

# Grand Central Station Administrators' Information

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# Grand Central Station

We very much appreciate your interest in the GRAND CENTRAL STATION academic intervention model and its implementation training series. Through this intensive Response-to-Intervention process which utilizes research-based strategies, significant progress has been made in the lives of struggling students, grades 3 through 12. Since 2000, GCS labs on average have reduced the failure rate of participating students by 60 to 70 percent.


After establishing more than 200 GCS programs on campuses across Texas, the CENTER FOR LEARNING & DEVELOPMENT has designed a comprehensive implementation process, which we believe to be the most productive and cost effective for your school. The first step is to ensure an understanding and commitment to the program model by the administrator and his/her faculty. It is then followed by an intensive 9-day training series for the chosen GCS team. The 9-day series incorporates professional development on the profiles of the most common dysfunctions of the struggling learner along with relevant intervention tools, techniques and technology to support cross-curricular instruction. In addition, Planning & Sustainability Workshops for Administrators are included in this implementation process. The GCS Implementation Training Package also includes on-site consultation visits, phone and email support, two advanced follow-up GCS workshops, and assessment software.

We hope this information is helpful to you, and we look forward to the possibility of working with you in your pursuit to help struggling learners. If you have any questions, or if we can be of help in any way, please call our office at (254) 751-0922.

Sincerely,

  
Sharon Blanchard, MS, LPC  
Executive Director

  
Carol Thompson  
Associate Director

  
Trish Raley, Ph.D.  
GCS Project Director



CENTER FOR LEARNING & DEVELOPMENT  
*Sharing the struggles. Finding the strategies.*

200 W. Hwy 6,  
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# Outline of Grand Central Station Two-Year Services

## The following products & services are included with the GCS 2-year package:

- Half-day Administrators/Faculty Teams Information Session - (Principals MUST attend.)
- 9-Day Implementation Training Series (spanning 5 to 7 months) for GCS Campus Team (up to 4 personnel plus an administrator with the following tools provided:
  - ASSESSMENT TOOLS**
    - ☑ Learning Profiler® software - one station provided to the GCS lab
    - ☑ Progress monitoring forms & graphs
    - ☑ Individual intervention planning form
  - RtI FORMS**
    - ☑ Referral & committee forms
    - ☑ Documentation forms for Tier 1 & Tier 2 interventions
  - RESEARCH-BASED INTERVENTIONS**
    - ☑ Protocols for teaching strategies
    - ☑ Manipulatives for teaching strategies
- Three 2-hour consultation visits to each participating campus (\*travel costs are additional)
- Data collection & analysis for each participating campus
  - ☑ GCS implementation progress
  - ☑ GCS student effectiveness data
- Phone & email support throughout implementation
- Two advanced workshops for the Campus Team during the year following GCS training

## Other campus-level cost considerations for participating campuses are as follows\*:

- Space & resources typical for a learning lab (computers, tables, desks, textbooks, software, materials)
- Staffing the GCS Lab (a minimum of two teachers in any GCS lab; requirements increase as school population increases)
- Extended-day staff (with student transportation provided, if needed)
- Recommended optional software (see discounted software bundle costs)
- Substitutes for training day participants (unless the lab is closed)
- Travel costs to the training site from your campus (including travel to Waco for Day 3 - Technology Day)
- Travel costs for speakers/consultants to your training site (if applicable) & for on-site consultations

\*See the *GCS Campus Implementation Estimated Costs Worksheet* for more details.

# Grand Central Station Overview

## “An Award-Winning Program”

**GRAND CENTRAL STATION (GCS)** is an intensive academic intervention program which offers a continuum of service options for at-risk learners. In this day of exceedingly high expectations, **GCS** provides schools with a **practical**, replicable process to help ensure that struggling learners receive the level of support they need across the curriculum to help them become successful, independent learners. In tandem with a research-based reading and math program, **GCS** has become a comprehensive Response-to-Intervention (RtI) service delivery model for elementary and secondary schools alike.

Through an in-depth 9-day training series (spread across a school year), participating campus teams are provided with professional development and implementation support. This training series equips **GCS** lab teachers with critical information on specific types of learning difficulties along with the most effective research-based intervention strategies. At the same time, administrators are provided with the systemic process which must be in place for those interventions to be effectively and consistently delivered.

