

KANSAS STATE DEPARTMENT OF EDUCATION (KSDE)

**APPLICATION FOR SUPPLEMENTAL EDUCATION SERVICES PROVIDERS
2011-2012**

Instructions: Please review and follow all directions carefully when completing this application. No supplemental material beyond what is specifically requested in the application will be considered. If you have any questions, please contact KSDE Consultant, LaNetra Guess, at 785-296-8965 or email Lguess@ksde.org.

Supplemental Educational Services Provider Contact Information		
Provider/Company Name: Club Z! In-Home Tutoring Services, Inc.		
Contact Person: Cari E. Diaz		
Address, City, State: 15310 Amberly Drive, Suite #110, Tampa, FL		Zip Code: 33647
Phone: (888) 434 – 2582	Email: ses@clubztutoring.com	Fax: (813) 549 - 0185

Applications due on April 8, 2011 by 5:00 p.m. CDT at KSDE Office (this is not a postmark deadline)

Late or incomplete applications will not be reviewed or considered.

Send **one unbound original** (signed in blue ink) **and three copies** of your completed application to:

**Kansas State Department of Education
Title Programs and Services
120 S.E. 10th Avenue
Topeka, KS 66612-1182
ATTN: LaNetra Guess**

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: KSDE General Counsel, 120 SE 10th Ave, Topeka, KS 66612 785-296-3201.

**Kansas Department of Education
Supplemental Educational Services Provider Application
School Year 2011-2012**

Part I: Contact Information for: Club Z! In-Home Tutoring Services, Inc.
Name of provider

A. Provider Contact for State Use: This contact person is the individual whom the State will contact regarding this application or services provided within the state of Kansas.

Name:	
Title: Manger, SES Division	
Office Phone: (888) 434 - 2582	Cell Phone: [REDACTED]
Hours of Operation: 9:00am to 9:00pm (M-F)	
Fax: (813) 549 - 0185	
E-mail & Website: ses@clubztutoring.com; www.clubztutoring.com	
Address/City/State/Zip: 15310 Amberly Drive, Suite #110, Tampa, FL 33647	

B. Provider Contact for District Use: This contact person is the individual whom the school district personnel will contact regarding provider services.

<input type="checkbox"/> Same as Provider Contact for State Use	
Name: Todd Walden	
Title: Director of Federal Programs	
Office Phone: (888) 434 - 2582	Cell Phone: [REDACTED]
Hours of Operation: 9:00am to 9:00pm (M-F)	
Fax: (813) 549 - 0185	
E-mail & Website: ses@clubztutoring.com; www.clubztutoring.com	
Address/City/State/Zip: 15310 Amberly Drive, Suite #110, Tampa, FL 33647	

C. Provider Contact for Parent Use: This contact person is the individual named in the parent notification letter as the person to whom parents should contact with questions or concerns.

<input type="checkbox"/> Same as Provider Contact for State Use	<input checked="" type="checkbox"/> Same as Provider Contact for District Use
Name:	
Title:	
Office Phone (Toll-free or local # if out-of-state provider):	
Hours of Operation:	
Fax:	
E-mail & Website:	
Address/City/State/Zip:	

I. Basic Program Information

1. Program Name and Federal FEIN or Social Security Number	██████████
2. Date Service Provider Formed	<i>List the date (month, year) in which this provider first delivered educational services to students.</i> October 2005
3. Type of Organization	<i>Please check the category that best describes the organization.</i> <input checked="" type="checkbox"/> For profit <input type="checkbox"/> Not for Profit <input type="checkbox"/> School <input type="checkbox"/> District <input type="checkbox"/> Educational Service Center <input type="checkbox"/> Institution of Higher Education <input type="checkbox"/> Faith-based organization <input type="checkbox"/> Other (describe)

