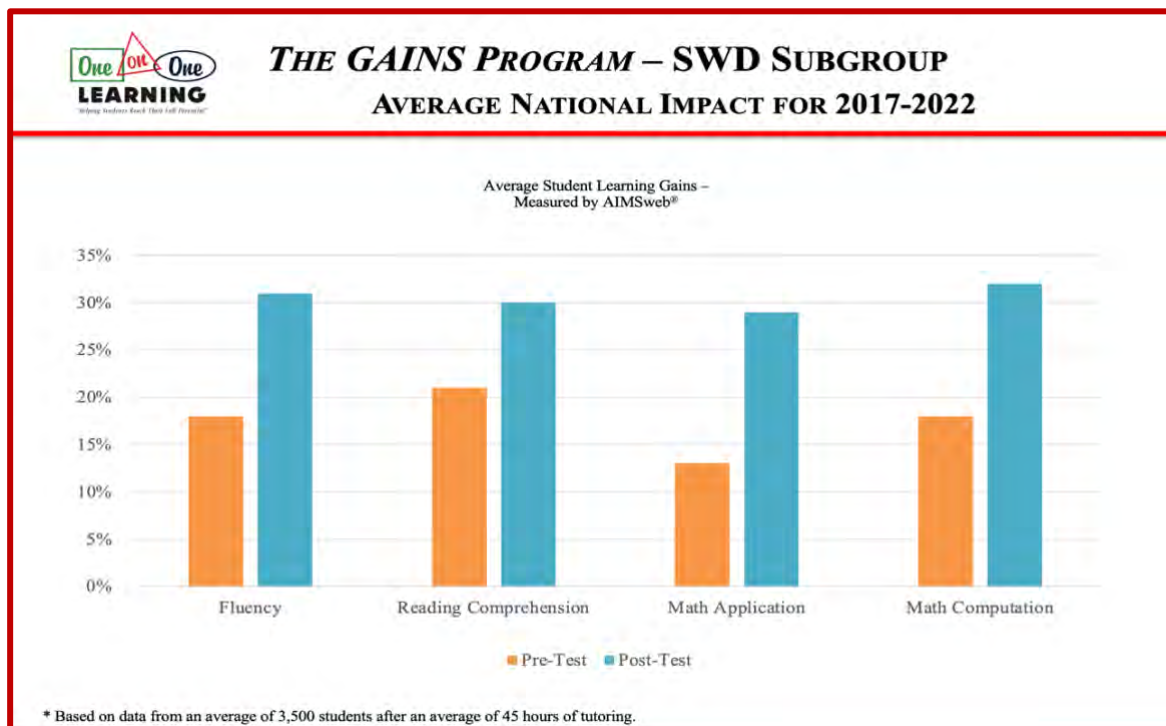
Chart 2: 2nd – 12th Grade Assessment Gains

Nationwide Data Trends																
	2015 - 2016		2016-2017		2017-2018		2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test
Fluency	30%	43%	30%	47%	36%	47%	38%	57%			31%	50%	26%	43%	29%	43%
Reading Comprehension	24%	39%	23%	40%	25%	38%	31%	55%			31%	51%	22%	38%	20%	36%
Math Application	21%	39%	17%	38%	22%	36%	21%	49%			15%	35%	16%	28%	18%	30%
Math Computation	35%	51%	31%	51%	32%	48%	39%	67%			22%	43%	20%	38%	25%	40%
# of Students	6,800		7,437		7,745		8,085		*See below		8,686		7,258		9,368	

(* Due to the COVID-19 pandemic, data for the 2019-2020 school year is limited and not suitable for comparison as pre-tests were administered in person to participating students while post-test administration was conducted online.)

One on One Learning's data-driven approach to program monitoring has substantiated significant gains across all student subgroups especially in the critical, foundation subjects of reading and mathematics (**Chart 3**).

Chart 3: The GAINS Program Average National Impact – SWD Subgroup (2017-2022)



Continual data analysis of student performance, combined with multiple curricular options, allows instructors to modify content as needed to optimize instruction (**Charts 4-5**). (Data for the 2019-2020 school year is not suitable for comparison as pre-tests were administered in

person to participating students while post-test administration was conducted online due to the pandemic.)

Chart 4: The GAINS Program Average Student Learning Gains (2015-2022)

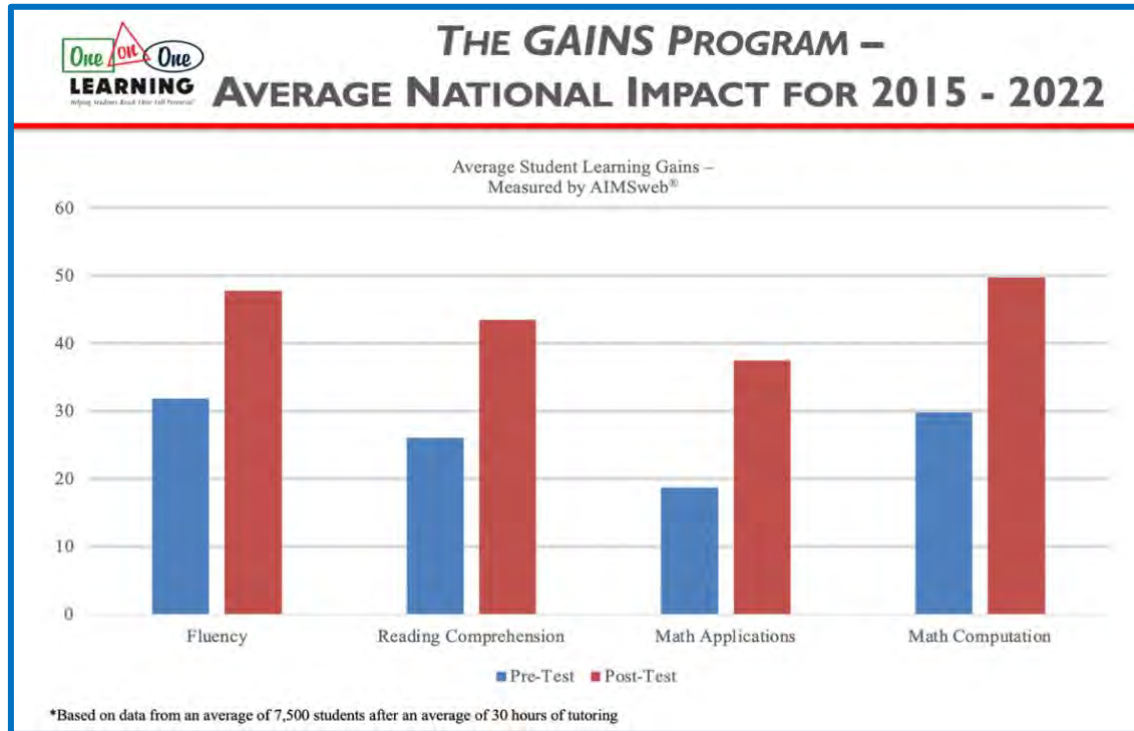
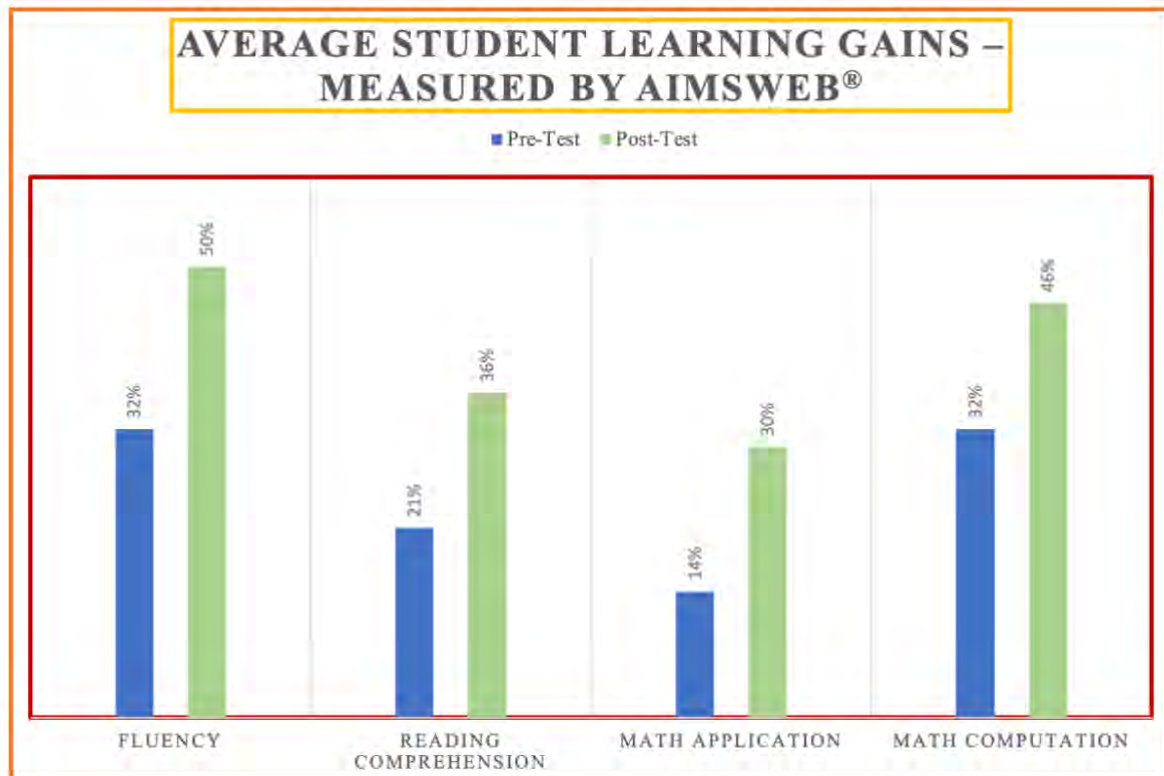


Chart 5: The GAINS Program Average Impact (2022-2023)





A recent third-party evaluation found **One on One Learning's** tutoring program to meet the threshold of evidence for *Tier 3: Promising Evidence under ESSA* as defined by What Works Clearinghouse. The Proposer's tutoring program served approximately 1,680 students during the 2019 school year. Of the students with complete data, 77% were in elementary grades (1st through 5th grades) and the remaining students were in secondary grades (6th through 12th grades). All students in the evaluation sample received group tutorial, and the vast majority (98%) received tutorial in both reading and mathematics. The remaining students received tutorial in reading only.

Upon evaluation of the Proposer's tutoring program and its direct impact on student's academic achievement, it was concluded that students in elementary grades saw a 23 percent gain in reading comprehension and a 32 percent gain in math comprehension after receiving 25 – 75 hours of tutoring. Further, students in secondary grades saw a two percent gain in reading comprehension and a four percent gain in math comprehension when receiving the same number of tutoring hours. Findings from a moderation analysis conducted to determine whether the correlational effects of the tutoring program vary by student characteristics (i.e., black students vs. Latino students, males vs. females, elementary vs. secondary grades) suggest that the Proposer's tutoring program is equally beneficial for students regardless of demographic characteristics. A copy of the evaluation report is available in **Appendix A**. **One on One Learning** has contracted with the *edu.solve* research company to collect and evaluate recent student data and determine if the Proposer's academic programs meet threshold of evidence for *Tier 2: Moderate Evidence under ESSA*.

- **References**

Since 2000, **One on One Learning** has provided high impact tutoring, counseling, mentoring, coaching, and a broad collection of instructional services for more than 110,000 students throughout the United States. The Proposer has maintained excellent working relationships with many districts and states as an instructional service provider. Below are five (5) of the many educational entities with whom **One on One Learning** has partnered, along with a description of the services provided, and each organization's contact information. **One on One Learning** encourages HCPS to contact any of the Proposer's references to inquire about past or current collaborations.



Miami-Dade County Public Schools, Florida

Contact Person: Yodislen Martinez, District Title I Supervisor

Address: 1450 NE 2nd Ave. Suite 500, Miami, FL 33132

Telephone Number: 305-258-4115

Email Address: yodimartinez@dadeschools.net

Period of Engagement: 2009 – Present

One on One Learning's experience providing services in urban settings can be further demonstrated by its work in Miami-Dade County Public Schools, which is the 4th largest school district in the nation. For the past 15 years, the Proposer has delivered non-public instructional services to over 50 eligible private schools in Miami-Dade County, tutoring more than 22,500 students without ever been released by a participating institution. **One on One Learning's** data-driven approach to program monitoring has substantiated significant gains across all student subgroups especially in the critical, foundation subjects of reading and mathematics. Continual data analysis of student performance, combined with multiple curricular options, allows instructors to modify content as needed to optimize instruction.



The School District of Philadelphia, Pennsylvania

Contact Person: Karla Wargo, Director, Non-Public School Programs

Address: 440 N. Broad Street, Philadelphia, PA 19130

Telephone Number: 215-400-5471

Email Address: kmwargo@philasd.org

Period of Engagement: 2018 – Present

One on One Learning is one of the providers of Title I Equitable services to eligible non-public schools. Tutoring is delivered in ELA/Reading and/or Math in small group, online or blended models; before school, after school, pull-out or during the summer. Parent engagement activities for the parents of the participating Title I students are also available to enhance student achievement in areas of reading and/or math.



The School District of Osceola County

Contact Person: Leslie Campbell, Director of Special Programs

Address: 1200 Vermont Avenue, Saint Cloud, FL 34769

Telephone Number: 407-870-4934 ext. 65355

Email Address: Leslie.campbell@osceolaschools.net

Period of Engagement: 2021 – Present

One on One Learning has provided instructional services to public and private schools in The School District of Osceola County since 2021. These supplemental services include reading and mathematics instructional support for students, professional development for teachers and staff, and administrative support for the schools' leadership teams. Learning models include one-on-one or small group student cohorts that do not exceed a 5:1 student-to-tutor ratio. Eligible students receive high dosage tutoring services a minimum of two (2)



times a week. Sessions are between 45 and 90 minutes in length, per day, per subject area, outside core academic subjects.



Lake County Schools, Florida

Contact Person: Naomi VanAmburg, Program Specialist Federal Programs

Address: 2855 Colonial Blvd. Fort Myers, FL 33966

Telephone Number: Telephone: 352-383-0432 Ext. 3

Email Address: VanAmburgN@lake.k12.fl.us

Period of Engagement: 2017 - Present

Since 2017, **One on One Learning** provides supplementary instructional services including, but not limited to reading, mathematics and science to eligible students enrolled at participating nonpublic schools within the District. These services are based upon diagnostic assessment that is used in conjunction with a review of existing assessment data and compared to grade level expectations and past student performance. Through pre-tests, mid-year, and post-tests the Proposer is able to assess individual student performance and identify areas for individual and program growth.



Milwaukee Public Schools

Contact Person: Jasmine Bounds, Tutoring Program Development Specialist

Address: 5225 W. Vliet Street Milwaukee, WI 53208

Telephone Number: 414-475-8347

Email Address: boundsjs@milwaukee.k12.wi.us

Period of Engagement: 2022 – Present

Since 2022, **One on One Learning** provides tutoring and intervention services in reading and/or math to students in grades K-12. Services are provided at 11 schools, in-person, onsite, in small groups. The Proposer also administers diagnostic assessments through pre-tests, mid-year, and post-tests to assess individual student performance and identify areas for individual and program growth. **One on One Learning** develops Individualized Learning Plans (ILPs) for the students based on pre-assessment scores and facilitates professional development for school teachers who work directly with the participating students.