Overall, **GCS**:

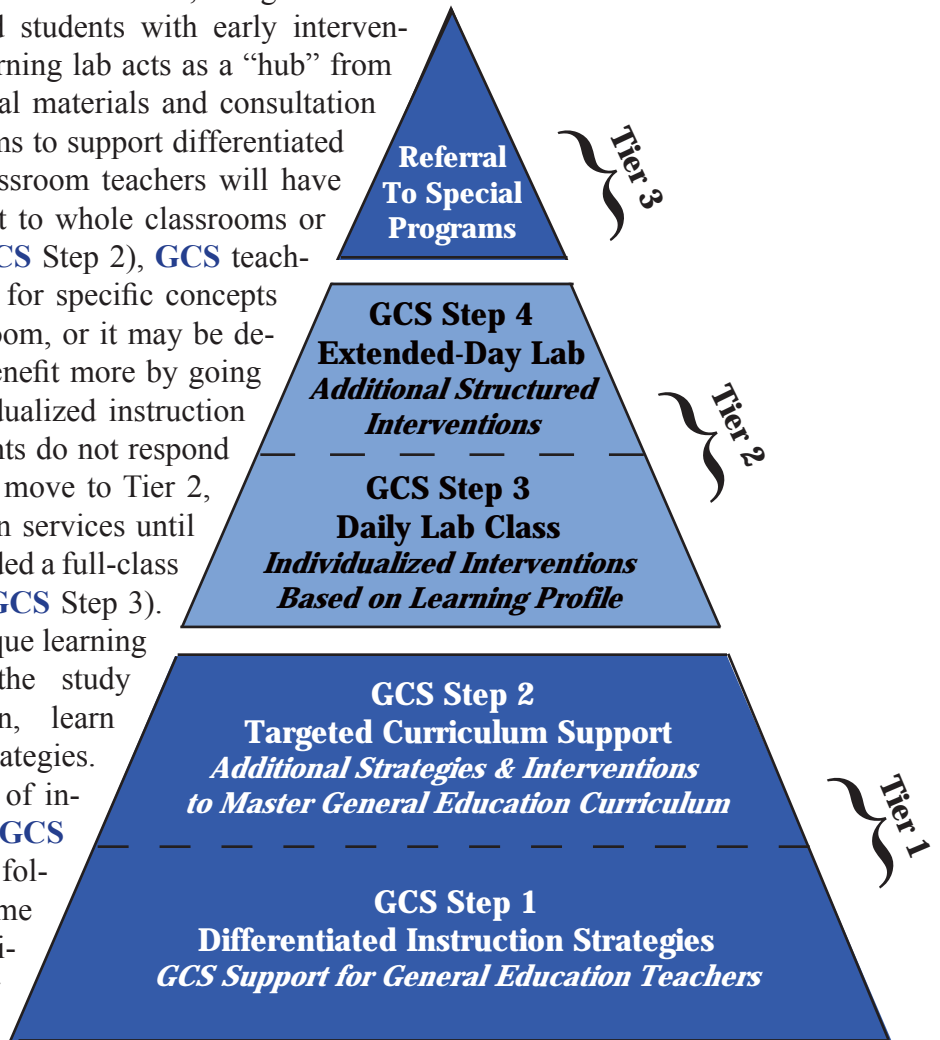
- offers early intervening support for general education classrooms (Tier 1)
- provides individualized interventions based on learning profile (Tier 2)
- assists with documentation for the RtI process



Academically at-risk students, including learning-disabled students, struggling readers, slow learners and those with organizational and/or attentional problems, thrive in this proactive system which supports their unique learning profiles. Screening tools, prescriptive interventions, proactive instructional strategies, specialized technology, organizational structures, weekly home-to-school connections, and detailed tracking mechanisms are woven together to form this intensive case-management system. By closely monitoring each student's learning needs and progress, this system acts as a "hub" for operations to improve instruction across the campus, preventing struggling students from "falling through the cracks."

# Grand Central Station: A Closer Look

GCS intervention begins first and foremost in Tier 1, the general education classroom, supporting teachers and students with early intervening services. The GCS state-of-the-art learning lab acts as a “hub” from which research-based, practical instructional materials and consultation are provided to general education classrooms to support differentiated instruction (GCS Step 1). Sometimes classroom teachers will have greater need in teaching a difficult concept to whole classrooms or with individual students. At this point (GCS Step 2), GCS teachers may share more targeted interventions for specific concepts or for particular students within the classroom, or it may be determined that a particular student would benefit more by going to the GCS lab for a brief time of individualized instruction only AFTER direct instruction. If students do not respond to these mild interventions in Tier 1, they move to Tier 2, where they receive incremental increases in services until they become successful. Students are provided a full-class period in the lab called Daily Lab Class (GCS Step 3). Here students begin to understand their unique learning profile and have more time to use the study aids, preview and process information, learn study skills, and develop memory strategies. If students do not stabilize with this level of intervention, then Extended-Day Lab (GCS Step 4) is added to their schedule for the following week. For many students this time in a quiet, organized environment is critical for them to be prepared for their classes. Once these strategies are internalized, students are ready to



be slowly “weaned” from the program’s structure as they truly become successful, independent learners.