<p>4. Potential districts to serve</p>	<p><i>Below is a list of potential Kansas districts which may be required to provide SES in 2011-2012. Please identify the district(s) in which you would be willing, have the staffing and sufficient resources in which to provide services starting in <u>all</u> checked districts by October 10, 2011.</i></p> <p><i>If approved, you must provide services to all districts checked below or risk removal from the KS Approved SES list.</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> USD 214 Ulysses <input checked="" type="checkbox"/> USD 259 Wichita <input checked="" type="checkbox"/> USD 261 Haysville <input checked="" type="checkbox"/> USD 308 Hutchinson <input checked="" type="checkbox"/> USD 430 South Brown County <input checked="" type="checkbox"/> USD 453 Leavenworth <input checked="" type="checkbox"/> USD 475 Geary County <input checked="" type="checkbox"/> USD 480 Liberal <input checked="" type="checkbox"/> USD 500 Kansas City Kansas <input checked="" type="checkbox"/> USD 501 Topeka
<p>5. Place of Service</p>	<p><i>Please check the location(s) that best describes where services are delivered to students.</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> School <input type="checkbox"/> Business <input checked="" type="checkbox"/> Place of religious worship (i.e., church) <input checked="" type="checkbox"/> Community center <input type="checkbox"/> Provider's home <input checked="" type="checkbox"/> Student's home <input type="checkbox"/> On-line <p> Accessed from:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Other: Public Library <p>How will transportation be addressed, if needed? Parents/guardians who select in-home services will have the Club Z! instructor travel directly to their home. For students enrolled in small group instruction the parents/guardians must provide transportation to either the student's school or other convenient local locations easily accessible by public transportation.</p>

6. Time of Service	<p><i>Please check the time(s) that best describe when services are delivered to students.</i></p> <p> <input checked="" type="checkbox"/> Before School <input checked="" type="checkbox"/> After School <input checked="" type="checkbox"/> Weekends <input checked="" type="checkbox"/> Summer Hours of operation: 6:00am to 9:00pm </p>
7. Subject Areas Covered	<p><i>Check all subjects for which tutoring will be offered.</i></p> <p> <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Mathematics <input type="checkbox"/> Science <input checked="" type="checkbox"/> English as a Second Language </p>
8. Grade Levels Able to Serve	<p><i>List the grade levels in which services are available.</i></p> <p>Kindergarten – 12th Grade</p>
9. Minimum and Maximum Number of Students Able to Serve	<p><i>Please provide an estimate of the minimum and maximum number of students that may be served.</i></p> <p>Individual site minimum 1</p> <p>Individual site maximum 200</p> <p>District minimum 1</p> <p>District maximum 3000</p> <p><i>Are there a minimum number of students required before services will be provided?</i></p> <p> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes </p> <p>Minimum: 1</p>
10. Specific Student Populations Served	<p><i>Please check the students groups your organization will provide educational services.</i></p> <p> <input checked="" type="checkbox"/> Minority students <input checked="" type="checkbox"/> Migrant students </p>

	<input checked="" type="checkbox"/> Homeless <input checked="" type="checkbox"/> Special education students <input checked="" type="checkbox"/> 504 student <input checked="" type="checkbox"/> English Language Learner <input type="checkbox"/> Other: (describe) Indicate the language(s) other than English in which services are available: Club Z! will make every effort to accommodate any language of need and has particular expertise including Spanish, Korean, Japanese, Chinese, Somalian, Vietnamese, Russian, Cambodian, Ethiopian, French, German, Haitian, and American Sign Language, among others.
11. Student/ Instructor Ratio	<i>Please list the ratio of instructors to children in the program. Indicate the number of students for every one instructor</i> 1:5 (small group) 1:1 (individual in-home)
12. Mode of Instructional Delivery	<i>Check all that apply:</i> <input checked="" type="checkbox"/> Individual tutoring <input checked="" type="checkbox"/> Small group tutoring <input type="checkbox"/> On-line/Web based <input type="checkbox"/> Computer Assisted <input type="checkbox"/> Other: _____
13. Cost	<i>Please provide an average per pupil cost, per unit of service. (Describe the length of the service, e.g., one hour, one month, one semester etc.)</i> Per Pupil Cost \$65.00/hour Explain how the cost per pupil is determined 80% of the \$65/hour fee for tutorial instruction pays for program costs associated with tutor wages, training, recruitment, background checks, on-site personnel (where applicable), etc. The remaining

	<p>20% of the hourly fee is broken down between 10% toward curriculum and program related materials and 10% toward administrative costs. Facility usage charges (where applicable) is determined on a per case basis dependent upon the rate each school charges for facility space.</p> <p>Are there additional costs? (specify)</p> <p>No.</p>
<p>14. Staff</p>	<p><i>Please indicate your hiring practices.</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Hire teachers from within district <input checked="" type="checkbox"/> Hire fully licensed teachers from any location <input checked="" type="checkbox"/> Hire non-licensed educators <input checked="" type="checkbox"/> Hire paraprofessional who met Title I education requirements <input type="checkbox"/> Other (explain)
<p>15. Technology</p>	<p><i>If technology is required to provide your services, list who is responsible for the following, as applicable (e.g., district, provider, parent, school)</i></p> <p>Hardware N/A</p> <p>Software N/A</p> <p>Internet access N/A</p> <p>Software license N/A</p> <p>Direct support to students N/A</p>
<p>16. Other States</p>	<p>The applicant will notify KSDE in writing if they have been an approved SES Provider in other states <u>and</u> if</p>

II. Program Overview and Description* **(Limit response to 1 page)**

Please write a short narrative overview of the SES services that will be provided. This information may be used for approved providers and placed on the State and district websites for parents to access. If the provider is approved, this information will be requested electronically at a later date.

