

# PROPOSAL

## Overview

The Mnemonic Institute of Human Development (MIHD is a registered Supplemental Educational Service provider and established LACOE vendor) will prepare your students for the California High School Exit Examination (CAHSEE) and California Standards Test (CST) in both mathematics and language arts using Grade Level Plus™, a program which combines instruction, testing materials and teacher coaching. Grade Level Plus™ (GLP) employs RACE (Recognition, Application, Confidence, Excellence), a methodology uniquely suited to underachieving students. RACE also serves as the foundation for ETSL™ (Excel Through Synergistic Learning), small group (three to five students) learning community. GLP can be implemented in either an In-school or After-school setting. The principal and his staff can determine whether to use one or a combination of the following:

- MIHD instructors can implement the entire program after-school.
- MIDH can provide materials and weekly coaching to teachers who could implement program.
- Combination of MIHD tutors and your teachers could implement the program
- MIHD tutorial teams could organize a small group (3 to 5 students) team model.

The principal can choose one or all of the programs outlined in this proposal. This proposal is only a starting point because our goal is to partner with the PAU for a solution that works for teachers, staff, administrators and most important students..

## Program Objectives

- Provide students with a clear understanding of what it takes to realistically score well or raise their current score on standards based tests.
- Show students what to expect on the CAHSEE and CST through detail analysis of question types and hidden patterns within the multiple choice spread.
- Teach students inductive and deductive strategies, like Multiple Analysis of Choices™ (MAC), used by natural testers to choose the correct answer by eliminating poor choices.
- Eliminate student's fear of test taking through understanding, practical application and constant review.

## Program Goals

- **Impact** at least 80% students who will take the CAHSEE and CST
- **Pass 90% of the class the first time**
- Achieve student CST proficiency for 70% of students served.

## PROGRAM

### Design and Implementation

Effective implementation of Grade Level Plus can be achieved in several different ways. Here are some options:

1. MIHD can assign its trained instructors who to teach and provide tutorial support to students at designated school sites. Instructors conduct a weekly four- hour workshop conducted at the school site during a scheduled time. The workshop is supplemented by daily practices tests and tutorial support.
  - Workshops consist of two hours mathematics, and two hours language arts instruction. There would be either a 45-minute lunch and two short breaks or one 1-hour lunch.
  - Workshops focus on learning general test taking strategies, MAC strategies, and building skills foundation with min-lessons and worksheets.
  - MIHD Instructors will give practice tests and solution sets to teachers. Site teachers would administer these materials on days following the workshop.
  - MIHD Instructors would devote the first part of the next workshop session to answer these questions.
2. MIHD CASHEE/CST Daily After School Program:
  - This program would be administered as a 90-minute tutorial workshop.
  - The After School Program can also be administered as an ETSL (Excel Through Synergistic Learning) model where tutorial ratio is five students to one tutor. The State of California and Federal Government SES (Supplemental Educational Services) program funds could pay for this program or After-School Title 1 funds could be used.)

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### Design and Implementation

3. LACOE teachers could administer CAHSEE/CST Grade Level Plus program.
  - MIHD would train LACOE teachers in the use of MIHD instructional materials.
  - LACOE instructors would employ program within either the workshop model or as a daily class.
  - MIHD math and language coaches would coach LACOE on application of instructional materials. All coaching sessions would be recorded and posted on a secure area on the MIHD's website.

#### **Math and Verbal Coaching for LACOE Teachers:**

Coaching sessions are conducted as a 40-45 minute webinar on a weekly basis for math and verbal coaching. Subscriptions for math and verbal coaching are independent of each other. The largest group size for a webinar will be 30 teachers. A session of more than 30 will be divided into two or more groups.

- A Mnemonics editor will devote 20 minutes towards explaining the lessons of the week. Highlighting difficult points – methods and gimmicks to use when teaching the more difficult aspects of a lesson. In some cases refreshing grammar rules or calculation methodologies.
- The next 25 minutes consists of a Q & A session where teachers can ask about specific aspects of the lesson (or any other questions they have). Since the editors of the material will be conducting the coaching in most cases, teachers can request topics for inclusion into lesson. **All materials are standards-based and customized to follow the teachers set lesson plans.** This allows for a seamless integration of testing content materials and current curriculum.
- The lessons will be kept online where they can be accessed with a login for anyone with a subscription. Teachers will have one week to view missed session, after which time they will be replaced with the most recent session. In addition, editors will be available via email for questions, comments, help, etc. If teachers wish anything else to be incorporated into the webinar – we will accommodate requests within reason.