Through this continuum of interventions, struggling students may finally experience the joy of success in school. **In fully-implemented GCS labs, students have dramatically decreased failures in their general education classes by an average of 60 to 70 percent.** Most importantly, they have become confident, independent learners, understanding the individual skills and strategies they must employ to continue their academic success. **In a GCS longitudinal study on failure rates, the data shows that the gains evidenced during active participation in the program have “staying power.”** Students in this group began participating in GCS as 8th graders with a pre-intervention failure rate of 39 percent. As 12th graders, their average failure rate was 5 percent with minimal-to-no support. This proven model has now been replicated in more than 240 labs throughout Texas and continues to expand as new campuses adopt the program each year.



# Steps for Adopting the GCS Program



## Step 1

**Administrators/Faculty Information Session:** This half-day session is designed for campuses interested in the implementation of the GCS Program. The session will provide critical information regarding the effective implementation of GCS, including the principal's role, faculty involvement, staffing issues, and program costs. **Campus principals MUST attend an information session for their campus to participate in the training series,** and should invite a “decision-making” team of up to six members who are essential to successful program implementation. Please consider including potential GCS teachers, department chairs, superintendent, special education director, special programs director, and/or curriculum director.




## Step 2

**Full-Faculty Presentation for GCS Adoption:** If the principal and his/her campus team decide to proceed with the GCS process, they will be asked to present a “GCS program overview” to their entire faculty, sharing program benefits for struggling learners as well as program obligations. (A brief GCS Information DVD will be supplied.) Following this presentation, a question and answer session should be held to discuss the program's viability on their campus.



## Step 3

**GCS Campus Application:** If at this time it is determined that GCS is a “good fit” for their campus, the next step in the process is to complete the GCS Campus Application and submit it to THE CENTER FOR LEARNING & DEVELOPMENT. Selection for participation will be made based on the number of available training slots as well as campus level of readiness. *(Please refer to application form for application deadline.)*



# Implementing the GCS Program

## Step 4

**Intensive 9-Day GCS Implementation Training Series for GCS Lab Teams:** Once selected, each campus will send a GCS Team to a 9-day workshop series. On the dates of these workshops, substitutes will need to be hired to service the GCS Lab or the Lab will need to be closed. The GCS Team should consist of personnel serving in the GCS Lab, as well as others from the campus who may contribute to the success of the program as campus leaders (up to 4 persons per team). The GCS Team will receive:

- 9 days of intensive training scheduled over a 5-to-7 month period in order to support the team during the implementation process
- Three 2-hour on-site consultation visits
- Phone and e-mail support
- Data tracking for participating students
- Two advanced workshops during the year following GCS training
- Learning Profiler© software - 1 station (key for prescriptive interventions)

NOTE: During the second year of GCS implementation, one GCS teacher may attend the 9-day training series FREE (in Waco).

## Step 5

**Principal Workshop Participation:** Principals are encouraged to attend the entire 9-day series with their GCS teams; however, **they must join their teams for the full-day workshop on Day 1 and the full-day workshop on Day 9** in order to ensure effective implementation and sustainability of the GCS program on their individual campuses.

In addition, the **first on-site consultation visit** will occur prior to the training series and will include critical planning time with the campus principal to discuss individual campus concerns/needs. Subsequent phone and email support, as well as status reports, will communicate and monitor the program's implementation progress and effectiveness to the campus principal and other stakeholders.

# GCS 9-Day Implementation Training Series

- Day 1:* GCS Overview & Tier 1 Impact
- Day 2:* GCS Foundation Components
- Day 3:* GCS Technology Overview (Flexible Schedule TBA; limit 2 GCS staff/lab)
- Day 4:* GCS Student Assessment Process
- Day 5:* Motivation, Metacognition & Memory Strategies
- Day 6:* GCS Interventions with Reading-Delayed Students
- Day 7:* GCS Interventions with ADHD Students
- Day 8:* GCS Interventions for Visual Processing Difficulties; Slow Learners
- Day 9:* Sustainability Issues & Problem Solving

# Grand Central Station

## Sample Training Schedule

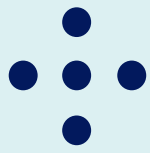
### 9-DAY IMPLEMENTATION TRAINING SERIES

The following 9 days are for the selected GCS lab teams of up to 4 personnel and their principals. Principals join their GCS teams during Day 1 and Day 9. We encourage principals to attend ALL days of training; however, if a principal cannot attend one of these days, the lead GCS teacher must meet with the principal after the session to inform him/her of program development and needs. (Depending on space, others may attend the training series for an additional fee.)