Please refer to **Charts 6-8** for lists of **One on One Learning's** contracts for the past three (3) years. These charts illustrate the Proposer's extensive experience delivering reading and math intervention at both public and private educational organizations.

Chart 6 – One on One Learning List of References (2023 – 2024)

2023-2024 School Year			
School District/County/Organization Contracts	Intended Location of services		
	On-site	In-Home	Online
Arizona Department of Education State Tutoring Fund, Arizona	+		+
Arizona Department of Education Achievmmment Tutoring Program, Arizona	+	+	+
Chandler Unified School District #80, Arizona	+		+
Gilbert Unified School District #41, Arizona	+		+
Mesa Unified School District #4, Arizona	+		+
Tucson Unified School District, Arizona	+		+
Washington Elementary School District, Arizona	+		+
Arkansas Department of Education High-Impact and Literacy Tutoring, Arkansas	+		
Colton Joint Unified School District, California	+		
Ettiawanda Unified School District, California	+		
Fontana Unified School District, California	+		
Long Beach Unified School District, California	+		
Los Angeles Unified School District - Title I Non-Public, California	+		
Los Angeles Unified School District - Title I Public, California	+		
Los Angeles Unified School District - Title IV Non-Public, California	+		
Los Angeles County Office of Education - Probationary and Foster Services, California	+	+	+
Oakland Unified School District - Non-Public, California	+		
Rialto Unified School District, California	+		
Riverside Unified School District, California	+		
San Bernardino County Department of Juvenile Justice, California		+	+
San Bernardino County Department of Children and Family Services, California		+	+
Torres-Martinez Desert Cahuilla Indians - Murrieta, California		+	+
Torres-Martinez Desert Cahuilla Indians - Thermal, California	+	+	+
Torres-Martinez Desert Cahuilla Indians - Palmdale, California	+	+	+
Torres-Martinez Desert Cahuilla Indians - Long Beach, California	+	+	+
Torres-Martinez Desert Cahuilla Indians - Monterey Park, California	+	+	+
Denver Public Schools - Non-Public Sites, Colorado	+		
Denver Public Schools - Public/Charter Sites, Colorado	+		
Jefferson County Public School District, Colorado	+		+
Lake County Public Schools - Non-Public, Florida	+		
Marion County Public Schools, Florida	+		
Miami-Dade County Public Schools - Non-Public, Florida	+		
Miami-Dade County Public Schools - Public, Florida	+		
Osceola County Public Schools - Non-Public, Florida	+		
Osceola County Public Schools - Public, Florida	+		
The School District of Lee County, Florida	+		+
The School District of Manatee County, Florida	+		
The School District of Palm Beach County - Non-Public, Florida	+		
The School District of Palm Beach County - Public, Florida	+		
Hawaii Department of Education, Hawaii	+	+	+
Louisiana Department of Education, Louisiana	+	+	+
Clark County Public Schools, Nevada	+		
School District of Philadelphia, Pennsylvania	+		
Arlington Independent School District, Texas	+		
Milwaukee Public Schools, Wisconsin	+		

Chart 7 – One on One Learning List of References (2022 – 2023)

2022-2023 School Year			
School District/County/Organization Contracts	Intended Location of services		
	On-site	In-Home	Online
Arizona Department of Education State Tutoring Fund, Arizona	+		+
Chandler Unified School District #80, Arizona	+		+
Gilbert Unified School District #41, Arizona	+		+
Mesa Unified School District #4, Arizona	+		+
Tucson Unified School District, Arizona	+		+
Washington Elementary School District, Arizona	+		+
Colton Joint Unified School District, California	+		
Ettiwanda Unified School District, California	+		
Fontana Unified School District, California	+		
Long Beach Unified School District, California	+		
Los Angeles Unified School District - Title I Non-Public, California	+		
Los Angeles Unified School District - Title I Public, California	+		
Los Angeles Unified School District - Title IV Non-Public, California	+		
Los Angeles County Office of Education - Probationary and Foster Services, California		+	+
Oakland Unified School District - Non-Public, California	+		
Rialto Unified School District, California	+		
Riverside Unified School District, California	+		
San Bernardino City Unified School District, California		+	+
San Bernardino County Department of Juvenile Justice, California		+	+
San Bernardino County Department of Children and Family Services, California		+	+
Torres-Martinez Desert Cahuilla Indians - Murrieta, California		+	+
Torres-Martinez Desert Cahuilla Indians - Thermal, California	+	+	+
Torres-Martinez Desert Cahuilla Indians - Palmdale, California	+	+	+
Torres-Martinez Desert Cahuilla Indians - Long Beach, California	+	+	+
Torres-Martinez Desert Cahuilla Indians - San Jacinto, California	+	+	+
Torres-Martinez Desert Cahuilla Indians - Monterey Park, California	+	+	+
Val Verde Unified School District, California	+		
Denver Public Schools - Non-Public Sites, Colorado	+		
Denver Public Schools - Public/Charter Sites, Colorado	+		
Jefferson County Public School District, Colorado	+		+
Lake County Public Schools - Non-Public, Florida	+		
Osceola County Public Schools - Non-Public, Florida	+		
Osceola County Public Schools - Public, Florida	+		
The School District of Palm Beach County, Florida	+		
Pinellas County Public Schools - Non-Public, Florida	+		
Miami-Dade County Public Schools, Florida	+		
The School District of Lee County, Florida	+		+
Hawaii Department of Education, Hawaii	+	+	+
Louisiana Department of Education, Louisiana	+	+	+
Lisbon Local School District, Ohio			+
School District of Philadelphia, Pennsylvania	+		
Arlington Independent School District, Texas	+		
Milwaukee Public Schools, Wisconsin	+		

Chart 8 – One on One Learning List of References (2021-2022)

2021-2022 School Year			
School District/County/Organization Contracts	Intended Location of services		
	On-site	In-Home	Online
Arizona Department of Education State Tutoring Fund, Arizona	+		+
Chandler Unified School District #80, Arizona	+		+
Gilbert Unified School District #41, Arizona	+		+
Mesa Unified School District #4, Arizona	+		+
Tucson Unified School District, Arizona	+		+
Washington Elementary School District, Arizona	+		+
Ettiawanda Unified School District, California	+		
Fontana Unified School District, California	+		
Long Beach Unified School District, California	+		
Los Angeles Unified School District - Title I Non-Public, California	+		
Los Angeles Unified School District - Title IV Non-Public, California	+		
Oakland Unified School District - Non-Public, California	+		
Riverside Unified School District, California	+		
San Bernardino City Unified School District, California		+	+
San Bernardino County Department of Juvenile Justice, California		+	+
San Bernardino County Department of Children and Family Services, California		+	+
Torres-Martinez Desert Cahuilla Indians - Murrieta, California		+	+
Torres-Martinez Desert Cahuilla Indians - Thermal, California	+	+	+
Torres-Martinez Desert Cahuilla Indians - Palmdale, California	+	+	+
Torres-Martinez Desert Cahuilla Indians - Long Beach, California	+	+	+
Torres-Martinez Desert Cahuilla Indians - San Jacinto, California	+	+	+
Torres-Martinez Desert Cahuilla Indians - Monterey Park, California	+	+	+
Val Verde Unified School District, California	+		
Denver Public Schools - Non-Public Sites, Colorado	+		
Denver Public Schools - Public/Charter Sites, Colorado	+		
Jefferson County Public School District, Colorado	+		+
Lake County Public Schools, Florida	+		
Osceola County Public Schools, Florida	+		
The School District of Palm Beach County, Florida	+		
Miami-Dade County Public Schools, Florida	+		
The School District of Lee County, Florida	+		+
Hawaii Department of Education, Hawaii	+	+	+
Louisiana Department of Education, Louisiana	+	+	+
Lisbon Local School District, Ohio			+
School District of Philadelphia, Pennsylvania	+		+
Arlington Independent School District, Texas	+		
School Contracts			
Miami Community Charter School, Florida	+		



**Tab 5. –
Service Approach and Implementation**



Service Approach and implementation

a. Project Team

Students tutored through ***The GAINS Program*** are supported by a 4+ person team consisting of the tutor, the local Program Coordinator, a Regional Director, and members of the **One on One Learning's Learning, Instruction, and Curriculum Team**.

- **Tutors** provide direct instruction to participating students. Within the first 2-4 hours of tutoring, the tutor determines whether the instructional materials used during tutoring sessions are at the appropriate academic level, communicates with the Program Coordinator if/when additional skills need to be addressed, and when an adjustment is necessary in the students' curriculum.
- The local **Program Coordinator** provides "on the ground", hands on support and coaching for both students and tutors and ensures the overall success of the program. This individual facilitates grouping students, scheduling, curriculum updates and alignments, and will attend faculty meetings, IEP meetings, and 504 Plan meetings, when appropriate. They conduct session visits to observe lesson delivery, tutor/student interactions, and communicate with the classroom teacher and school staff regularly.
- The **Regional Director of Programs** provides direct support and coaching to the Program Coordinator. This individual maintains regular communication with school and district administrators and is tasked with representing the Proposer at district and state level meetings.
- Members of the **Learning, Instruction, and Curriculum Team** are tasked with tutor training, selection of instructional resources and materials to be used during high dosage tutoring, and strategies to support tutors and students. They develop the assessment schedule in collaboration with school and/or district leadership and use student data to adjust interventions, if needed, and make future programmatic decisions.

The GAINS Program 4+ person support team meets regularly, including at least two (2) in-person meetings each month, to analyze data on student performance and modify content, as needed, to optimize instruction. Through progress monitoring, the students' Individual Learning Plan (ILP) is often amended and adjusted, sometimes resulting in a change in curriculum, instructional strategies, and/or prescribed interventions.

b. Project Management

One on One Learning is comprised of a veteran management team and a select, diverse group of highly skilled educational consultants with over 100 combined years of professional experiences and a wealth of field knowledge and expertise. Members of the **One on One Learning** management team have held educational positions as educators, administrators, financial officers, operations directors, curriculum and program development directors, educational consultants, and business development positions with public school districts, educational corporations, and organizations. **One on One Learning** also collaborates with an Academic Board of highly experienced educational experts who leverage their decades of experience to advise on all academic matters. Members of the Academic Board have first-hand knowledge of the challenges facing administrators, teachers, and students in today's ever-changing educational landscape.

One on One Learning has identified a highly qualified team of professionals who will be responsible for the complete oversight of HCPS' *Tutoring and Extended Day Services Program*. Their names, positions within the Company, and current roles and responsibilities are listed below. Their professional résumés are available in **Appendix B**.



Marcel Monnar – Founder, President, and Additional Point of Contact

Mr. Monnar leads **One on One Learning's** administrative team and is responsible for the strategic development and management of individualized tutoring programs for students in grades K-12. Actively engaged in the implementation of the proposed high impact tutorial services program, he ensures its integration into the participating schools' existing operations. Mr. Monnar maintains a strong partnership with state, district, and school leadership throughout program implementation, oftentimes providing the data for the schools' annual needs assessment and evaluation of their federally funded program.

Mr. Monnar graduated with a Bachelor of Science Degree in Specific Learning Disabilities and an Educational Specialist Degree in School Psychology from Florida International University (FIU). With over 20 years in the education field, Mr. Monnar is uniquely equipped to assist the HCPS in delivering the Tutoring Services Program throughout the District. He possesses specialized subject knowledge on practices, techniques, and fundamentals of classroom instruction and management, as well as a clear understanding of federal legislation, regulations, and guidance. This knowledge is instrumental in performing the essential functions of his position, and why **One on One Learning** is so effective in the provision of educational instruction to academically at-risk children.

If **One on One Learning** is awarded HCPS's *RFP for Tutoring and Extended Day Services*, Mr. Monnar will serve as a liaison between the Proposer and HCPS throughout the

management of the proposed program. He will be an additional point of contact for the District and will oversee the operations and management of the tutoring services contract.



Andréa Rau – National Director of Federal Programs

Ms. Rau coordinates the long-range planning and development of key domestic and international business development and growth initiatives for **One on One Learning**. For the past 14 years she has been responsible for the overall needs of program coordinators across 20 states during program implementation. This includes ensuring program components are properly aligned and fully compliant with all contract requirements and expectations; certifying the successful implementation of programs and services; submitting invoices in compliance with state/district requirements; and maintaining accurate and complete records as required by state of federal law, district policy, and administrative regulation.

Ms. Rau is a graduate of Florida International University having earned her degree in Health Service Administration. If **One on One Learning** is awarded *RFP for Tutoring and Extended Day Services*, Ms. Rau will assist Mr. Monnar overseeing all components of the Tutoring Services Program. She will be an additional point of contact for HCPS and will be responsible for ensuring staff is compliant with the contract and meeting the needs of the participating youth.



Danielle Martinez – Director of Learning, Instruction and Curriculum

Ms. Martinez is a curriculum expert with over 18 years of educational experience who specializes in individualizing academic and behavioral approaches to working with students. Ms. Martinez is responsible for the learning, instruction, and curriculum across all of **One on One Learning's** educational programs. This includes the alignment of curriculum to the state, district, and student individual needs; establishing multiple criteria for identifying academically at-risk children; analyzing multiple student achievement and performance data; interpreting assessment information; prescribing the appropriate curriculum for participating students throughout the duration of the program; and regularly modifying the students' Individual Learning Plans (ILPs) to ensure they are being instructed at the appropriate and most challenging level.

Ms. Martinez earned a Bachelor of Arts Degree in Exceptional Student Education from Florida International University and a Master of Science Degree in Substance Abuse Counseling from Nova Southeastern University. If **One on One Learning** is awarded *RFP for Tutoring and Extended Day Services*, Ms. Martinez will support the curriculum and learning of the participating students in the Tutoring Services Program. She will ensure that program staff instructs with curriculum that is aligned to *Virginia's Standards of Learning (SOL)* for mathematics and English language arts, and that data from students' initial

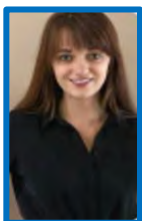
assessments is used by tutors to determine the unique instructional path best suited to meet students' individual needs. Throughout the program Ms. Martinez will be responsible for continuous communication with the Proposer's Program Coordinator, the District's designate staff, and tutors to support student learning and adjust curriculum and learning approaches, as necessary.



Jennifer Love – Regional Director of Programs

Ms. Love assists **One on One Learning's** National Director of Programs in managing Title I school programs throughout the Southeast Region. In addition to providing the day-to-day support for program managers and program supervisors, she assists in the development and continuation of instructional support programs by hiring and training all instructional staff; ensuring site staff/tutors are properly in-serviced in the use of the prescribed instructional program; integrating computer-assisted instruction into the weekly schedules; maintaining appropriate attendance and billing records; meeting with school and district administrators as necessary; and communicating with parents and teachers on students' progress throughout the course of the programs.