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4. LACOE teachers would receive additional support from MIHD program assistants daily.
  - Program assistants are trained professionals who serve as aids to LACOE teachers. It is the job of these assistants to maintain the integrity of the program structure, effective use of materials and accurate application of MAC and basic skills lessons.

### Methodologies

1. Simplicity and application lies at the core of Grade Level Plus through its RACE Methodology:
  - **RECOGNITION** of basic skills: Instructors expose students to the most apposite skills for testing during mini lessons that employ worksheets of graduated-difficulty. These 60-question worksheets take students from the most basic level of understanding in a given topic area to a proficient and advanced level.
  - **APPLICATION** of skills: Students learn to apply acquired skills in ways that allows them to answer questions correctly on practice tests. Our practice tests accurately reflect state-administered CAHSEE and CST. Student familiarity of these tests is of inestimable value.
  - **CONFIDENCE** in test-taking ability: Students gain confidence in their ability to do well on CAHSEE and CST by learning MAC (Multiple Analysis of Choices). MAC allow students to analyze a question and make informed estimations of the correct answer while test-taking strategies give students a sense of control over their test-taking situation. These elements of the program tend to give students a sense that they can answer all the questions confidently.
  - **EXCELLENCE** in using skills: Our instructors help students to achieve excellence within a structured program designed to provide students with a well-rounded approach to answering questions while feeling good about themselves.

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2. Math Lessons begin with Math Talk. In Math Talk, an instructor presents a concept that relates specifically to a California mathematics standard. For instance, mean, median, and mode would refer to the California standard category called statistics, data analysis and probability standard 1.1: “[Compute the Mean, Median, and Mode of Data Sets](#). Students should have a mastery of this concept by sixth grade.” The instructor will give a clear definition of both the concept and how it relates to the standard. We want students to know the specific standard but not fear the concepts and related math.
3. Break It Down follows math Real World. In Break It Down, the instructors show students step-by-step of how to answer the problem as well as presenting the same problem in slightly different way—pointing out ETS test writing subtleties.
4. Students then solve related problems. The CAHSEE and CST Math are really about setting-up simple problems and solving the requisite mathematics. In fact, natural test-takers do better on the “Math” section because they focus on setting problems up. Most students spend too much time trying to find complicated solutions to the problems on the test. This is very frustrating, and results in very low scores. ETS test writers have designed the tests so that test-takers can solve the math quickly. Solving problems quickly is a major focus of the program. Instructors will also point out valuable tips and shortcuts to every problem.
5. In CAHSEE and CST verbal sessions, instructors stress the importance of reading with the ear and not the eye for better comprehension and therefore reading aloud and phonemic application are critical for success. Students learn how to attack questions first by recognizing the hidden patterns in the choices and eliminating those choices that are not within the pattern before going to the passage. This gives them an incredible edge.
6. Program assistants are trained professionals who serve as aids to LACOE teachers. It is the job of these assistants to maintain the integrity of the program structure, effective use of materials and accurate application of MAC and basic skills lessons.



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### 7. **Excel Through Synergistic Learning (ETSL): Small (three to five ) Student Learning Community**

ETSL tutors (and classroom Instructors) will constantly explore methods to make mathematics and language arts personal. It is our belief that students acquire only knowledge they value. They internalize only those modes of thinking that seem essential to what they want and what they think is important. When students connect emotionally and personally to what they study and what they value in life, then learning becomes exciting and fun. MAP is really an exploration of thinking, feeling, and wanting.