<p>DAY 1 8:30am-4pm</p>	<p><b>OVERVIEW &amp; TIER 1 IMPACT:</b></p> <p>This session provides an overview of the GCS model and implementation process, including GCS' impact upon Tier 1 in the general education classroom. Within the plan for impact, the importance of relationship-building and differentiated instruction techniques will be emphasized. Later, principals will meet for a "GCS Principals' Academy" while the GCS teachers create learning tools and manipulatives to take back to their campuses. The workshop will end with principals and GCS teachers working jointly to develop a GCS implementation plan which best meets their unique campus needs.</p>	<p><b>STEPS TO IMPLEMENTATION:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Set up Lab components (centers, manipulatives, teaching posters, etc.) as well as computers.</li> <li><input type="checkbox"/> Organize teacher materials</li> <li><input type="checkbox"/> Draw a blueprint of your room</li> <li><input type="checkbox"/> Establish GCS Referral Committee</li> <li><input type="checkbox"/> Establish a time to meet weekly with your GCS Lab Team</li> <li><input type="checkbox"/> Schedule a time in October to host an Open House in the GCS Lab</li> <li><input type="checkbox"/> Share research-based strategy #1 with core teachers – Mnemonics</li> </ul>
<p>DAY 2 9am-4pm</p>	<p><b>FOUNDATION LAB COMPONENTS:</b></p> <p>This session provides specific information about perfecting the set-up of a GCS Lab as well as appropriate usages of the Lab. Collaboration techniques as well as appropriate student accommodations, modifications and interventions will also be explored.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Prepare lab before students enter the program (create Lesson Plan Board, organize teacher materials, create manipulatives &amp; learning tools, reformat tests, establish sign-in procedures, create GCS passes, order supplies, acquire student &amp; teacher texts, etc.)</li> <li><input type="checkbox"/> Schedule weekly meetings with principal (to be held throughout the training series)</li> <li><input type="checkbox"/> Define GCS Roles &amp; Responsibilities (worksheet)</li> <li><input type="checkbox"/> Begin weekly teacher collaboration meetings – Step 1; continue this process throughout the year</li> <li><input type="checkbox"/> Determine process for admitting 'Tier 1' GCS students (if no 'Tier 1' students are currently being served, admit 10-15 to the Lab) – Step 2</li> <li><input type="checkbox"/> Distribute teacher info packets</li> <li><input type="checkbox"/> Install &amp; become familiar with software</li> <li><input type="checkbox"/> Establish the rules for your GCS Lab</li> <li><input type="checkbox"/> Send thank-you note to teachers</li> <li><input type="checkbox"/> Share research-based strategy #2 with core teachers - Previewing</li> </ul>

<p>DAY 3 9am-4pm</p>	<p style="text-align: center;"><b><u>TECHNOLOGY OVERVIEW:</u></b></p> <p style="text-align: center;">(held in Waco only)</p> <p>This session provides a detailed overview of the <u>optional</u> software programs used in the GCS Lab, offering a demonstration as well as hands-on instruction. For GCS Lab teachers, knowing the tricks to utilizing the software helps make the lab run much more efficiently.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Request at least 15 referrals for potential GCS students who meet 'Tracked' criteria</li> <li><input type="checkbox"/> Gather Teacher Status Reports and meet with the GCS Referral or PST Committee (after the 1<sup>st</sup> 6-weeks reporting period) to select first 5 Tracked students</li> <li><input type="checkbox"/> Start serving 5 Tracked GCS students in Steps 1, 2 and 3 at beginning of 2<sup>nd</sup> 6-weeks</li> <li><input type="checkbox"/> Send Tracked students' information to CLD</li> <li><input type="checkbox"/> Enter teacher materials into software programs (if available); continue this process throughout year</li> <li><input type="checkbox"/> Begin utilizing software with GCS students</li> <li><input type="checkbox"/> Utilize software to create flashcards, practice tests, and games for Lab and gen. ed. classes</li> <li><input type="checkbox"/> Begin interventions and strategies in Lab (previewing, Weekly Grade Checks, Missing Work Folders, etc.)</li> <li><input type="checkbox"/> Begin 'positive' parent phone calls</li> <li><input type="checkbox"/> Share research-based strategy #3 with core teachers – Automaticity (Study Hall 101)</li> </ul>
<p>DAY 4 9am-4pm</p>	<p style="text-align: center;"><b><u>STUDENT ASSESSMENT PROCESS:</u></b></p> <p>This session provides detailed information regarding assessment tools and student profiles and how to translate those into effective intervention plans.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Complete assessment process for Tracked students using Learning Profiler; discuss the results with them; develop intervention plans and help students set goals</li> <li><input type="checkbox"/> Begin weekly progress monitoring for Tracked students (re: content &amp; learning strategies)</li> <li><input type="checkbox"/> Finalize plans for an Open House for faculty and parents</li> <li><input type="checkbox"/> Share Learning Profiler results as well as research-based strategy #4 with core teachers – Goal Setting &amp; Feedback</li> </ul>
<p>DAY 5 9am-4pm</p>	<p style="text-align: center;"><b><u>METACOGNITION, MOTIVATION &amp; MEMORY:</u></b></p> <p>This session provides information about the most effective as well as practical learning strategies and memory techniques appropriate for GCS students in general.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> At beginning of 3<sup>rd</sup> 6-weeks, start Step 4 for eligible Tracked students</li> <li><input type="checkbox"/> Teach additional learning strategies to Step 2, 3 and 4 students (including automaticity, graphic organizers, active reading, visualizing, chunking, previewing, memory strategies, test-taking strategies, prioritizing and organizing, etc.)</li> <li><input type="checkbox"/> Host a GCS Open House</li> <li><input type="checkbox"/> Share research-based strategy #5 with core teachers – Higher Order Thinking</li> </ul>
<p>DAY 6 9am-4pm</p>	<p style="text-align: center;"><b><u>INTERVENTIONS WITH READING-DELAYED STUDENTS:</u></b></p> <p>This session provides an overview of the latest reading research and intervention strategies for delayed readers.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Add reading interventions to Lab's resources</li> <li><input type="checkbox"/> Create "Wall of Honor" &amp; celebration systems</li> <li><input type="checkbox"/> Begin weekly locker checks &amp; notebook checks</li> <li><input type="checkbox"/> Submit Student Summary Profiles &amp; Intervention Plans for 2 students who continue to struggle</li> <li><input type="checkbox"/> Implement reading accommodations and strategies across the curriculum</li> <li><input type="checkbox"/> Share research-based strategy #6 with core teachers – Chunking and Shrinking</li> </ul>