Ms. Love earned a Bachelor of Science Degree in Elementary Education from the University of Central Florida. She is a certified teacher in the areas of Primary Education, K-3; Elementary Education, Grades 1-6; Exceptional Student Education, K-12; Social Sciences, Grades 6-12; and English for Speakers of Other Languages. If **One on One Learning** is awarded *RFP for Tutoring and Extended Day Services* Ms. Love will support the Program Coordinator who will oversee the day-to-day operations of HCPS' Tutoring and Extended Day Services contract. She will be responsible for ensuring program staff is meeting District and school needs in a timely manner, have the proper instructional supplies, and families are receiving the services they require.



Anthoni Ahnen – Program Coordinator – Primary Point of Contact

Ms. Ahnen is an experienced education professional whose expertise is in instructional practices and professional development. As a former teacher, she has worked with many students from diverse backgrounds and demographics who had varying learning levels and styles. Ms. Ahnen created individual learning plans for students in her classroom, adjusting the instructional approach and content, when necessary, to personalize instruction to meet each individual's unique needs. In her current role as Program Coordinator for **One on One Learning**, Ms. Ahnen supervises more than 20 tutors, collaborates with schools to create tutoring schedules, and maintains accurate records in compliance with project deliverables.

Ms. Ahnen is a certified teacher who earned a Bachelor of Science Degree in Education from the University of Wisconsin, Green Bay. If **One on One Learning** is awarded *RFP for Tutoring and Extended Day Services*, Ms. Ahnen will serve as the primary point of contact for the District. She will be responsible for the direct evaluation of tutors; providing progress reports identifying the learning objectives taught, and describing the current level or percent mastered in weekly assessments to parents and school/district staff; attending Individualized Education Program (IEP) and English Language Learners (ELLs) meetings and teacher conferences to support tutors and parents; delivering/facilitating all staff/professional development opportunities after school hours or on weekends; and conducting school visits and session walk-throughs with school administrators to observe tutor interaction with students, implementation of curriculum, student response to program, ensuring all documentation is in place, and speaking with teachers.



Roxana Rey – Director of Human Resources

As **One on One Learning's** Director of Human Resources for the past 12 years, Ms. Rey is responsible for implementing the Proposer's overall plan for managing its human capital and implementing strategies to respond to changing business and staffing needs. She is accountable for defining policies and procedures to ensure the Proposer's employment and work practices demonstrate a thorough understanding of applicable laws and regulations. Ms. Rey sets the direction for all key areas of human resources, including screening and interviewing qualified candidates; onboarding all new hires; staff performance appraisal, development, and compensation; and overseeing payroll.

Ms. Rey earned a Bachelor of Business Administration in Management from Florida International University and a Master of Science Degree in Human Resources at Nova Southeastern University. If **One on One Learning** is awarded *RFP for Tutoring and Extended Day Services*, Ms. Rey will be responsible for advertising, interviewing, and hiring tutors.



c. Program Delivery

One on One Learning will deliver *The GAINS Program* in response to Henrico County Public Schools' *RFP for Tutoring and Extended Day Services*. The Proposer's researched-founded intervention approach is unlike "regular teaching" and does not involve standard classroom practices. *The GAINS Program* is especially beneficial for students for whom traditional teaching strategies have not worked. In alignment with **Virginia's All In Tutoring Plan**, *The GAINS Program* accelerates at-risk students' learning to grade level, and facilitates student learning in a personalized, flexible way with an individual student-centered approach. Through the Proposer's high impact tutoring, tutors pay attention to the individual needs of each student and accommodate instruction according to the student's learning preference and development.

The GAINS Program is designed to expand upon the students' classroom experience. **One on One Learning's** tutors are empowered to differentiate instruction and provide other remediation or enrichment services as necessary. They accommodate individual students' learning preferences with significant improvement in both short- and long-term learning outcomes. Tutors use multiple modes of engagement, illustrations linked to a wide range of cultures and experiences, and various support systems to maximize the opportunity for a full range of learner success when students participate in tasks and assessments. Tutors also group and regroup students under their purview and adjust the configuration of their content to optimize curriculum delivery. Students are encouraged to work at a level of complexity, or degree of difficulty, that is appropriately challenging, and tutors provide the necessary scaffolding for the students to succeed at the new level of challenge.

The GAINS Program fosters collaboration and encourages self-paced and self-directed learning. It promotes independence and responsibility. It encourages the freedom to ask questions, big and small, building student confidence and self-esteem. Students are encouraged to take the initiative in their schoolwork and manage their learning. Students are able to excel in school and achieve their goals both inside and out of school through the development of their self-esteem, confidence, work, and study habits. Learning is transformed from a sometimes grueling and stressful process to a fun and gratifying experience in which students succeed.

The GAINS Program addresses each of the design principles for effective tutoring included in *Accelerating Student Learning with High-Dosage Tutoring*, which was published in 2021 by EdResearch for Action to emphasize how Tier 3 intensive tutoring supports are most effective when directly tied to Tier I classroom instruction:

- **Frequency:** Tutoring is delivered in high doses with three or more sessions per week taught by highly qualified, experienced, and licensed teachers.
- **Group size:** Tutors effectively instruct up to three, but no more than five students at a time, as moving beyond this number can quickly become less personalized.

- **Personnel:** **One on One Learning** has an established, mandatory training program for all hires before tutoring begins, periodically throughout the year, and as the need arises. This comprehensive professional development program offers tutors the opportunity to engage in supportive, job-embedded, instructionally focused, collaborative, and ongoing learning.
- **Focus:** **One on One Learning's** high dosage tutoring components are research-based, fully aligned to state and national standards, and selected according to what is the best match for each student's particular needs.
- **Measurement:** *The GAINS Program* supports data use and ongoing informal assessments allowing tutors to tailor their instruction more effectively for individual students. **One on One Learning** uses AIMSweb® for benchmark and progress monitoring by administering direct, frequent, and continuous student assessments using brief, accurate measures of reading, math, spelling, and writing at the end of the tutoring session.
- **Relationships:** Tutor assignments remain consistent throughout the duration of *The GAINS Program* to facilitate positive tutor-student relationships and a stronger understanding of students' learning needs.
- **Curriculum:** *The GAINS Program* uses high-quality instructional materials aligned with VA SOL. The Proposer's reading curricula simultaneously builds word recognition and language comprehension skills to boost student reading outcomes. English language arts curricula integrates science and social studies content because integration improves reading comprehension outcomes. Math curricula uses the Try–Discuss–Connect instructional framework to spark meaningful discussions.
- **Spiral Review:** Instead of presenting information in “chunks” by teaching one skill at a time, **One on One Learning's** tutors “spiral” standards in small doses throughout the entire school year. During the regular school day, students are not always given enough time to grasp the concepts being taught, nor do teachers have enough time to teach and reteach the VA SOL. However, through *The GAINS Program* students are afforded many experiences with each concept so tutors have ample time to assess, reteach when necessary, and determine where tutored students may still need help.
- **Scheduling:** The length, duration, and frequency of tutoring sessions is determined upon conducting a needs assessment with school administrators and creating a program design that fits within the school's current operation schedule and calendar. Tutoring services are flexible enough to allow extended learning to occur before, during, after school, on Saturdays, and/or during the Summer. However, *The GAINS Program* is mostly delivered during the school day in accordance with research that has shown in-school tutoring tends to result in greater learning gains. The tutoring schedule is designed to quickly adapt to changing circumstances and accommodate student and family needs.
- **Delivery mode:** *The GAINS Program* is available in-person, via a “push-in” model in the classroom, or via a “pull-out” model where small groups of children receive instruction outside the classroom.

- **Prioritization:** *The GAINS Program* not only targets low-performing students who most need personalized instruction, but all students in a lower performing grade level or school as everyone can benefit from broader organizational commitment and tutoring is for everyone.

Structure of Tutoring Session

One on One Learning believes that a strong tutoring program must maintain a consistent structure throughout the length of the tutoring session. When session structure is routine, students know what to expect, they feel safer, and are more engaged. Thus, *The GAINS Program* follows a structured session plan that allows for relationship-building, independent practice time, and formative assessment.

Sample of Structure of One on One Learning's Tutoring Session:

1. Session Opening: Relationship-building is emphasized, increasing student engagement and minimizing behavior issues
2. Data Touchpoint: Assess students' current mastery of previously taught or newly introduced skill; remediate learning, if necessary
3. Opening Activity: Introduce tutoring session's topic, activate prior knowledge, and clearly communicate the learning objective(s) for the session
4. Direct Instruction: Model the step-by-step process to meet identified learning goal, evaluate the model's effectiveness, allow students to work in small groups mirroring the step-by-step process, utilize open-ended questions to probe students' understanding, and to provide a safe environment where questions are welcomed and encouraged
5. Independent Practice: Provide opportunities for students to practice the skill or concept being taught and, when necessary, tutors ask guided and open-ended questions to facilitate independent practice
6. Assessment: Short formative assessments designed to check for understanding for students to demonstrate their progress toward mastery of the skill or content taught (i.e., exit ticket)

One on One Learning's tutoring format provides a framework to the Proposer's flexible and continuously adapting sessions. Following is a sample of **One on One Learning's** tutoring session format, used for both reading and/or mathematics.

Chart 9: One on One Learning Tutoring Session Format

One on One Learning Tutoring Session Format	
Introduction (5 mins)*	<ul style="list-style-type: none"> • Tutors set the stage for learning (e.g., objectives, expectations, goals, etc.) • Opening Activity - intended to engage students, grab their attention, and activate prior knowledge: <ul style="list-style-type: none"> ○ Review previous session skill(s) ○ Assess background knowledge ○ Review and identify key vocabulary words
Direct Instruction (30-45 minutes depending on grade level)*	<ul style="list-style-type: none"> • Tutors use explicit, guided instruction • Lesson content is carefully organized step-by-step and builds upon each other • Guided practice with the tutor; students attempt the skill with assistance, correct missteps, tutor reteaches, and sufficient practice is provided so that students can work independently • Tutors ask probing, open-ended questions (e.g., clarifying, prompting, etc.); factual questions (e.g., information, sequence of events, etc.); divergent questions (e.g., no right or wrong answer, concrete, and abstract thinking, etc.); and higher-order questions (e.g., evaluation, inference, comparison, problem solving, etc.) • Tutor provides feedback and remediation • Students engage in independent practice to apply the new learning material on their own
Digital Learning (Optional) (Digital time is scheduled, when appropriate, to supplement reading and math tutoring; Not a standard component of tutoring session)*	<ul style="list-style-type: none"> • Students engage in independent practice to receive the exposure needed to integrate the new concept(s) with previous knowledge or skills • Helps students to automatically apply their new skills. • Digital programs include i-Ready, Reading Plus, Symphony Math, and IXL
Assessment (5 minutes per session unless formative/summative assessments are scheduled)*	<ul style="list-style-type: none"> • Evaluation takes place during the learning process to monitor students' progress and provide ongoing feedback used to improve teaching practice and student learning • Formative assessments include i-Ready and AIMSweb® • Tutors additionally use data from school-wide, standardized assessment results to inform instruction
Closure (3 minutes)*	<ul style="list-style-type: none"> • Reflection: <ul style="list-style-type: none"> ○ "What did you learn today that you didn't know when we started?" ○ "What was something you think you should continue practicing?" ○ "Are there any skills from today's session that you feel really confident about?"

* Times are only estimates and vary depending on length of session, grade level, and lesson content.

Curriculum Alignment

One on One Learning has extensive experience providing instruction and support in a variety of content areas including reading/English language arts, mathematics, science, and social studies. **The GAINS Program** delivers instruction that addresses the individual needs of students and provides the academic assistance necessary to remediate students' basic skills deficiencies. The Proposer's curricula is VA SOL-aligned, rigorous, and grade-level

appropriate. Having an established curriculum ensures that tutors can optimize implementation while helping students acquire deep content knowledge. Therefore, high-quality, research-based instructional materials are the foundational tools for delivering successful instruction. As such, *The GAINS Program* curricular options are:

- Aligned to core classroom content, even if tutoring materials may be outside the student's grade level;
- Content-specific and backed by research;
- Informed by the **Science of Reading** to support each student as they develop knowledge and skills experts have identified as the building blocks of literacy;
- Inclusive of rigorous materials that support tutors while preparing and executing lessons (e.g., daily activities, daily objectives, strategies for lesson delivery, identified potential student misconceptions);
- Reflect the academic consensus on best practices in education;
- Inclusive of formative assessment tools for ease of communication with the classroom teacher; and
- Contain progress monitoring elements so tutors can track students' progress and use the data to guide future instructional decisions.

The ability to personalize instruction and/or provide individualized support structures from multiple sources is highly beneficial and desirable for all students. Therefore, rather than employ a single curriculum per subject area, **One on One Learning** uses a variety of research-proven instructional materials that are matched to the specific needs of each student. Every content source chosen is highly correlated to the VA SOL, aligned to state assessments, and includes materials from Curriculum Associates, Houghton Mifflin Harcourt, Triumph Learning, McGraw Hill, Scholastic Teaching Resources, and ReadWorks. Curricula are continuously monitored and updated to ensure students are challenged at all times.

The GAINS Reading / English Language Arts Program

One on One Learning's approach to reading instruction is backed by research on the **Science of Reading** and incorporates the four components at the core of every effective reading instruction program: Fluency, Oral Language Development, Vocabulary, and Comprehension. Following are components of the Proposer's reading approach:

- Guided instruction in reading using materials at the student's instructional level;
- Direct, explicit, systematic and multi-sensory instruction in oral language, phonemic awareness, phonics, word-attack skills, grammar, syntax, spelling, and vocabulary building;
- Instruction in the elements of effective writing;
- In-class and at-home independent reading and sharing of books;
- Opportunities for fluency practice; and
- Reading instruction using English language development proficiency level descriptors and standards, along with use of appropriate supplementary materials.



The Proposer understands the phases of the reading development process. Through its tutoring program, students are provided individualized instruction specific to the stage of reading in which they are at that particular time. Teachers of emergent and novice readers focus on skills and use strategies that are entirely different from those used with decoding or fluent readers. **One on One Learning's** instructional focus always remains on all four foundational skills – print concepts, phonological awareness, phonics and word recognition, and fluency. Furthermore, tutoring services concentrate on comprehension and writing instruction, including instructional targets like vocabulary and word knowledge. It is through these foundational skills that students will attain complex literacy.

The GAINS Reading / English Language Arts Program is rigorous and complex, using authentic texts that engage students in opportunities to practice close reading strategies across a variety of genres and formats. This scaffolded instructional design builds students' confidence and interest in reading over time and implements the following research-proven reading interventions:

- Alternate grouping formats (e.g., one-on-one, pairs, small groups of up to 5 students) for different instructional purposes and to meet their individual needs;
- Small, same ability grouping and regrouping, if necessary, to reflect students' knowledge and skills;
- Varied presentation, format, and ways in which students can actively participate in their instruction
- Appropriate level of instructional materials (skill level vs grade level)
- Targeted instruction 2-3 times a week
- Aligned instruction with core (classroom) reading instruction
- Ongoing systematic corrective feedback to students
- Extended practice in the critical elements of reading instruction based on students' needs
- Increased time for word study and building fluency to improve automatic word recognition and rate of reading
- Systematic classroom-based instructional assessments to document student growth and inform instruction.