An ETSL session consists primarily of application of salient principles in a series of mathematical or language arts games. These games help students to learn mathematics in different contexts while having fun. Students will learn:

- How to use class time effectively
- Taking notes specifically for mathematics
- Developing an appropriate mental attitude
- How to effectively prepare and take math tests
- Approaching homework
- Asking good questions
- Getting back on track when feeling “lost”
- Using supplemental materials.
- How to ask and get help

### 8. **Program materials:**

**Worksheet** – a 25-40 question worksheet on a given topic that is covered in the CAHSEE/CST exams. Our worksheets start with the very basics, assuming that our students know how to add, subtract, multiply, and divide. We build up from question 1 to 40 with a slow progression of increasing difficulty. The first question is simple and usually presents a math topic without any math – we focus on visual cues so students gain an intuitive understanding of what is going on. Instead of focusing on abstract

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words, we focus on concrete pictures and tangible concepts such as money. We move from pictorial representation to pure word problems, but the progression happens in such a manner that it is easy for students to extrapolate from one question to the consecutive one. As the worksheet progresses, the questions get increasingly difficult, however, students do not perceive the jump in difficulty from beginning to end since it is gradual. In this manner, we can lead student up a metaphorical ramp, whereas, a staircase would have scared them.

**MAC Pattern** – MAC is “Multiple analysis of choices.” It is a strategy for students to choose answers in the case when they are unsure of how to do the problem. It is also useful when students do know how to do the problems because they can use logic to assess whether the answer they have arrived at is reasonable. Many dismiss strategy teaching, but it is one of the greatest assets of the Mnephonics Institute. The CAHSEE and CST are standardized tests, which mean some pattern must exist in the test or else scores would not be comparable among test dates. For this reason, MAC can often help improve students’ scores significantly. It also teaches students to use inductive and deductive reasoning, which they can apply to any other aspect of life. We are trying to teach are students to think analytically.

**Mini-Test & Complete Solutions** – our mini-tests are 4-7 question tests given in CAHSEE/CSTA 2 column form. The tests are composed of questions at the CAHSEE level and in the same style. This is to emulate the test scenario for students. For many, the test setting is what causes nervousness, so we allow them to practice it in little bits. Our tests also come with complete solutions – the most thorough explanation an analysis of a question possible, but written in a way so that it is accessible to students of all levels.

*Note:* The sample materials enclosed are on the long end because they are formatted for our 2 hour program – they will be in a shorter form for the during school program.



## Accountability

MIHD will maintain daily an organized email account for all school sites. These sites will be arranged by folders. The principal and school districts contract and program administrators will have a user ID and password to this email account. This account will contain the following documents:

1. Weekly fax reporting of student-sign in sheets. These sheets will be faxed from the sites to the principal and MIHD.
2. Daily MIHD Instructor class progress reports for each site.
3. Extended Learning Recap Sheets (ELRS) for each school and a cumulative sheet for the entire school.
4. MIHD Program Director's weekly report on school's progress
5. Instructor Weekly Schedule.

MIHD instructors will email their information to your designated email site. Instructors will also fax Student Sign-in Sheets from their designated sites daily to your main fax number. This system is an excellent statistic gathering tool and allows the principal, administrators, the Federal Government, and MIHD to be cognizant of school sites progress at all times. This electronic daily reporting along with telephone and email communication between program director and principal is necessary for sustained success—"God is in the details."



## COSTS

- The cost is \$75 hourly for either the Grade Level Plus™ After-School Program or \$85 for program during the school day.
- ESTL (*Excel Through Synergistic Learning*®) Program. This can be employed as either an After-School or In-School tutorial program. One tutor/instructor is assigned to no more than five students. There is a three (3) tutor/instructor minimum for each site. The cost is \$65 hourly for each instructor.
- Coaching per subject is \$950 monthly if combined with either an After-School or in-class program. The cost of coaching without these programs is \$2,000 monthly. MIHD's testing corporation Psychometric Systems Incorporated will email materials to designated sites. The principal must sign a license agreement that allows for copyright material to be printed and distributed for one year.
- CST subsection test preparation for basic science, biology, chemistry, algebra II , geometry, and other courses is available at a separate cost. (We also provide GED and SAT preparation, the cost \$125 hourly.)
- Testing evaluation and reporting: \$30 per student, per subject.

## CONTACT INFORMATION

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