<p>DAY 7  9am-4pm</p>	<p><b><u>INTERVENTIONS WITH ADHD STUDENTS:</u></b></p> <p>This session provides an overview of ADHD research as well as intervention strategies for ADHD students, those who struggle with organizational deficits, and/or those who demonstrate poor executive functioning.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Create manipulatives &amp; learning tools for ADHD students</li> <li><input type="checkbox"/> Begin "Missing Work Checklist" for GCS students</li> <li><input type="checkbox"/> Begin de-scaffolding the students who have stabilized</li> <li><input type="checkbox"/> If current Tracked students have stabilized, add 2-3 new students to GCS every 2-3 weeks</li> <li><input type="checkbox"/> Consider referral to Tier 3 Special Programs for students who have not progressed after Steps 1-4</li> <li><input type="checkbox"/> Share research-based strategy #7 with core teachers – Prioritizing &amp; Organizing</li> </ul>
<p>DAY 8  9am-4pm</p>	<p><b><u>INTERVENTIONS FOR VISUAL PROCESSING DIFFICULTIES: SLOW LEARNERS:</u></b></p> <p>This session provides an overview of research regarding visual processing deficits, and it provides information regarding slow learners and optimum intervention strategies for them.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Create math manipulatives</li> <li><input type="checkbox"/> Create learning tools for students with visual-spatial difficulties and/or handwriting deficits</li> <li><input type="checkbox"/> Create learning tools for slow learners</li> <li><input type="checkbox"/> Share research-based strategy #8 with core teachers – Visual Strategies (graphic organizers)</li> </ul>
<p>DAY 9  9am-4pm</p>	<p><b><u>SUSTAINABILITY ISSUES &amp; PROBLEM SOLVING:</u></b></p> <p>This session, which includes GCS teams and their principals, provides critical information about sustainability issues and troubleshooting for the GCS program to thrive in the future.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Explore sustainability plan for your campus</li> <li><input type="checkbox"/> Continue Student Portfolios</li> <li><input type="checkbox"/> Closely monitor students who continue to struggle &amp; revise their Intervention Plans, as needed</li> <li><input type="checkbox"/> Submit Satisfaction Surveys to parents, students, faculty and principal; return to CLD</li> <li><input type="checkbox"/> Continue to share research-based strategies and manipulatives</li> <li><input type="checkbox"/> Review the GCS process with faculty regularly.</li> </ul>



# GCS Campus Implementation: Estimated Costs Worksheet

The **Center for Learning & Development** has created this worksheet to help each campus think through their actual costs for implementation. We have attempted to include every known cost incurred in the building of a NEW learning lab designed to serve approximately 16 students per class period with 2 GCS teachers in the lab.