Please refer to **Appendix C** for a copy of **One on One Learning's** Reading Learning Map, which is designed to establish and guide “next step” instruction and responsive adaptation. Also included is a list of Reading Strategies that tutors use during sessions to increase language comprehension and build word recognition. These strategies have proven to develop skilled readers.

The GAINS Mathematics Program

One on One Learning believes that mathematics is a fundamental subject since arithmetic and logical reasoning are the basis of science and technology. As such, ***The GAINS Program*** for mathematics is founded on the following guiding principles:

- Effective tutoring that engages students in meaningful learning, promotes their ability to understand mathematical ideas, and reason mathematically.
- All students have access to a high-quality mathematics curriculum, effective tutoring and learning that accommodates individual differences, high expectations, adequate time, consistent opportunities to learn, and resources that enable students to be mathematically successful.
- A coherent sequencing of core mathematical ideas articulated across grade levels, engaging students, and generating interest and curiosity in concepts taught; an effective curriculum that incorporates problems in contexts from everyday life and other subjects, when possible.
- Essential resources and manipulatives that help students visualize and actualize mathematical ideas, reason mathematically and communicate their mathematical thinking.
- Effective assessment that is aligned with learning goals, makes deliberate use of formative and summative data collected as evidence of learning, and guides next instructional steps and programmatic decision making.
- Tutors hold themselves accountable for the mathematical success of every student and support their continual improvement and professional growth.

The Proposer understands the phases of the mathematics development process. Throughout tutoring, students have access to a socially, emotionally, and academically safe environment in which they can feel secure and confident to engage with one another and with tutor(s); Mathematical tools and technology that are incorporated in everyday math learning, and physical or virtual manipulatives to explore mathematical concepts; and descriptive, accurate and timely feedback on assessments that include strengths, weaknesses, and next steps toward achieving learning goals. Regular evaluation of curricular materials and resources is a key component of the tutoring program to ensure their continued alignment with VA SOL for mathematics, coherent development of topics across grade levels, and promote mathematical practices that support effective instruction. Additionally, tutors regularly collaborate with classroom teachers and appropriate school personnel to plan instruction and share responsibility for student learning.

One on One Learning's approach to mathematics instruction involves effective, evidence-based teaching practices that can be used with any curriculum and helps every student learn math skills at all grade levels. The Proposer's evidence-based math instruction involves:

- Direct, systematic and explicit instruction – tutors model a skill and verbalize their thinking process; provides students opportunities for guided and independent practice

- Visual representation of functions and relationships – teachers use number lines, diagrams, pictures, graphs, and graphic organizers; helps students understand abstract math concepts and solve problems; can remove language barriers
- Schema-based instruction – explicitly teaches students how to recognize patterns in word problems as a way of connecting to the correct strategy to solve the problem
- Peer Interaction – develops students’ math language and vocabulary; helps students express their reasoning and become more aware of problem-solving processes
- Ongoing formative assessment – provides feedback that moves learning forward; encourages students to take ownership of their own learning; uses students as learning resources for one another

Sharing the National Council of Teachers of Mathematics (NCTM) belief that all students are capable of learning math, **One on One Learning’s** goal is to provide students with a high-quality mathematics learning experience. As such, ***The GAINS Mathematics Program*** is designed to create a rich learning environment in which students at all levels become active, real-world problem solvers. Through teacher-led instruction, students develop mathematical reasoning, engage in discussions and questioning, and build strong mathematical habits. Tutoring not only includes instruction for mastery of state academic standards, but also the National Council of Teachers of Mathematics (NCTM) strands or domains, and highlights the specific instruction found in the NCTM Curriculum Focal Points. These focal points are addressed in contexts that promote problem solving, reasoning, communication, creating connections, and designing and analyzing representations and models.

Teachers incorporate VA SOL standards when developing mathematics lesson plans. Additionally, the mathematics materials by Triumph Publishing encompass explicit instruction with an array of examples of real-world problems incorporate math throughout. The five process standards - problem solving, reasoning and proof, connections, communication, and representation - are part of ***The GAINS Mathematics Program*** instruction and taught with curriculum objectives.

Please refer to **Appendix D** for a copy of **One on One Learning’s** Math Learning Map, which is designed with the framework of establishing and guiding “next step” instruction and responsive adaptation.

[Online Learning Programs \(Supplemental\)](#)

One on One Learning recognizes that utilizing online learning programs, such as i-Ready, Reading Plus, Symphony Math, and IXL, offer another vehicle to significantly improve student outcomes in reading and math. Therefore, in addition to direct instruction, the Proposer incorporates these programs, which have shown to significantly improve student outcomes in reading and math, with ***The GAINS Program***. These programs have had a positive impact on the academic achievement, performance, attendance, and discipline of

students as reported by classroom teachers and parents. They will serve as a supplement to the Proposer's tutoring program and will never replace direct instruction in core reading and math instruction.



i-Ready is a comprehensive, digitally based program that includes a computer-adaptive diagnostic, personalized data-driven instruction on foundation skills standards-based practice, and a readiness screener. With i-Ready, the Proposer is able to assess an individual student's skill across multiple grade levels to pinpoint gaps. i-Ready gives teachers an action plan that automatically delivers differentiated, online instruction.



IXL is an immersive K-12 learning program that provides comprehensive, standards-aligned content for math, language arts, science, and social studies. IXL's Continuous Diagnostic gathers information about students' knowledge to recommend the skills that will challenge them at the most appropriate level. With regular IXL skill practice and administration of mini benchmark assessments, teachers always have an accurate, in-the-moment profile of each student.

The **i-Ready** and **IXL** programs have had a positive impact on the academic achievement, performance, and other factors such as attendance and discipline, of students served as reported by classroom teachers and parents. Seventy percent of non-proficient students read inefficiently—they struggle to move their eyes smoothly and comfortably over lines of texts at an appropriate rate. These students are often assessed for gaps in foundational skills and comprehension when the actual hurdle is reading inefficiency. As a result, these inefficient readers often receive instruction and practice for the wrong issue and continue to struggle.



Reading Plus not only assesses reading efficiency, but also measures and increases motivation and comprehension. Students are given choice and control to practice at their own pace with a program that uses adaptive technology in a truly meaningful way. Reading Plus has shown that for a minimum of 40 or more lessons over approximately six months students made significantly greater gains on both criterion-referenced (CRT) and norm-referenced (NRT) reading tests. Further results also demonstrated a strong correlation of improvement for various subpopulations often considered at risk for reading difficulties. African American, Latino-American, special education, and learning-disabled students in Florida who participated in the Reading Plus intervention demonstrated significantly and substantially greater gains in measures of reading achievement on both the CRT and NRT portions of the assessments. Reading Plus supports Response to Instruction and Intervention (RTI²) and Multi-Layered System of Supports (MLSS) models to fit students' needs by combining personalized practice with adaptive instruction.



Symphony Math helps students understand at a conceptual level. Instead of being overwhelmed by numbers, students move at their own speed and learn how math works. Through every stage of the program, students gain a strong foundation in underlying principles and become better equipped to take on basic and advanced subjects. Not just rote math drills and practice tests, this special teaching solution illuminates the core of learning and produces confident, more capable students. A tightly connected progression forms the conceptual sequence of Symphony Math. These underlying “big ideas” provide the foundation for mathematical learning. As students master each big idea before moving on to the next, they learn to succeed with more complicated math later on. The program includes detailed progress-monitoring, documenting each student's place based on grade level norms.



d. Projected Measurable Outcomes

The GAINS Program is a blueprint for helping a student build specific skills and close achievement gaps. In other words, it's a comprehensive action plan that fosters student confidence, allows for individualization, facilitates a strong partnership with schools and districts, and encourages frequent communication with parents/caregivers. By incorporating layers of interventions based on data-driven and data-informed student needs into the Multi-Layered System of Supports (MLSS) and aligning said interventions to the state academic standards, the Proposer is able to execute a disciplined process needed to deliver the highest probability of success for each student.

Consistent with MLSS, **One on One Learning** employs a systematic use of assessment data to conduct rigorous planning, identify specific standard(s) for students, design monitoring activities, and inform future educational decisions. The Proposer's approach includes diagnostic testing of participating students through a pre-test, used in conjunction with a review of existing assessment data and compared to grade level expectations and past student performance. This data is used to inform instructional decisions to efficiently and effectively allocate resources and improve learning for all students. These indicators additionally drive the contents of each student's Individual Learning Plan (ILP).

Development of Individual Learning Plans (ILPs)

One on One Learning's Individual Learning Plan (ILP) process is used by tutors to accurately identify students' learning gaps; monitor and report individual and group growth; group students based on instructional need, not strictly on grade level; support dual-discrepancy and special education evaluations; identify students at risk of not meeting end-of-year grade level targets; and quickly evaluate the effectiveness of interventions for individuals and groups. When creating the ILP, interventions are prescribed in addition to progress monitoring checkpoints to ensure the students are making adequate progress toward their standards mastery.

One on One Learning employs a systematic use of assessment data to inform instructional decisions, effectively and efficiently allocating resources to improve learning for all students. The Proposer's local Program Coordinator is in constant communication with school and District staff and receives daily updates from tutors regarding student attendance, tutoring sessions and/or session cancellations. The Program Coordinator routinely monitors student progress for compliance with the ILPs. When goals are met, new goals are selected based on those identified in the individualized plan. Alternative instructional methods and materials are selected when short-term goals are not met by the anticipated deadline. Both parents and teachers are informed immediately of any revisions to the learning plan. This process is described in greater detail below.



Step One: Once students are identified by the schools and assigned to **One on One Learning** for high impact tutoring services, the Proposer's professional staff conducts a one-on-one interview with each student to pinpoint his or her key strengths and areas for improvement. Following the one-on-one interview, the Proposer's Program Coordinator and tutors administer the i-Ready diagnostic assessment to assess the student's proficiency in reading and mathematics and pinpoint gaps in learning. **One on One Learning** also uses AIMSweb® for benchmarking, universal screening, diagnosing strengths and weaknesses in Reading and Math, and for progress monitoring. Students are administered the i-Ready pre-test within the first two weeks of instruction. Based on the information gathered during interviews and review of available assessment data, students are placed into grade level groups that match their functioning level.

Step Two: "Initial Curriculum Packets" are used by tutors to deliver small group instruction during the first 2-4 hours of high impact tutoring. An "Initial Curriculum Packet" is a set of subject-specific, skill-based lessons appropriate for the student's performance level. Each lesson is designed to address the grade level skills in need of remediation and/or reinforcement. These lessons are fully aligned to the school curriculum, to the standards taught, and/or established by an assessment tool used by the school. Throughout the first few hours of instruction, tutors are observing students' progress to determine if other skill(s) or academic level(s) are better suited to meet their individual needs. By the time the initial 2-4 hour window of high impact tutoring has been completed, tutors have identified students' specific skills for remediation and/or reinforcement. Tutors begin building the students' capacity utilizing skill-specific curriculum. Curricula selected is skill focused (i.e., main idea, inferences, single digit addition). All available curriculum is aligned and linked to students' needs, the school's scope and sequence, and assessment results.

Step Three: **One on One Learning's** Program Coordinator, along with members of the Proposer's Learning, Instruction, and Curriculum Team, verify students' progress and mastery. Formative assessments, aligned to content taught, along with tutor observations, assist in determining mastery of targeted skills. The Program Coordinator and classroom teacher meet regularly to discuss students' progress in the classroom. If mastery is achieved, the student moves to the following level along the educational continuum. If mastery level is not achieved, the tutor re-teaches content using different instructional materials and strategies. Modifications to the student's ILP are made accordingly.

Step Four: Spiral assessments are administered to students every 4-8 hours of tutoring to ensure continued mastery of previously taught skills/content. If the student is progressing along the expected instructional continuum, new content/skills are introduced. If regression occurs, or re-teaching is needed, tutor revisits those skills and modifies the student's ILP. AIMSweb® is administered at the end of the tutoring program to demonstrate growth from initial benchmark assessment.



Throughout the ILP process, comprehensive reporting, and subsequent in-school performance, classroom teachers can readily determine student progress in closing the identified achievement gap(s) and the rate at which the student is closing those gaps in learning. Since tutoring is considered a second dose of instruction, it allows students to close the achievement gap at a much faster rate. Student's fluency in basic grade level skills directly translates to higher level functioning in school and increased performance on classroom tests and state assessments.

Program Measurement and Evaluation

One on One Learning employs a systematic use of assessment data to identify specific standard(s) for students. The Proposer's approach includes diagnostic testing through pre-tests (benchmark), interim (formative), and post-tests (summative) to assess individual student performance and to identify areas for individual and program growth. *Individual Learning Plans* (ILPs) are then based on student data and pre-assessments.

One on One Learning utilizes the **i-Ready** diagnostic assessment to assess a student's proficiency in reading and mathematics. With **i-Ready**, the Proposer is able to pinpoint gaps while providing teachers an action plan that automatically delivers differentiated, online instruction. The Proposer will use **i-Ready's diagnostic scale scores** to calculate student growth. Students will be administered the **i-Ready** pre-test within the first two weeks of instruction. Based on diagnostic results, the Proposer develops the ILPs, which will include student-specific instructional recommendations and **SMART** (Specific, Measurable, Attainable, Realistic, and Timely) goals for each participating student. The **i-Ready Standards Mastery** assessments, along with skills tests, informal assessments, and the Multi-Layered System of Supports (MLSS) is also administered throughout the school year to inform teachers of the skills their students have and have not mastered so they can adjust instruction and determine when targeted re-teaching or remediation is needed.

One on One Learning uses **AIMSweb®** for benchmarking and for progress monitoring measures to ascertain students' annual academic gains, as well as determine the academic needs that are to be remediated or augmented during tutoring. **AIMSweb®** is an online assessment, data management and reporting system that provides national and local performance and growth norms for the screening and progress monitoring of math and reading skills for PreK-12 students. Awarded the highest possible rating for predictive validity and reliability by the National Center for Response to Intervention, **AIMSweb®** provides data that correlates with the state academic standards and allows for predictive and reliable data that can be analyzed to inform instruction and monitor progress.

The **AIMSweb®** standards-based assessments (SBAs) is administered **every two weeks** for progress monitoring and compares each student's score to established cut scores and national or local norms. Progress monitoring enables more frequent assessment to demonstrate growth



toward individualized goals and to document response to instructional changes. Student progress toward goals identified on the ILPs is monitored and evaluated monthly through the administration of skills tests, informal assessments, and teacher observation. Tutors will complete *Tutoring Progress Reports* weekly to determine if adequate student progress is being made toward the prescribed goals and will provide the schools and District a copy of each student's academic progress upon request.