<b>GRAND CENTRAL STATION 2-Year Implementation Training Package</b>		<b>Costs</b>	<b>Total</b>
<ul style="list-style-type: none"> <li>9-Day GCS Implementation Training Series (up to 4 teachers/campus; Day 3 - limited to 2/campus)</li> <li>One GCS teacher may attend the next 9-day training series FREE (held in Waco)</li> <li>Learning Profiler® software - 1 station (key for prescriptive interventions)</li> <li>2 Advanced GCS Workshops (held in Waco, unless otherwise agreed upon)</li> <li>3 On-Site Consultations (two hours each) with Phone/E-mail Support (scheduled over 2 years to ensure sustainability; associated travel costs are additional as detailed below.)</li> </ul>		\$8,500 -base cost- <i>(Out-of-State Travel May Apply)</i>	
<b>Associated Travel Costs</b>			
<b>On-Site Consultation Travel Costs (based on distance)</b>			
<u>Distance from Waco</u>	<u>Cost for 3 Visits</u>	<i>(Please contact CLD for distances over 299 miles)</i>	<i>Select appropriate travel cost</i>
0-99 miles	\$440		
100-199 miles	\$1,350		
200-299 miles	\$2,650		
<b>Training Series Travel Costs (based on location and group)</b>			
<ul style="list-style-type: none"> <li>Shared travel costs for <u>CLD speakers/consultants</u> to travel to designated "regional training site" (and/or)</li> <li>Travel costs for your campus team to travel to the designated training site (Note: Day 3 - Technology Day will be held in Waco only - flexible schedule TBA; limit 2 GCS Staff/lab)</li> </ul>		VARIES	
<b>Personnel</b>			
2 Full-time staff in the Lab are REQUIRED (CLD strongly recommends 2 excellent certified teachers - 1 Sp. Ed.; 1 Regular Ed., if possible)		VARIES	
2 Extended-day staff 4 days/week for (5) 6-wks (REQUIRED)		VARIES	
Substitutes for teachers (up to 4) to attend the 9-day training		VARIES	
<b>Technology with Software Support *</b>			
5 Computers + 1 Printer/Copier (REQUIRED)		approx. \$4,250	
Kurzweil Scanning Software (1 Professional Station) & Compatible Duplex Scanner (OPTIONAL)		approx. \$2,400	
Natural Voice Reader (Text-to-Speech) - Personal Version - 1 station (OPTIONAL)		approx. \$50	
<b>TRACK &amp; TIME</b> ® Software – 1 station (OPTIONAL) (\$295/station - New) (\$149/station - Annual Renewal)		\$295 or \$149	
<b>STUDY HALL 101</b> ® Learning Systems Software - 5 stations (OPTIONAL) <i>(\$475/station; Campus Site License - \$6,000)</i>		\$2,375	
<b>TRACKING FOR AT-RISK STUDENTS</b> ® Software - 1 station (OPTIONAL)		\$390	
<b>PARTS &amp; CHARTS</b> ® Software–1 station (OPTIONAL); Campus Site License \$3,500		\$275	
<b>SPELLBOUND FOR SUCCESS</b> ® Spelling Software – 1 station (OPTIONAL); Campus Site License \$3,500		\$275	
<b>STUDY SKILLS STATION</b> ® Software ( <i>high school level</i> ) - 1 station (OPTIONAL)		\$390	
<b>Furniture</b>			
2 Horseshoe Tables (OPTIONAL)		approx. \$550	
<b>Supplies</b>			
General Supplies (REQUIRED)		\$600	\$600
Study Skills Curriculum - Workbook Master ( <i>middle school &amp; high school level</i> ) - (OPTIONAL)		\$390	
<b>Extended-Day Transportation</b>			
4 days/wk for five 6-wks: estimated for 120 days @ \$20/day (may be provided by parents/other extended-day programs)		VARIES	
<i>All Costs Are Subject to Change without Notice</i>			<b>TOTAL COSTS</b>

(NG 11.07.11) \*See GCS Recommended Support Technology for Vendor Contact & Ordering Information

# Recommended Support Technology

Key resources have been instrumental to the success of the GCS labs. The following descriptions and contact information for ordering are provided for your convenience; the items are listed in the order we consider to be most important for an effectively implemented program. If you have any questions, please contact THE CENTER FOR LEARNING & DEVELOPMENT at (254) 751-0922.

## 1.) 5 Computers (PC)

## 2.) 1 Printer/Copier (include scanner if not purchasing a scanner for Kurzweil)

## 3.) Track & Time<sup>®</sup> Software (formerly known as SourcePro's CMTS<sup>®</sup>)

Students use this software to “check in” and “check out” of the lab. The program tracks the time of student entry and exit, as well as the subject for which the student is receiving assistance. It is a powerful time-saver as it compiles all the needed reports for the learning lab teacher, as well as for ARD minutes, if necessary. Track & Time<sup>®</sup> is “user friendly” for both teachers and students.

(cost: \$295 per New Lab and \$149 Annual Renewal)

### Contact information:

CENTER FOR LEARNING & DEVELOPMENT

200 W. Hwy. 6, Ste. 503 · Waco, Texas 76712 · 254-751-0922 · [info@cldtx.org](mailto:info@cldtx.org)

## 4.) Learning Profiler<sup>®</sup> Learning Systems Software

(Note: 1 station of Learning Profiler<sup>®</sup> is included in the Grand Central Station Campus Implementation Training Package)

Learning Profiler<sup>®</sup>, a screening instrument, identifies cognitive strengths and weaknesses for individual students, enabling teachers to determine the most appropriate instructional strategies for each student. This software provides school personnel a time-efficient and cost-effective instrument that evaluates a student's cognitive, perceptual and memory skills in approximately 30 minutes!