Program Monitoring

One on One Learning recognizes that monitoring fidelity to policies and practices is essential to ensure that its programs provide the identified educational services and deliver the intended outcomes. Therefore, specific procedures are in place to ensure programs are supervised and supported throughout their duration to ensure quality academic services to students, families, schools, districts, and educational agencies are taking place. The Proposer **monitors programs and staff bi-weekly** through desktop reviews, program meetings, and school visits (announced and unannounced / in-person and virtual, if necessary). These visits involve trained professional staff conducting targeted observations to include instructional focus, teaching/learning strategies employed, use of appropriate materials, the level of student engagement, and the types of questions being asked. Visits also include observing tutor interaction with students, implementation of curriculum, ensuring all necessary documentation is in place, and speaking with teachers and administrative staff at the schools and parents at home. If necessary, adjustments to the program are made based on the outcome of the site visit. In addition, the Proposer frequently assesses students' knowledge and understanding of the material provided and adjusts instructional practices, if necessary, to ensure student success.



e. Sample Reports

One on One Learning uses **AIMSweb®** for benchmark and progress monitoring by administering direct, frequent, and continuous student assessment using brief, accurate measures of reading, math, spelling, and writing. The results are reported to students, parents, teachers and administrators, which allows the Proposer and educators to effectively allocate resources by efficiently identifying students at risk, monitoring progress, and differentiating instruction. **AIMSweb®** is capable of integration with the District's technology systems, is secured, and backed up daily to an off-site secure server to guarantee no data is lost. It is fully compliant with Family Educational Rights and Privacy Act (FERPA) and Children's Online Privacy Protection Act (COPPA). The Proposer executes data sharing agreements with districts, and schools.

One on One Learning's data management process:

- Tracks the status of an individual or group throughout the academic year using individual and group-level reporting options;
- Delivers assessment results relevant to teachers, administrators, parents, and students;
- Provides data to make informed decisions about students who are not making sufficient progress and identify those at-risk;
- Tracks frequency of sessions and progress toward mastery of identified learning goals;
- Allows for data disaggregation, including service code, Students with Disabilities, ELL/ESL, meal status (free or reduced lunch), and ethnicity, which allows for more effective status reports for administrators; and
- Allows demographic and academic data stored in the management system to be easily transferred or synced with the data tracking requirements set forth by the school district.

For benchmark screening data, individual student scores for fall, winter, and spring are displayed in conjunction with the score distribution for a selected reference group, which is represented using a "box and whiskers" format. Screening results can be interpreted through both criterion-referenced and norm referenced methods:

- **AIMSweb®** criterion-referenced interpretation compares a student's scores with designated scores that indicate a good likelihood of academic success. The criterion scores are based on expert judgment or on an empirical demonstration of the relationship between the screening score and a positive outcome.
- **AIMSweb®** provides norm referenced information in the form of a percentile, that is, the percentage of students in the reference group who scored below a particular score. On this scale, a score at the 50th percentile is average (higher than half the students in the norm sample), the 10th percentile is very low, and the 90th percentile is very high. Both national and local (school and/or district) percentile norms are provided by **AIMSweb®**.



The following reports are downloadable using a secure and automated process. **One on One Learning** will provide the District login credentials to access all available reports on-demand.

- *Benchmark Comparison Report*: Displays students' composite scores as color-coded bar lines.
- *Benchmark Comparison Tiers Report*: A criterion-referenced option of the teacher's dashboard that automatically groups students according to risk status, relative to the year-end target.
- *Monitor Report*: Provides a snapshot of all tutored students. The goal progress bar is color-coded to indicate whether the student is on- or off- track to meet the goal. The summary view shows the latest score students have received as well as their current rate of improvement being made per week.
- *Benchmark Distribution Report*: Demonstrates a distribution of scores based on specific criteria that is set by the tutor. This report can show district-level, school-level, and class-level distributions and make side-by-side comparisons to national, district, or school norms.
- *Scores and Skills Plan Report*: Provides a holistic view of student performance in math and reading across the individual measures and the composite scores. It shows the distribution of performance levels by measure and the percentage of students at low, moderate, or high risk, at the classroom or grade level.
- *ROI Growth Norms Report*: Displays a distribution of growth rates as they compare to Student Growth Percentiles. This report is helpful to obtain a summary of growth for all students to show the impact of instruction over time.
- *Tier Transition Report*: Shows the movement of students across instructional tiers. This group report is useful for determining effectiveness of core and intervention instruction and also for allocating resources to meet student need.
- *Student Profile Report*: Serves as the dashboard for an individual student. This report allows teachers to see a holistic view across measures and periods for the selected school year.
- *Individual Benchmark Report*: Shows performance relative to norms (national or local). It displays the student's rate of improvement (ROI) and Student Growth Percentile (SGP) and includes a Lexile® score based on the Oral Reading Fluency (ORF) measure.

Management Reports / Progress Monitoring

One on One Learning will provide to the District and designated school leadership data from progress assessments within five (5) business days after requested. The Proposer will also provide an annual report with student participation and academic gains, number of tutoring hours delivered at each school, and copies of semi-annual progress reports to the parents of participating students. All documentation will be certified by the public schools' administrator signature.



- Tutors will complete weekly *Tutoring Progress Reports* to determine if adequate student progress is being made toward the prescribed goals and will provide the schools and the District a copy of each student's academic progress.
- The Provider will submit to the District all required paperwork including, but not limited to principal/designee consultation agendas; tutors' schedules; attendance forms with the student's name, date and time of service, and tutor name; disaggregated data reports; and tutor time sheets signed by the supervisor.
- Individual students' pre-assessment results will be available to the classroom teacher, appropriate school staff, and the District at the start of the program, and post-assessment reports at the end of the program in a final cumulative tutoring report.

Please refer the **Appendix E** for copies of **One on One Learning's** *Student Learning Plans* and *Quarterly Program Summary Reports*.

End of Year Report

One on One Learning will submit an **End of Program Report** to Henrico County Public Schools at the end of each contract year. The report will provide the District a comprehensive program review, which will include a description of program services and activities, results of student pre- and post-assessments, overall instructional gains of participating students, hours of service by each student per subject, and a summary of all services provided. The report will also include the number of parental activities conducted, number of participants per event, and parent satisfaction survey results.

Please refer to **Appendix F** for a copy of *One on One Learning's End of Year Report*.



f. Process for Hiring Tutors

One on One Learning recognizes that human resource capacity is a marker of effective management, and as such, has policies and procedures for staff recruitment, management and supervision, development and training, leadership development, compensation, and staff retention. The Proposer has a dedicated team within its Human Resources Department who is experienced in hiring highly qualified individuals to staff educational programs in states throughout the Nation. The **HR Director** and four (4) **Staffing Coordinators** are responsible for recruiting, interviewing, hiring, and recommending tutors, coordinators, instructional aides, and other personnel who may be required to deliver *The GAINS Program*. Two (2) **Employee Experience Coordinators** are responsible for implementing efficient and effective people-centered practices and processes that are consistent with the Proposer's employee-centered approach, including the hiring and onboarding processes and creating a productive and collaborative work environment for potential and existing staff to increase retention.

One on One Learning recruits, trains, and supports highly qualified individuals who reside in the state and in identified school communities to fill instructional positions. Job advertisements are carefully drafted to properly communicate the Company's culture and the skills and characteristics that candidates must possess to meet **One on One Learning's** employment criteria, including key strategies that all instructional personnel must have to join the Proposer's highly achieving team. The Proposer also conducts market analysis of candidates and competitors to research the industry rates for tutoring positions in the state and sets a competitive salary range. Job advertisements are then posted to teacher staffing organizations (e.g., Indeed, Handshake, LinkedIn, Fishbowl), multiple colleges and universities, and other local employment entities. Interested candidates apply to the positions by submitting an application, cover letter, and résumé to the Human Resources Director.

Job applications are carefully reviewed and screened for specific criteria based on schools' needs and state contract requirements. Recently, the HR Department began utilizing Artificial Intelligence (AI) to identify qualified candidates, streamline the workflow, and increase efficiency. Interviews are scheduled with qualified applicants who meet the education, experience, licensure/certification, and skills required for the tutoring position. These interviews are conducted with the Human Resources Director, the Staffing Coordinator, and/or with the Local Program Coordinator. Upon successful verification of applicants' education history, teaching credentials, and previous employment references, they are offered a position. On average, **One on One Learning's** Human Resources Director and staff conduct **50 interviews with perspective candidates each week**. Due to the Proposer's due diligence, market research, and ability to adjust recruitment strategies, when necessary, approximately **10 new tutors are hired and complete standard onboarding procedures each week**. The entire **hiring process is completed within 4 to 8 days**, meaning that programs are **fully staffed** from the very first day of instruction.



Immediately following contract award, the HR Director will consult with the District's designated staff to determine the number of eligible students and their educational needs. This information will determine the number of tutors and other personnel needed to deliver **The GAINS Program** to each school. Prior to the start of the proposed tutoring services program, **One on One Learning** will submit to HCPS the names, credentials, and required paperwork, inclusive of background checks, of all direct instruction personnel who will deliver educational services at the schools.

Standard Onboarding Professional Learning

New hires must complete training on **One on One Learning's** company policies and employment expectations. This involves the following:

- *Human Resources Training* – Designed for new **One on One Learning** personnel, this 30-minute session is scheduled weekly on Thursdays and Fridays. During this time, new hires learn about benefits, payroll information, how to log in their work, and procedures for fingerprinting/background screening clearance. They must also complete the *One on One Learning HR Training* webinar.
- *Tutor Program Orientation / Training* – During this two-hour training, new hires learn about **One on One Learning's** methodology and approach to teaching and learning. They learn about the Proposer's whole-child approach, the philosophy behind Growth Mindset, and its positive impact on students. All tutors learn procedures and strategies for the implementation of a successful tutoring program, compliance documentation, specifics of the tutoring program to be delivered at the school, and *Guidelines for Professional Conduct and Ethics*.
- *Strategies for Success* – This one-and-a-half hour professional development session is scheduled each week on Tuesday evenings and on Thursday mornings to accommodate participants' schedules and different time zones. Participants review the **One on One Learning** whole student approach; thoroughly discuss the Proposer's tutoring method of delivering individualized instruction, challenging students academically, planning for lessons using multiple resources, making tutoring fun and exciting, and instilling Growth Mindset; and learn effective classroom and management strategies.

Federal Background Checks

One on One Learning hereby assures Henrico County Public Schools that all administrative and instructional staff tasked with delivering **The GAINS Program** will comply with background check requirements in accordance with state law and HCPS policy. All personnel assigned to this project will be free of any criminal records. Background checks – inclusive of fingerprinting – will be conducted and submitted to the District, as required, along with a signed "Direct Contact with Students" form stating that none of the individuals who will be providing services that require direct contact with students on school property during regular



school hours or during school-sponsored activities have been convicted of any felony or any crime of moral turpitude.

One on One Learning is responsible for adhering to and providing fiscal resources for all background checks and safety requirements prior to tutor reporting to any campus to work. Each individual hired by the Proposer will wear the **One on One Learning** ID badge at all times when on school property.

Tutor Training


One on One Learning focuses on its service capacity and its effectiveness to design research-informed programs, monitor, and support quality implementation, and make program modifications as needed. The Proposer has developed policy and procedural manuals for all employees to ensure a structured, step-by-step approach to programming. Topics such as addressing a student's change of placement, a student or parent's refusal of services, or difficulties contacting parents are just a few of the processes in place to reduce program inefficiencies.

One on One Learning has an established, required training program for all hires before tutoring begins, periodically throughout the year, and as the need arises. This comprehensive professional development program offers tutors the opportunity to engage in **supportive, job-embedded, instructionally focused, collaborative, and ongoing learning**. Program components include:

- *Tutor Development Series* – Provides a free monthly learning opportunity for tutors of all knowledge and experience levels in education. It aims to open the door to both new and existing strategies, activities, and resources while creating a platform for conversation and the sharing of ideas and experiences based on the covered topic. Tutors sign up for each informative session by completing a brief online application. Sessions such as “Effective Time and Session Management for Tutors” or “Understanding Learning Disabilities: A Guide for Tutors” help increase the effectiveness of the tutoring program and improve student outcomes. These learning opportunities are offered on Saturdays to encourage participation due to participants’ increased availability.
- *Weekly Tutor Tips* – Tutors receive weekly tips on topics that match those of the *Tutor Development Series*. *Tutor Tips* include general guidance, instructional resources, and relevant terms and definitions. The intent is to offer ongoing support and program consistency by ensuring everyone is “on the same page” and using the same language / terminology. Following are some of the topics presented in *Weekly Tutor Tips*: student and family confidentiality; child abuse reporting requirements; teaching diverse learners; record keeping and documentation; attendance reporting procedures; accident/incident reporting; student emergency contact information;

student dismissal procedures; student sign-in/sign-out procedures; and documenting student attendance.

Figure 1: One on One Learning – Tutor Development Series Sample Schedule

 TUTOR DEVELOPMENT SERIES (TDS) 2022 – 2023 Schedule		
One on One Learning's Tutor Development Series provides a free learning opportunity for tutors of all knowledge and experience levels in education. It aims to open the door to both new and existing strategies, activities, and resources while creating a platform for conversation and the sharing of ideas and experiences based on the covered topic.		
Date	AM Topic **9am EST/6am PST**	PM Topic **7pm EST/4pm PST**
08/23/2022	Informed Tutors = Engaged Students	Level Up – Cultural Competence and Sensitivity
09/20/2022	Barriers to Learning – Challenges and Solutions	Meeting Student's Needs – A Focus on curriculum
10/18/2022	Lightbulb Moments	The Trauma Informed Tutor
11/15/2022	High Five the Big Five – Working with Struggling Readers	The ABC's of Time and Session Management
12/13/2022	The Mindset Potential	A Foundation for Learning
01/17/2023	Building Bridges in Math	Checked out – The Disconnected Student
02/21/2023	Meeting Student's Needs – A Focus on Curriculum	Lightbulb Moments
03/21/2023	The ABC's of Time and Session Management	Informed Tutors = Engaged Students
04/18/2023	The Trauma Informed Tutor	Barriers to Learning – Challenges and Solutions
05/16/2023	A Foundation for Learning	The Mindset Potential
06/20/2023	High Five the Big Five – Working with Struggling Readers	Building Bridges in Math

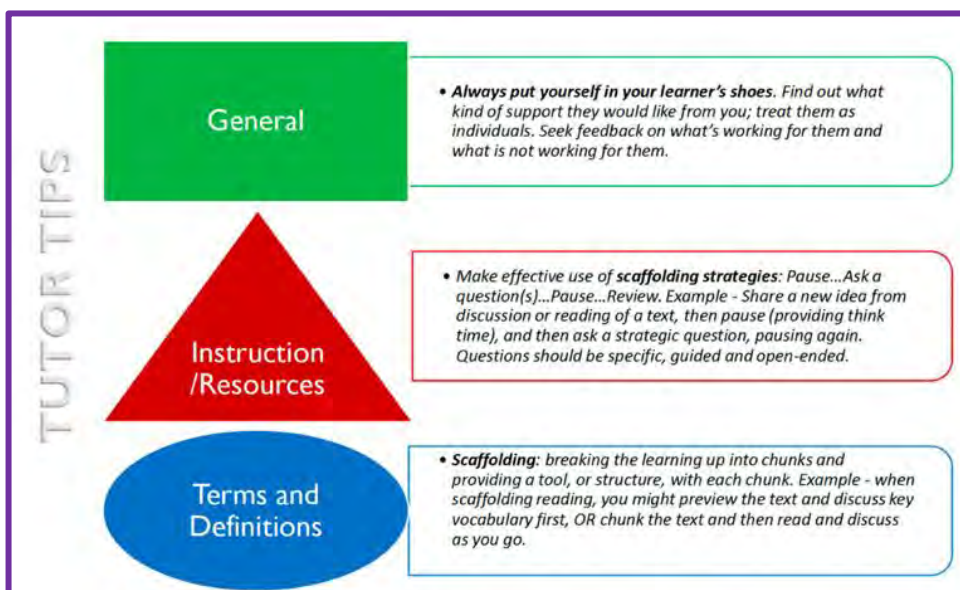


Figure 2: One on One Learning Weekly Tutor Tips



**Tab 6. –
Pricing/Cost Proposal**



Pricing / Cost Proposal

One on One Learning’s tutoring programs operate on a transparent and all-inclusive fee structure of \$71.75 per hour. This comprehensive rate encompasses all costs associated with delivering high-quality tutoring services, ensuring that there are no hidden fees or additional charges for the district to worry about. Included in this rate are the costs of tutor compensation, instructional materials, administrative expenses, and all other operational costs. We believe in providing a direct hassle-free pricing model that prioritizes the educational needs of our students. With our all-inclusive fee structure, districts and schools can confidently invest in our tutoring services knowing that they are receiving exceptional value and dedicated support to help students achieve academic success.

Tutoring Services Rate
\$71.75 per hour



Tab 7. – Exceptions



Exceptions

One on One Learning does not have exceptions or deviations to submit to Henrico County Public Schools. The Proposer is confident in its ability to meet all RFP requirements as listed in the Scope of Services section of this solicitation.



Tab 8. – Assumptions



Assumptions

One on One Learning does not have any assumptions to list in response to the RFP for Tutoring and Extended Day Services.



Tab 9 – Appendix



***Appendix A – Tutorial and Academic Achievement:
Findings from the 2019 School Year – Third-Party Evaluation Report***



One on One Learning Tutorial and Academic Achievement:

Findings from the 2019 School Year

Tier 3: Evidence of Effectiveness

under ESSA as defined through What Works Clearinghouse

Principal Investigator: Dr. Dana Godek

Co-Principal Investigator: Abigail Todhunter-Reid

Overview

The purpose of this evaluation is to examine whether One on One Learning's tutorial services are positively associated with student achievement after adjusting for baseline student characteristics (i.e. selection factors). To determine this, this evaluation observed a rigorous and well-implemented correlational studies (with statistical controls for selection bias), as defined through What Works Clearinghouse. Multiple regression analysis was used to determine a) the extent to which One on One Learning tutorial participation leads to gains in reading and math achievement, b) if students who receive many hours of tutorial demonstrate more gains than eligible students who receive few hours of tutorial, and c) whether the association of tutorial and achievement varies by student characteristics.

Key Findings

Results from the descriptive and correlational analysis suggest that the optimal range of tutorial hours is between 25 and 75 hours. Students who received more than 75 hours of tutorial demonstrated the least gain in achievement.

Sample

The One on One Learning program served approximately 1,680 students during the 2019 school year. Of the students served, 906 students had all relevant pre-test and post-test achievement data. Prior achievement is a key selection factor that determines whether a student is eligible for tutorial. Therefore, only students with both baseline and outcome achievement data were included in the evaluation sample. (More details on missing data can be found in Technical Appendix A). Of the students with complete data, 77% were in elementary grades (1st through 5th grades) and the remaining students were in secondary grades (6th through 12th grades). All students in the evaluation sample received group tutorial, and the vast majority (98%) received tutorial in both reading and mathematics. The remaining students received tutorial in reading only.

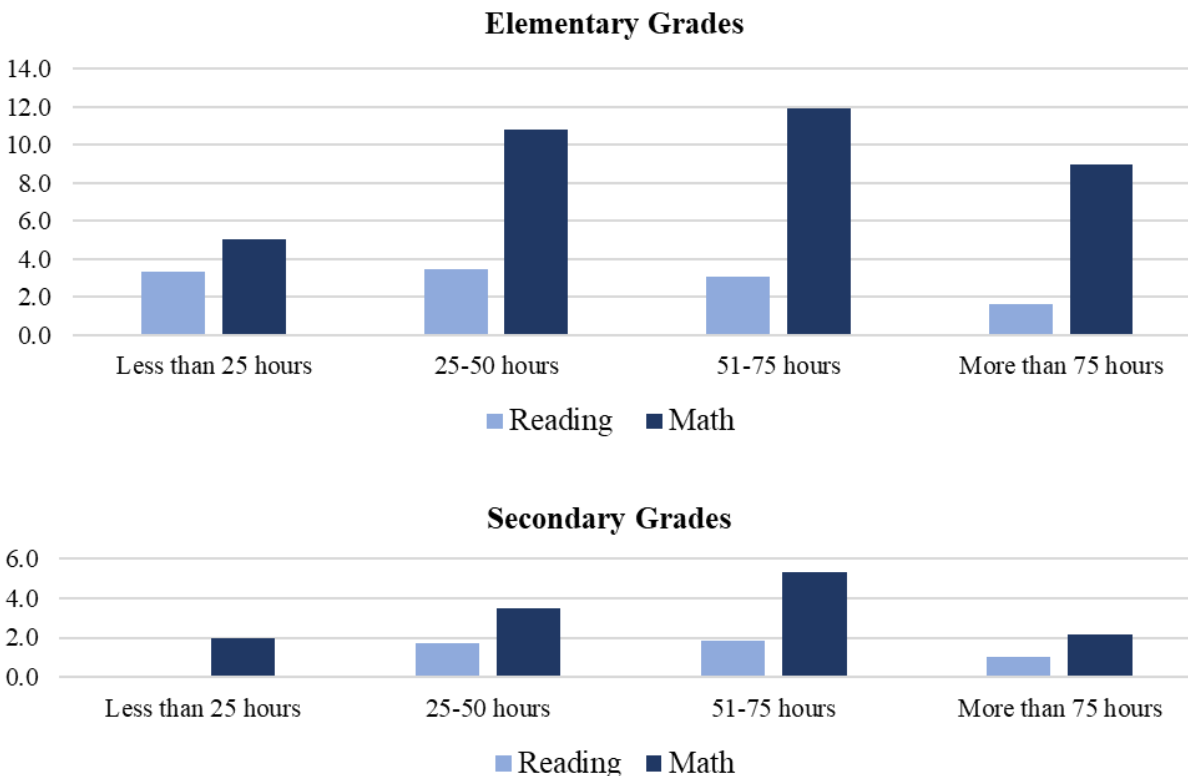
Descriptive Results

Tables 1a and 2a (Technical Appendix B) present sample characteristics and patterns in achievement overall and by level of tutorial involvement. On average, One on One Learning participants in elementary grades saw a 23 percent gain in reading comprehension and a 32 percent gain in math comprehension. Students in secondary grades also saw gains with a 2 percent gain

in reading comprehension and a four percent gain in math comprehension. However, these gains vary considerably by the level of tutorial involvement.

The number of tutorial hours students received ranged from 8 hours to 165 hours. Therefore, students were grouped into one of four categories: Less than 25 hours, 25 to 50 hours, 51 to 75 hours, and greater than 75 hours. As seen in Figure 1, students in the middle categories (i.e. who received between 25 and 75 hours of tutorial) demonstrated the greatest gains in achievement. Students in the highest category who received over 75 hours of tutorial demonstrated the smallest gains. This was true across most outcomes and grade levels.

Figure 1: Difference in Pre-Test and Post-Test Scores in Reading and Math Comprehension by Number of Tutorial Hours



Correlational Results

Differences in demographic characteristics were found between students who received many hours of tutorial and students who received few hours of tutorial. For example, Black students and male students tended to receive more tutorial hours than white students and female students (Tables 1 and 2, Technical Appendix B). Therefore, final analysis involved controlling

for the effects of these and other pertinent student characteristics (i.e., grade level, school district, and baseline achievement) in multiple regression analysis. Findings from the regression analysis are presented in Tables 3 and 4 (Technical Appendix C). The resulting correlational effect estimates are smaller in magnitude than the descriptive effect estimates and mirror the pattern in the descriptive findings.

Compared to students who received fewer than 25 hours of tutorial, students in the middle categories (i.e. who received between 25 and 75 hours of tutorial) demonstrated the greatest gains in achievement. Students in the highest category who received over 75 hours of tutorial demonstrated the smallest gains. The most notable positive correlations were found for math comprehension in the elementary sample. Students who received 25 to 75 hours of tutorial scored approximately 4.2 scale score points higher than students who received fewer than 25 hours of tutorial, and these correlations approach conventional levels of significance ($p=.08$). Although these correlational effects in math comprehension do not reach high levels of significance, they are substantive. Described in terms of standard deviations, the effect of tutorial on math comprehension in the elementary sample (0.2 SD) is equivalent to approximately two months of learning in math. However, negative correlations were found for reading comprehension in the elementary sample. Students who received greater than 75 hours of tutorial scored approximately 3 scale score points lower than students who received fewer than 25 hours of tutorial, and this correlation is significant ($p=.001$).

None of the correlations in the sample of secondary students approached conventional levels of significance due to small sample size. However, the correlations were positive and effect sizes ranged from 0.5 to 3.7 scale score points. One exception was in the case of reading fluency where receiving greater than 50 hours of tutorial is negatively correlated with achievement.

These findings indicate that there may be a diminishing return on the number of tutorial hours students receive. Receiving over 75 hours of tutorial is negatively correlated with achievement for some outcomes. And, in some cases, receiving few tutorial hours (i.e., less than 25 hours) is as beneficial as more tutorial hours (i.e., 25 to 50 hours). Therefore, the optimal range for tutorial hours appears to be between 25 and 75 hours.

Variation in Correlational Effects

Additional moderation analyses were conducted to determine whether the correlational effects of tutorial vary by student characteristics (i.e., is tutorial more effective for black students vs. Latino students, males vs. females, or elementary vs. secondary grades?). Findings from the moderation analysis did not reveal any significant or substantive results. These findings suggest that tutorial is equally beneficial for students regardless of demographic characteristics.

Limitations and Recommendations

One important limitation of this evaluation is that there is not a true comparison group. For this evaluation, all students in the sample received some amount of tutorial. If an additional group of students who did not receive any tutorial were included in the evaluation sample, it would be possible to estimate the effect of receiving few tutorial hours (i.e., less than 25 hours) on student achievement. The correlations reported here may be underestimated because the counterfactual (i.e., what would happen if students did not receive any tutorial) could not be estimated. It is possible that receiving more than 75 hours of tutorial is better than receiving no hours. However, this hypothesis cannot be tested with the available data. Therefore, it is strongly encouraged to collect achievement data for students who are eligible to receive tutorial, but who do not receive the intervention. This way, far more rigorous research, potentially quasi-experimental, could be conducted to estimate the true effects of the One on One Learning intervention.

Technical Appendix A: Additional Notes on Missing Data

- No values were entered for the special education and English language learner variables in the Miami-Dade and Riverside CA data. Therefore, these control variables were omitted from the analysis.
- No values were entered for the number of tutorial hours in the Philadelphia PA data. Therefore, the PA students (n=53) were dropped from the sample.
- A handful of extreme outliers were found in the achievement data which were likely a result of data entry error. These outliers (n=12) were dropped from the sample.
- The sample used for analysis included students in grades 1-12. Kindergarteners were excluded because they did not have all relevant achievement data.

Technical Appendix B: Descriptive Results

Table 1a

Student Characteristics and Achievement Levels Overall and by Level of Tutorial Involvement (Elementary Grades)

Student Characteristics	All Students (N=696)	By Tutorial Hours		
		Less than 25 hours (n=73)	25-50 hours (n=269)	51-75 hours (n=180)
Male	54%	49%	57%	51%
Black	57%	49%	45%	62%
Latino	35%	38%	42%	33%
White	8%	12%	14%	4%
Tutorial hours	60.9	20.8	37.8	60.9
Baseline reading comprehension percentile rank	30%	38%	33%	26%
Follow-up reading comprehension percentile rank	61%	56%	83%	49%
Change in reading comprehension percentile rank	31%	19%	50%	22%
Baseline math comprehension percentile rank	52%	52%	71%	41%
Follow-up math comprehension percentile rank	78%	72%	103%	65%
Change in math comprehension percentile rank	26%	20%	32%	24%

Table 1b

Student Characteristics and Achievement Levels Overall and by Level of Tutorial Involvement (Elementary Grades Only)

Student Characteristics	All Students (N=696)	By Tutorial Hours			
		Less than 25 hours (n=73)	25-50 hours (n=269)	51-75 hours (n=180)	More than 75 hours (n=176)
Male	54%	49%	57%	51%	55%
Black	57%	49%	45%	62%	73%
Latino	35%	38%	42%	33%	27%
White	8%	12%	14%	4%	0%
Tutorial hours	60.9	20.8	37.8	60.9	112.6
Baseline reading comprehension	7.1	9.1	6.9	6.8	6.9
Follow-up reading comprehension	10.0	12.4	10.4	9.8	8.6
Change, reading comprehension	2.9	3.3	3.5	3.0	1.7
Baseline math comprehension	18.5	24.1	21.1	16.0	13.6
Follow-up math comprehension	28.3	31.1	31.7	27.1	22.9
Change, math comprehension	10.3	5.1	10.8	11.9	9.0

Table 2a

Student Characteristics and Achievement Levels Overall and by Level of Tutorial Involvement (Secondary Grades)

Student Characteristics	All Students (N=210)	By Tutorial Hours		
		Less than 25 hours (n=29)	25-50 hours (n=100)	51-75 hours (n=30)
Male	56%	52%	51%	67%
Black	59%	45%	54%	87%
Latino	35%	41%	40%	13%
White	6%	14%	6%	0%
Tutorial hours	55.8	19.4	37.6	60.2
Baseline reading comprehension percentile rank	26%	26%	21%	15%
Follow-up reading comprehension percentile rank	28%	31%	26%	22%
Change in reading comprehension percentile rank	2%	5%	5%	7%
Baseline math comprehension percentile rank	28%	27%	31%	20%
Follow-up math comprehension percentile rank	33%	28%	36%	29%
Change in math comprehension percentile rank	5%	1%	5%	8%

Table 2b

Student Characteristics and Achievement Levels Overall and by Level of Tutorial Involvement (Secondary Grades Only)

Student Characteristics	All Students (N=210)	By Tutorial Hours			
		Less than 25 hours (n=29)	25-50 hours (n=100)	51-75 hours (n=30)	More than 75 hours (n=51)
Male	56%	52%	51%	67%	61%
Black	59%	45%	54%	87%	61%
Latino	35%	41%	40%	13%	35%
White	6%	14%	6%	0%	4%
Tutorial hours	55.8	19.4	37.6	60.2	109.7
Baseline reading comprehension	14.8	16.7	14.6	12.4	15.5
Follow-up reading comprehension	16.1	16.7	16.3	14.2	16.5
Change, reading comprehension	1.3	0.0	1.7	1.8	1.0
Baseline math comprehension	12.3	11.6	13.3	9.4	12.3
Follow-up math comprehension	14.3	11.4	15.0	13.7	14.5
Change, math comprehension	3.3	2.0	3.4	5.3	2.2

Technical Appendix C: Correlation Results**Table 3**

Correlational Effects of Tutorial on Student Achievement in Reading and Mathematics (Elementary Grades)

Tutorial (Compared to "Less than 25 hours")	Group	Reading Comprehension	Reading Fluency	Math Comprehension	Math Aptitude
25-50 hours		-0.90	2.72	4.24~	1.29~
51-75 hours		-1.47~	2.22	4.23~	0.29
More than 75 hours		-2.90**	0.40	1.33	-0.36

~ p<.1, * p<.05, ** p<.01

Notes: N=696. These models controlled for baseline student characteristics including gender, race, prior achievement, grade level, and school district. Green highlight = notable positive correlation. Pink highlight = notable negative correlation.