(cost: \$675/station; \$8,500 for a site license)

### Contact information:

CENTER FOR LEARNING & DEVELOPMENT (see above)

## 5.) Study Hall 101<sup>®</sup> Learning Systems Software

(minimum: 1 station for each computer in GCS; preferable: site license for all computers on campus)

Most GCS programs consider this software to be the most important of the software support systems. Utilizing research-based instructional methodologies, this software follows a game format to help students not only learn classroom information, but also store it in long-term memory. Information is entered into the program directly from the teacher's curriculum, so students are studying what each teacher deems most important. (cost: \$475/station; \$6,000 for a site license)

### Contact information:

CENTER FOR LEARNING & DEVELOPMENT (see page 12)

## 6.) Natural Voice Text-to-Speech Reader – Personal Version

(with AT&T Natural Voices: Mike & Crystal - one station for each computer in GCS)

If unable to purchase major text-to speech programs such as Kurzweil (see below), Natural Voice Reader is a very affordable option to have any text read aloud to students. (cost: approximately \$50/station)

### Contact information:

Natural Soft Ltd.

All orders may be placed online at: [www.naturalreaders.com](http://www.naturalreaders.com)

(Purchase orders are accepted – see details on Website under 'Pricing & Order')

## 7.) Kurzweil 3000 Scanning Software (plus compatible scanner)

This program scans printed text to a computer and then reads it aloud to students. Audio Optical Systems will also provide to you any of your textbooks or literature books that they have already scanned into the computer. The costs are listed below:

- Lab 5 Network (1 *professional* station, 4 *learn* stations) - \$2,995
- If funds permit, add as many Kurzweil *learn* stations as you can (\$395/station; however, once you buy 10 - 14 stations, the price drops to \$255/station).
- Or, if the above is not possible, then we recommend 1 *professional* station (*scan & read*; \$1,495) and as many *learn* stations (*read only*; \$395/station) as possible.

It is important to select a scanner which is compatible with the Kurzweil scanning software and which includes a "paper feed" and a duplex option. The "paper fee" option is a huge time-saver for scanning books. Kurzweil staff can advise you on these issues.

### Contact information for Texas only:

Audio Optical Systems of Austin, Inc.

Phone: 512-454-8672 · (toll free) 1-800-888-0305 · Fax: 512-454-0514

[www.kurzweilaustin.com](http://www.kurzweilaustin.com) · [aos@kurzweilaustin.net](mailto:aos@kurzweilaustin.net)

## **8.) Tracking for At-Risk Students<sup>®</sup> Software (one station per lab)**

This software acts as a communiqué among staff, students and parents by facilitating the gathering of weekly grades and information regarding missing work and teachers' concerns. (cost: \$390/station)

### **Contact information:**

CENTER FOR LEARNING & DEVELOPMENT (see page 12)

## **9.) Spellbound for Success<sup>®</sup> Learning Systems Software**

(Primarily for elementary campuses - one station for each computer in the GCS lab)

This software program provides a fun way to master students' weekly spelling words – without humiliation. (cost: \$275/station or \$3,500 for a site license)

### **Contact information:**

CENTER FOR LEARNING & DEVELOPMENT (see page 12)

## **10.) Parts & Charts<sup>®</sup> Learning Systems Software**

(Minimum: 1 Station for each computer in GCS)

Students love this interactive approach to studying anything – microscopes to muscle groups...plants...maps... the options are endless! The teacher determines the content by scanning in the desired picture and labeling the parts that students need to learn. (cost: \$275/station or \$3,500 for a site license)

### **Contact information:**

CENTER FOR LEARNING & DEVELOPMENT (see page 12)

## **11.) Study Skills Curriculum<sup>®</sup> (“Finding your Way through the Study Skills Maze”)**

(For secondary campuses - one workbook master per campus)

This student workbook helps students gain a variety of skills and strategies for understanding and retaining information. (cost: \$390 for the workbook master)

### **Contact information:**

CENTER FOR LEARNING & DEVELOPMENT (see page 12)

## **12.) Study Skills Station<sup>®</sup> Learning Systems Software**

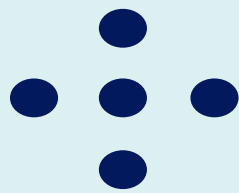
(For high school campuses - one station for each computer in the GCS lab)

This self-directed study skills software program will earn a semester's elective credit for high school students. (cost: \$390/station or \$5,000 for a site license)

### **Contact information:**

CENTER FOR LEARNING & DEVELOPMENT (see page 12)

*PLEASE NOTE: All Costs Are Subject to Change without Notice.*



# CLD Software Bundle Discount

## "All Aboard" Bundle

	Regular Price	Discount Price
● Study Hall 101 <sup>®</sup> Learning Systems Software (6 stations @ \$475)	\$2,850	
● Tracking for At-Risk Students <sup>®</sup> (1 station @ \$390)*	\$390	
● Track & Time <sup>®</sup> Software (formerly known as SourcePro's CMTS) (1 station @ \$295/New Lab and \$149/Annual Renewal)	\$295	
● 5 stations (mix and match) of Parts & Charts <sup>®</sup> and/or Spellbound for Success <sup>®</sup> (5 stations @ \$275)	\$1,375	
	<hr/>	
	\$4,910	<b>\$4,000</b>
<p><i>Spellbound for Success is more suitable for elementary campuses while Parts &amp; Charts is more suitable for secondary campuses.</i></p>		<b>(a savings of \$910!)</b>

## "Express" Bundle

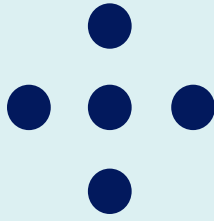
● Study Hall 101 <sup>®</sup> Learning Systems Software (6 stations @ \$475)	\$2,850	
● Tracking for At-Risk Students <sup>®</sup> (1 station @ \$390)*	\$390	
● 5 stations (mix and match) of Parts & Charts <sup>®</sup> and/or Spellbound for Success <sup>®</sup> (5 stations @ \$275)	\$1,375	
	<hr/>	
	\$4,615	<b>\$3,750</b>
<p><i>Spellbound for Success is more suitable for elementary campuses while Parts &amp; Charts is more suitable for secondary campuses.</i></p>		<b>(a savings of \$865!)</b>

## "Platform" Bundle

● Study Hall 101 <sup>®</sup> Learning Systems Software (6 stations @ \$475)	\$2,850	
● Tracking for At-Risk Students <sup>®</sup> (1 station @ \$390)*	\$390	
	<hr/>	
	\$3,240	<b>\$2,750</b>
		<b>(a savings of \$490!)</b>

\*(Note: If your campus currently uses an electronic grading system, you may substitute either 1 station of Parts & Charts or Spellbound for Success for Tracking for At-Risk Students<sup>®</sup>. Bundle price will remain the same.)

Prices are subject to change without notice.  
See [www.cldtx.org](http://www.cldtx.org) for software details.



**CENTER FOR LEARNING & DEVELOPMENT**

*Sharing the struggles. Finding the strategies*

**Software Order Form**

**Please Attach with a Purchase Order and Fax to (254) 751-0547.**

<b>CLD Software</b>	<b>Quantity</b>	<b>Cost</b>	<b>Total</b>
<b>GRAND CENTRAL STATION Software Bundles:</b> <input type="checkbox"/> "All Aboard"-\$4,000 <input type="checkbox"/> "Express"-\$3,750 <input type="checkbox"/> "Platform"-\$2,750 Please indicate your mix & match choices below per bundle choice: <input type="checkbox"/> Parts & Charts® <input type="checkbox"/> Spellbound® <input type="checkbox"/> Tracking for At-Risk Students® <input type="checkbox"/> Track & Time®			
<b>Track &amp; Time®</b> (formerly known as SourcePro's CMTS) \$295 per New Lab (\$149 Annual Renewal Required)			
<b>Study Hall 101®</b> - \$475 per station			
<b>Study Hall 101®</b> Campus Site License - \$6,000			
<b>Tracking for At-Risk Students®</b> - \$390 per station			
<b>Tracking for At-Risk Students®</b> Campus Site License - \$2,500			
<b>Parts &amp; Charts®</b> - \$275 per station			
<b>Parts &amp; Charts®</b> Campus Site License - \$3,500			
<b>Spellbound for Success®</b> - \$275 per station			
<b>Spellbound for Success®</b> Campus Site License - \$3,500			
<b>Study Skills Station®</b> - \$390 per station			
<b>Study Skills Station®</b> Campus Site License - \$5,000			
<b>Learning Profiler®</b> - \$675 per station*			
<b>Learning Profiler®</b> Campus Site License - \$8,500			
		<b>Subtotal</b>	
		<b>** Less Credit (if applicable)</b>	
		<b>New Subtotal</b>	
		Add \$10 for shipping & handling	
		<b>Grand Total</b>	

Prices are subject to change without notice.

See www.cldtx.org for software details.

*\*1 station of Learning Profiler® is included in GCS Package.*

*\*\*If you have a credit or have previously purchased individual stations of CLD software and would like to upgrade to a campus site license, please contact our office for the credit amount that may be applied.*

**Purchase Order #:** \_\_\_\_\_

**Contact:** \_\_\_\_\_ **Position:** \_\_\_\_\_

**Campus:** \_\_\_\_\_

**Address:** \_\_\_\_\_ **City:** \_\_\_\_\_ **State:** \_\_\_\_\_ **Zip:** \_\_\_\_\_

**Phone:** \_\_\_\_\_ **Fax:** \_\_\_\_\_ **Email:** \_\_\_\_\_

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