Table 4**Correlational Effects of Tutorial on Student Achievement in Reading and Mathematics (Secondary Grades)**

Tutorial (Compared to "Less than 25 hours")	Group	Reading Comprehension	Reading Fluency	Math Comprehension	Math Aptitude
25-50 hours		1.68	2.19	1.72	0.75
51-75 hours		1.06	-1.60	3.73	0.68
More than 75 hours		0.51	-2.40	0.49	0.95

Notes: N=210. These models controlled for baseline student characteristics including gender, race, prior achievement, grade level, and school district. Green highlight = notable positive correlation. Pink highlight = notable negative correlation.



Appendix B – One on One Learning’s Staff Résumés

MARCEL MONNAR

Email: mmonnar@oneononelearning.com

Phone: 305-273-8999

Skills Summary

- Leadership development
- Communication skills
- Staff development and retention
- Performance analysis
- Budget forecasting
- Strategic planning

Education

Florida International University / Specialist, School Psychology / August 2012

Florida International University / B.S., Specific Learning Disabilities / May 2003

Experience

One on One Learning

President/CEO / 2000-Present

- *Corporate Strategy & Development: Visionary, strategist, execution and leadership in driving products and services forward to align with current market trends and needs*
- *Continuously monitor and grow broad portfolio of educational services provided*
- *Provide leadership for development and implementation of new academic programs and improvement of current programs*
- *Develop individualized tutoring programs for students in grades K-12*
- *Develop curriculums for elementary and secondary tutoring programs*
- *Evaluate students for academic weaknesses and strengths using various standardized and informal achievement tests*
- *Forecast and manage organizational budget*
- *Employ and manage over 1,500 tutors/employees*
- *Service more than 8,500 students per school year*

Doral Academy Elementary

ESE Teacher / 2003-2004

- *Plan and implement curriculum for students in grades 2 – 5 diagnosed with a Specific Learning Disability*
- *Conduct IEP meetings*
- *Train general education teachers to modify curriculums and implement accommodations for students with learning disabilities*

ANDREA RAU

Email: arau@oneononelearning.com

Phone: 305-273-8999

Skills Summary

<ul style="list-style-type: none">• Organized• Staff Development	<ul style="list-style-type: none">• Leadership• Program Management
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Education

Florida International University / B.A., Health Service Administration / May 2009

Experience

One on One Learning

National Director of Programs / 2017 – Present

- *Participate in long-range planning and development of key domestic and international business development and growth initiatives*
- *Provide leadership and oversight of all program coordinators*
- *Support program coordinators across country in managing and ensuring successful programs*
- *Analyzing programmatic budgets and spending*
- *Ensure program alignment with contract requirements*

Director of Corporate Development and Non-Public Programs / 2011-2017

- *Participate in long-range planning and development of key domestic and international business development and growth initiatives*
- *Analyze and help in continuing to develop a strong company culture*
- *Arrange all company activities and events*
- *Help in developing, marketing and implementing new programs*
- *Responsible for setting up, implementing, and maintaining all aspects of all Non-Public programs, including but not limited to: hiring and training all staff, keeping appropriate attendance and billing records, submitting monthly and yearly reports to district as well*

Executive Assistant/District Coordinator / 2010-2011

- *Provide administrative support to the President of educational service company*
- *Responsible for setting up, implementing, and maintaining all aspects of Supplemental Educational Services program in Monroe County, including but not limited to: hiring and training all staff, keeping appropriate attendance and billing records, submitting monthly and yearly reports to district as well as the Florida Department of Education.*

Administrative Assistant / 2009-2010

- *Provide assistance to coordinators and upper management as needed*

DANIELLE MARTINEZ

(786) 897-1939

dmartinez@oneononelearning.com

Skills Summary

Experience handling multiple student support centered projects both in an online and in-person environment. Heavy exposure to working with diverse cultural backgrounds, individualized student needs, and teaming with various departments within an organization.

Education

Nova SouthEastern University / M.S. Substance Abuse Counseling / May 2013

Florida International University / B.A., Exceptional Student Education (ESOL Endorsement) / December 2007

Experience

One on One Learning

Director of Learning, Instruction and Curriculum / August 2019 – Present

- Specialize in preparing and executing professional developments and training for company employees and contracted schools.
- Continued research in improving curriculum and instructional best practices.
- Prescribe educational materials for students based on academic levels to ensure growth and progress.
- Assist in the hiring, onboarding and training of new employees.
- Oversee and coordinate online tutoring services offered to schools.

The Keri Rici Team – Keller Williams

Buyer Specialist / July 2016-May 2018

- Assist in the hiring process and extensive training of future agents joining the team.
- Qualify, establish, and maintain relationships with current and future clients.
- Hold buyer consultations with new clients to discuss the current market and home purchasing process, in addition to establishing clear expectations for my role as their advocate throughout their transaction.
- Enroll and monitor clients' activity and search criteria using the team's business tracking program.
- Ensure all communication is timely, open and clear at all times between attorneys, clients and co-op agents throughout the transaction.

One on One Learning

Director of Student Support Services and New School Development/ August 2013-August 2016

- Create and implement Professional Developments and school procedure trainings for teachers and staff.
- Train and manage Student Learning Advocates in Florida and Indiana for a virtual K – 12 public charter school.

- Develop processes and procedures in the areas of school enrollment, new student orientation, and State testing preparations.
- Coordinate and monitor referrals for educational intervention services such as virtual tutoring.
- Coordinate and oversee curriculum selections, in addition to coordinating training for all staff.
- Collaborate with Teacher Facilitators to ensure successful communication between Student Learning Advocates and students.
- Mentor up to 100 students; assisting with course selection, graduation requirements, continuous motivation, and time management skills.

One on One Learning

Program Coordinator / April 2012- August 2013

- Hire, train, and manage tutors and counselors.
- Register and test all incoming students.
- Prescribe and adapt student's individualized curriculum and placing them into appropriate groups.
- Approve weekly schedules in addition to organizing and supervising field trips to various locations.
- Collect and record tuition, registration and field trip payments.
- Communicate with parents on a daily basis in regards to their student's progress and needs.

Grand Valley Health Plan

Administrative Services / November 2008- May 2012

- Worked for a Health Maintenance Organization in all levels of the corporate office: the office of the President, medical staff, and customer service department, to name a few.
- Organized and planned community outreach events.
- Managed and kept record of accounts receivables
- Assisted Business Development with Benefit and Rate summaries for potential clients.
- Assisted in credentialing and re-credentialing physicians.

Ruth Owens Kruse

Special Education Teacher / September 2007- May 2008

- Taught 7th and 8th grade students with Severe Emotional Disturbances.
- Worked in a team teaching setting.
- Collaborated with students' counselors to assure all educational needs were being met in the classroom.
- Created and updated student IEP's

JENNIFER H. LOVE

Jenifferlove0777@gmail.com / 352-636-2849

Skills Summary

Experienced educator who employs a broad range of instructional techniques to retain student interest and maximize learning. Veteran facilitator of professional development on pedagogy for teachers, administrators and school/district staff. Broad range of instructional techniques for all student populations with a focus on Students with Disabilities and English Language Learners.

Education

Bachelor of Science Degree

University of Central Florida

Major: Elementary Education

FL Certifications: Primary Education (K-3), Elementary Education (1-6), Exceptional Student Education(K-12), Social Sciences (6-12), ESOL Endorsement (K-12)

Experience

One on One Learning, Corp.

Assistant Director of Programs

2019 – Present

- Coordinate and monitor tutoring programs in private schools
- Facilitate professional development, monitor and support tutor teams
- Ensure program compliance with district requirements

Title I Tutor, Lake County Schools

Lead Title I Tutor

1999-2019

- Provided Title I services to struggling K-6th grade elementary students in reading and math at three to four different private schools in Lake County.
- Conducted quarterly literacy meetings with teachers at each school and hold conferences with parents at least once a year.
- Assessed student performance by administering i-Ready testing three times a year. Increase up to 20% in reading and 15% in math in students for 2018-2019.

Anthoni Ahnen

(920) 264-8856

ahneanth@yahoo.com

6012 Peregrine Ave Orlando, FL.

Training and Education Professional –

Experienced in the area of instruction/training for a combined total of 10 years. Dedicated to creating a working environment that encourages; communication, collaboration, and creative thinking. Skilled in analyzing data and organizing content for optimal engagement.

Work Experience

Program Coordinator

One On One Learning (July 2023- Current)

- ❖ Supervise and develop 20+ tutors
- ❖ Work with schools to create schedules/curriculum for tutors to individualize instruction
- ❖ Administrative duties such as expense reports, attendance and budgets

Teacher- Instructional

School District Osceola County

(August 2020-May 2023)

- ❖ Worked with diverse learning levels, styles, and demographic backgrounds
- ❖ Participated in professional development courses and creation/adjustment of personalized learning plans
- ❖ Professionally communicated/cooperated with multiple tiers of teams including grade level, subject, and administration

FBO Relations Manager

Jet Air Group (June 2016- April 2020)

- ❖ Managed first point of contact with customers to handle issue and provide needed information about services
 - ❖ Handled sensitive information
 - ❖ Helped in creating a training manual for smoother recruitment of new employees
-

Core Competencies/Skills

- ❖ *Quickly Grasps New Concepts*
 - ❖ *Differentiated Instruction*
 - ❖ *Mentoring & Leadership*
 - ❖ *Organization/Attention to Detail*
 - ❖ *Proficient in Online Platform Systems*
 - ❖ *Written and Verbal Communication*
-

Education

University of Wisconsin-Green Bay

Bachelor's Degree with High Honors

Major: Education

Minor: Humanities - World Cultures

Professional Development Courses

- ❖ Uses of Instructional Technology
- ❖ Teacher Effectiveness
- ❖ Guidance Skills
- ❖ Assessment Strategies
- ❖ ESOL Competencies (1 & 2)

Disney Alumni Association

- ❖ Utilized experience as an independent study on the Disney Company's work experience
 - ❖ Developed skill set based on the 5 keys for improved guest service
-

ROXANA MARIE REY

(305) 342-9685

rmatos@oneononelearning.com

Skills Summary

- Performance management
- Onboarding training
- Excellent communication skills
- Project management
- ADP Workforce Now
- Quickbooks
- Enterprise

Education

Nova Southeastern University / M.S. Human Resources / June 2014

Florida International University / B.B.A. Management / December 2010

Experience

One on One Learning

Director of Human Resources & Accounting / August 2010- Present

- Implement HR strategies to respond to changing business needs.
- Attend staff meetings to ensure compliance in all aspects of HR.
- Process payroll for over 1,000 employees nationwide.
- Accounts Receivable/Accounts Payable.
- Analyze Financial Statements.
- Monitor and Review financials and budgets of entire company.

WatchesOnNet.com

File Clerk / April 2009- August 2009

- Organized files by customer names and dates of purchases.
- Deposit checks into business account.
- Sent watches to warranty department twice a week for detail finish and mechanical repair.
- Packed and shipped 15 watches daily.
- Entered inventory data daily into Excel.

Lloyds TSB Bank

Financial Control Intern / May 2006- August 2006

- Entered data of cell phone bills of all company phones.
- Verified 300 checks daily and made sure the numbers matched data in the computer.
- Posted journal entries of electric bill, rent, office supplies, and FedEx.
- Filed invoices by client name.
- Worked in Human Resources Department, updating employee files.



Appendix C – One on One Learning Reading Learning Map

Reading Learning Map

K – 8TH GRADE

TUTOR

Name:

Grade: Grade

Reading Levels		Curriculum Level
Fluency	Comprehension	

PHONOLOGICAL AWARENESS (no print; sounds only)	Prescribed	Mastered
Rhyme Awareness (cat/rat; cake/bake)	<input type="checkbox"/>	<input type="checkbox"/>
Syllable Awareness	<input type="checkbox"/>	<input type="checkbox"/>
Phonemic Awareness		
Sounds in Isolation- Initial, Medial, Final	<input type="checkbox"/>	<input type="checkbox"/>
Nonsense Word Fluency (NWF) Blending: Joining a series of sounds together to make a word	<input type="checkbox"/>	<input type="checkbox"/>

PHONICS (print)	Prescribed	Mastered
Letter Naming Fluency (LNF)	<input type="checkbox"/>	<input type="checkbox"/>
Letter Sound Fluency (LSF)	<input type="checkbox"/>	<input type="checkbox"/>
Short Vowels	<input type="checkbox"/>	<input type="checkbox"/>
Long Vowels/Silent E	<input type="checkbox"/>	<input type="checkbox"/>
Consonant Digraphs: sh, th, wh, ch	<input type="checkbox"/>	<input type="checkbox"/>
Consonant Blends: br, gr, tr, fl, st, sl, bl, sm, sk, sw, scr, str, spr, thr	<input type="checkbox"/>	<input type="checkbox"/>
Vowel Digraphs: ai, ee, oa, ay, ea, ow, oo, aw	<input type="checkbox"/>	<input type="checkbox"/>
Bossy R: ar, er, ir, or, ur	<input type="checkbox"/>	<input type="checkbox"/>
Diphthongs: oi/ou, ou/ow, au/aw	<input type="checkbox"/>	<input type="checkbox"/>
Endings- ed, -ing, -es	<input type="checkbox"/>	<input type="checkbox"/>
Hard/Soft C/G	<input type="checkbox"/>	<input type="checkbox"/>
Word Families	<input type="checkbox"/>	<input type="checkbox"/>

Reading Learning Map

K – 8TH GRADE

TUTOR

READING SKILLS		Prescribed	Mastered
Fluency			
Monotone, WPM, Reading over Punctuation, Accuracy		<input type="checkbox"/>	<input type="checkbox"/>
Reading Comprehension			
Main Idea	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Details	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facts	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inference	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sequencing	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summarizing	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compare/Contrast	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Story Elements	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cause/Effect	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Point of View	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Author's Purpose	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Response Mechanisms			
Multiple Choice		<input type="checkbox"/>	<input type="checkbox"/>
True/False		<input type="checkbox"/>	<input type="checkbox"/>
Open Ended Questions/Long Responses/Critical Thinking		<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary			
Context Clues	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compound Words	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prefix/Suffix	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Synonyms	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Antonyms	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Multiple Meaning Words	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional Reading Skills			
Sight Words	PK <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing/Grammar	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

READING STRATEGIES

Strategies for increasing language comprehension and building word recognition to produce skilled readers.



Phonics	<ul style="list-style-type: none">• Letter tiles• Word families and patterns• CVC Words• Alphabet sort• Writing letters using sand, rice, etc.• Color coding• Nonsense words• Word slide• “I Have...Who has?”• Read and sort
Phonemic Awareness	<ul style="list-style-type: none">• Body motions• Linking blocks• Elkonin sound boxes• “I Spy” the sound• Clap or tap out syllables• Spot - Dot – Divide• Rhyming using pictures• Rhyming puzzles
Vocabulary	<ul style="list-style-type: none">• Sketch notes• Visuals• Flashcards: memory and matching games• Context clues• Word Parts: suffixes, prefixes, root words• Close reading passages• Word gradients• Vocabulary dice

<p>Fluency</p>	<ul style="list-style-type: none"> • Sight word bingo and matching • Sight words fly swatter • Choral reading • Echo reading • High interest reading passages • Reader's theatre • Fluency tracker • Sentence pattern chart • Sentence sticks
<p>Reading Comprehension</p>	<ul style="list-style-type: none"> • Annotation • Color Coding – Highlighting • KWL Graphic Organizer • Open Ended Questioning • Brain Dump • Mind Map • Quick Draw • Retelling and I 0-finger summary • Story elements dice • Venn Diagrams, compare and contrast charts • Looks like, feels like, sounds like



Gough, P.B., & Tunmer, W.E. (1986)



Appendix D – One on One Learning Math Learning Map

Math Learning Map

K – 8th GRADE

TUTOR

Name:

Grade:

Math Levels					Curriculum Level
Oral Counting	Number Identification	Quantity Discrimination	Missing Number	Math Calculation	

EARLY NUMERACY	Prescribed	Mastered
Numbers Identification/Counting	<input type="checkbox"/>	<input type="checkbox"/>
Missing Number	<input type="checkbox"/>	<input type="checkbox"/>
Quantitative Reasoning	<input type="checkbox"/>	<input type="checkbox"/>
Shapes	<input type="checkbox"/>	<input type="checkbox"/>

COMPUTATION (NUMBERS AND OPERATIONS)	Prescribed	Mastered
Place Value	<input type="checkbox"/>	<input type="checkbox"/>
Whole numbers, Decimals	<input type="checkbox"/>	<input type="checkbox"/>
Addition/Subtraction		
Single Digit Addition	<input type="checkbox"/>	<input type="checkbox"/>
Single Digit Subtraction	<input type="checkbox"/>	<input type="checkbox"/>
Double Digit Addition	<input type="checkbox"/>	<input type="checkbox"/>
Double Digit Addition- with regrouping	<input type="checkbox"/>	<input type="checkbox"/>
Double Digit Subtraction	<input type="checkbox"/>	<input type="checkbox"/>
Double Digit Subtraction- with regrouping	<input type="checkbox"/>	<input type="checkbox"/>
Addition with 3 or more digits	<input type="checkbox"/>	<input type="checkbox"/>
Subtraction with 3 or more digits	<input type="checkbox"/>	<input type="checkbox"/>
Multiplication/Division		
Single Digit Multiplication	<input type="checkbox"/>	<input type="checkbox"/>
Single Digit Division	<input type="checkbox"/>	<input type="checkbox"/>
Long Multiplication	<input type="checkbox"/>	<input type="checkbox"/>
Long Division	<input type="checkbox"/>	<input type="checkbox"/>
Fractions		
Beginning Shapes	<input type="checkbox"/>	<input type="checkbox"/>
Comparing, Addition, Subtraction	<input type="checkbox"/>	<input type="checkbox"/>
Multiplication, Division, Converting to % and Decimal	<input type="checkbox"/>	<input type="checkbox"/>

Math LearningMap

K – 8th GRADE

TUTOR

Percent		
Basics, Converting to Fractions/Decimals	<input type="checkbox"/>	<input type="checkbox"/>
Finding Percentages	<input type="checkbox"/>	<input type="checkbox"/>
Decimals		
Place value, Addition/Subtraction	<input type="checkbox"/>	<input type="checkbox"/>
Converting to Fractions/Decimals	<input type="checkbox"/>	<input type="checkbox"/>
Algebra and Algebraic Thinking		
Integers:	<input type="checkbox"/>	<input type="checkbox"/>
Addition/Subtraction	<input type="checkbox"/>	<input type="checkbox"/>
Multiplication/Division	<input type="checkbox"/>	<input type="checkbox"/>
Absolute Value	<input type="checkbox"/>	<input type="checkbox"/>
Solve Equations	<input type="checkbox"/>	<input type="checkbox"/>

OTHER SKILLS	Prescribed	Mastered
Money		
Identifying, Counting Bills, Counting Coins, Problem Solving	<input type="checkbox"/>	<input type="checkbox"/>
Time		
Identifying Parts of the Clock	<input type="checkbox"/>	<input type="checkbox"/>
Telling Time- to the hour, half-hour, quarter, 5 minutes, minute	<input type="checkbox"/>	<input type="checkbox"/>
Elapsed Time	<input type="checkbox"/>	<input type="checkbox"/>
Geometry		
Measurement	<input type="checkbox"/>	<input type="checkbox"/>

APPLICATION (WORD PROBLEMS)	Prescribed	Mastered
Addition/Subtraction	<input type="checkbox"/>	<input type="checkbox"/>
Multiplication/Division	<input type="checkbox"/>	<input type="checkbox"/>
Fractions	<input type="checkbox"/>	<input type="checkbox"/>
Decimals and Percent <input type="checkbox"/> Solving Equations <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

HIGH SCHOOL MATH	Prescribed	Mastered
Geometry	<input type="checkbox"/>	<input type="checkbox"/>
Algebra 1 <input type="checkbox"/> Algebra 2 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Appendix E – One on One Learning’s Student Learning Plans & Quarterly Program Summary Reports

Student Learning Plan

Student Name:

Grade Level:

School:

Days: ☐ M ☐ T ☐ W ☐ Th ☐ F ☐ Sa ☐ Su

Times:

SUBJECT	GOAL

Assignment of goals will be based on pre-assessment scores taken prior to the start of tutoring. In the event that he/she masters the above goals prior to the end of their tutoring hours, One on One Learning holds the right to adjust and add goals as necessary to continue their academic growth.



Quarterly Program Summary Report

Dates Reflected in Report: _____

Program Coordinator: _____

Program Location: _____

Program Coordinator Contact Information:

Overview of Schedule:

- Number of days tutored:
- Number of groups tutored in total during time:
- Total time by group:

Overview of Subjects Tutored:

Any Issues That Need to be Addressed:



Quarterly Program Summary Report

Student Name: _____

Dates of Service: _____

Student Grade: _____

of Sessions Attended: _____

of Sessions Missed: _____

Subject/s Tutored: _____

Pre-Test Score: _____

Post-Test Score: _____

Short Term Goals Assigned/Achieved:

Long Term Goals Assigned/Achieved:

Progress notes and Summary:

Comments or Concerns:



Appendix F – One on One Learning’s End of Year Report



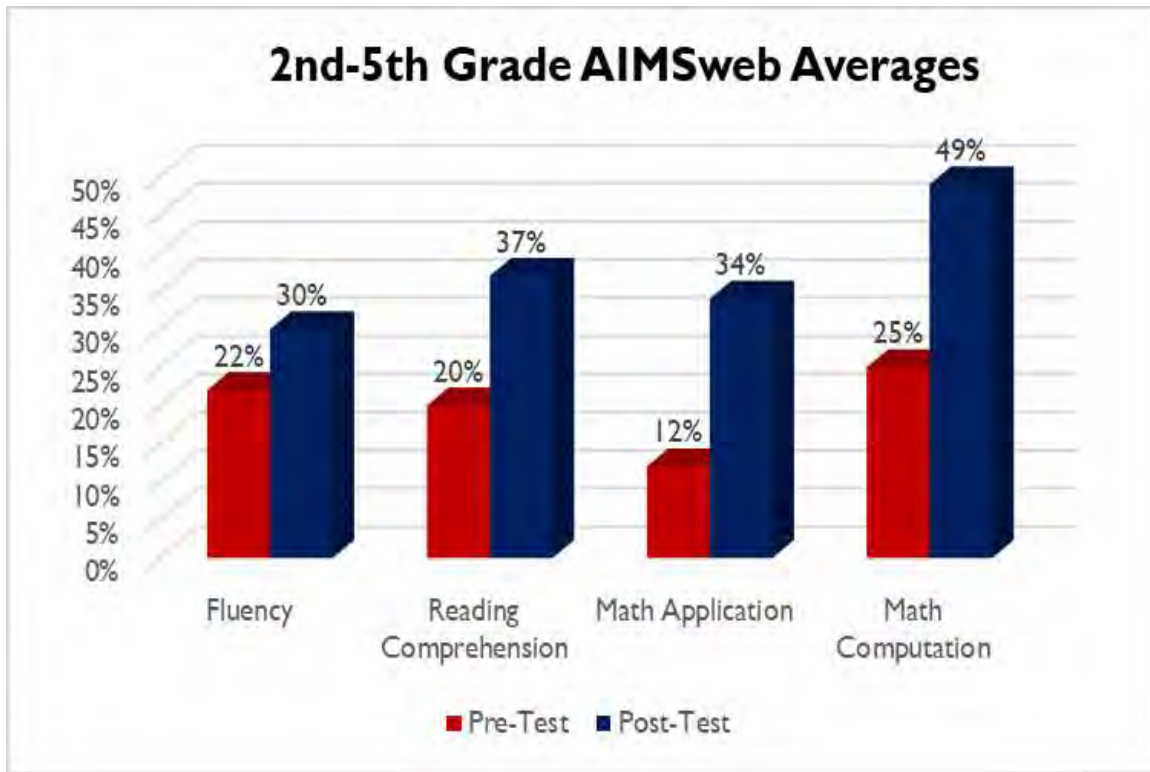
End of Year Report
YEAR

SCHOOL NAME

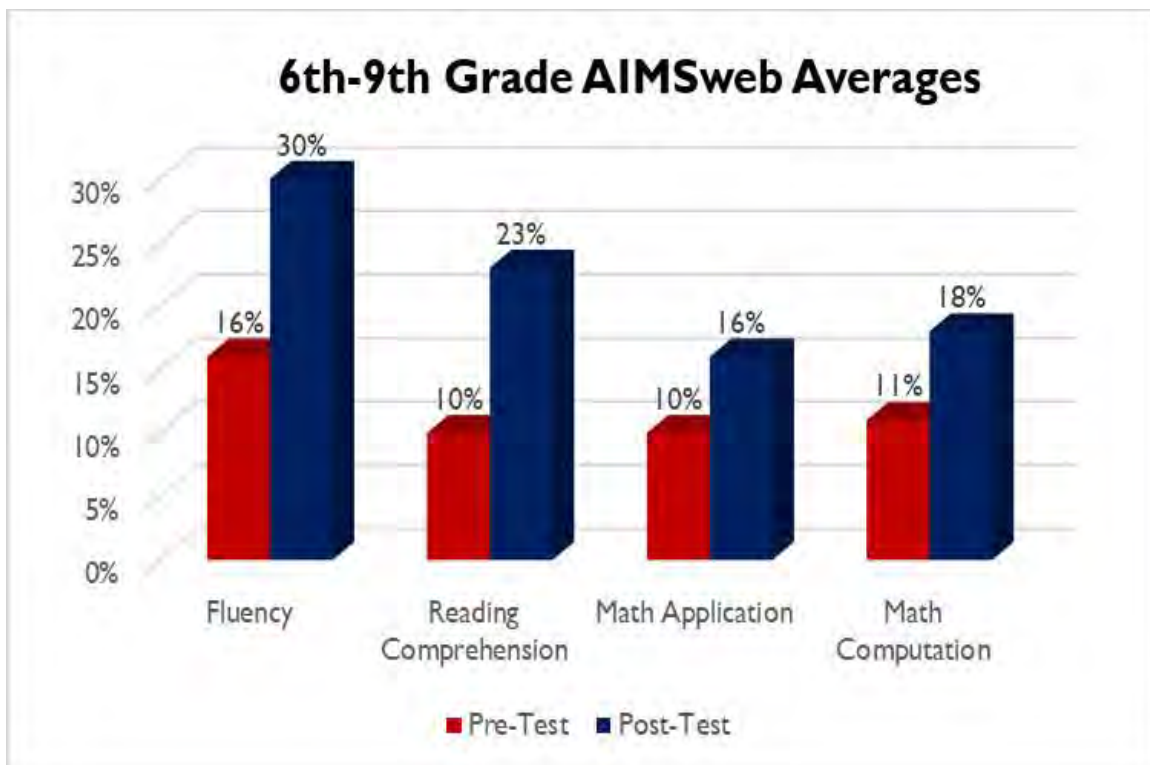
Title I Program Design Information

Start Date	
End Date	
Delivery	
When	
Focus	
Implemented Online Program	

DATA FOR SCHOOL



**Data based on 18 students*



**Data based on 10 students*



"Helping Students Reach Their Full Potential"™

2nd – 5th Grade Reading and Math Scores

INDIVIDUAL STUDENT PRE AND POSTTEST SCORES INSERTED

6th-9th Grade Reading and Math Scores

INDIVIDUAL STUDENT PRE AND POSTTEST SCORES INSERTED





"Helping Students Reach Their Full Potential"™

Students Absent During Testing

INDIVIDUAL STUDENT PRE OR POSTTEST SCORES INSERTED



"Helping Students Reach Their Full Potential"™

Program Evaluation YEAR

Program Successes:

- *Push-In Program*
- *Overall learning gains in 2nd-5th grade*
- *Communication between tutors and teachers*

Opportunities for Improvement:

- *Assessments*
- *Utilizing i-Ready or IXL during tutoring*

Suggestions for Next Year's Program:

- *Continue with push-in program*
- *Begin earlier in the school year again*
- *Offer professional developments to Teachers and staff*



"Helping Students Reach Their Full Potential"™

NEXT STEPS: YEAR School Year

Tutoring:

Professional Development:

Parental Involvement:



"Helping Students Reach Their Full Potential"™

Thank you for allowing us to help support you, your students and your school's academic growth this school year. We do hope that the teachers and parents have noticed the improvements these students have made, not only in the classroom but in other areas. We know that through continuing this partnership not only will we be able to see MORE academic growth and improvement in your school and its' students; we will be able to continue to build a more targeted and specific program to your school's needs.

We look forward to fostering this relationship further and thank you again for choosing **One on One Learning** and working with us to coordinate the best possible program for your school!

Thank you!

Marcel Monnar, Ed.S.

President

Program Coordinator



THIS CERTIFIES THAT

One On One Learning Corp.



* Nationally certified by the: **FLORIDA STATE MINORITY SUPPLIER DEVELOPMENT COUNCIL**

*NAICS Code(s): 611691; 611430; 611710; 611699; 624110

* Description of their product/services as defined by the North American Industry Classification System (NAICS)

11/01/2023

Issued Date


FL02976

Certificate Number

11/01/2024

Expiration Date


Ying McGuire
NMSDC CEO and President


Beatrice Louissaint, President & CEO

By using your password (NMSDC issued only), authorized users may log into NMSDC Central to view the entire profile: <http://nmsdc.org>

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