Information to include in the program overview: subjects being tutored, pupil-tutor ratio, grade levels served, costs per hour, location of services (i.e., small groups at school site, community center, etc), curriculum used, frequency and type of progress monitoring and feedback to be shared with parents, staff working with students (tutors, licensed teachers, special education teachers, etc), and area(s) to be served [i.e., statewide, or specific district(s)]. If applicable, indicate the special groups (English language learners, children with disabilities, etc) which can be served by the provider.

For distance learning providers, include information on how and where students will access online services. If the program will be accessed outside of the student's home discuss the supervision that will be provided while he/she is participating in the program. Identify any costs to the student in addition to the amount paid by the district for accessing computers (i.e., internet connection, software, etc).

Club Z! delivers the individualized instruction students in grades K-12 need to meet their educational goals in reading and mathematics throughout the state of Kansas. Club Z! provides services for both reading and mathematics and specializes in working with economically disadvantaged students, students with disabilities, and English language learners. Club Z! offers two programs of instruction. Parents/guardians who choose Club Z! In-Home Tutoring will have highly qualified instructors travel directly to the home of each student so parents/guardians are not required to provide transportation to and from a learning center or school site. Parents/guardians also have the option of having their child instructed in a small group setting of no more than 5 students per instructor under the Club Z! Choice small group instruction program. Club Z! Choice sessions can be held at the local school (where applicable) or public library directly after regular school hours, at times convenient to parents/guardians. Students are grouped by age, grade, and academic needs. Whether enrolled in Club Z! In-Home Tutoring sessions or Club Z! Choice, an individualized curriculum from Pearson Education Inc. is prepared for each student and all necessary materials and supplies (pencils, crayons, scissors, etc.) are provided by Club Z!, not the parent(s)/guardian(s). The Club Z! program involves direct instruction and does not require the use of computers or software. The cost is \$65.00 per hour. Club Z! tutoring sessions range from 1 to 3 hours in length and are held between 1 and 3 times per week for a duration determined by the per pupil allocation of funds. Club Z! staff will administer a pre-assessment for all enrolled students using the Kaufman Test of Educational Achievement II, the Group Reading/Math Assessment and Diagnostic Evaluation, and/or the Reading/Math Level Indicator. An individualized student learning plan (SLP) is then developed using specific, measurable, realistic goals that can be attained within the timeframe allotted by the program duration. Evaluation of student's progress toward the SLP goals, areas of further improvement, and suggestions as to how the classroom teacher(s) and parent(s)/guardian(s) can assist the student in their academic progress occurs is reported to parents, teachers, and district personnel on a monthly basis. At the conclusion of services Club Z! instructors conduct a post-assessment using the same instrument as the pre-assessment to measure student growth. Close monitoring of our program provides critical and timely information to ensure Club Z! program effectiveness. Random visits, phone calls, and continuous communication with instructors keep our program on track. Club Z! instructional staff are comprised of highly qualified certified teachers, degreed professionals, and/or individuals with 60 hours of college credit who have undergone extensive background checks, and had education, and references checked. All Club Z! instructors also undergo mandatory professional development training in areas such as effective utilization of Club Z! approved curriculum, Kansas academic standards, principles and instructional strategies recommended by the National Reading Panel and the National Council of Teachers of Mathematics, employing Differentiated Instruction, Education in Impoverished Populations, and Multicultural Awareness Training. In addition, instructors working with bilingual students are trained to use the philosophies and principles of the National Teachers of English to Speakers of Other Languages to assist them in educating English language learners and instructors working with students with special needs are trained on intervention techniques, alternative strategies, and additional methods of instruction that incorporate the provisions outlined in the Individuals with Disabilities Education Act and student IEP and/or 504 plans. The individualized attention each student receives has proven to be highly effective in increasing the grade level proficiency of students from low-socioeconomic backgrounds. Students who have completed Club Z! supplemental educational services have shown an average of one year's worth of growth in reading and/or mathematics.

III. INDICATORS OF QUALITY

A. Evidence of Effectiveness

Limit response to three pages. (Points possible = 12 points)

1. Demonstrate that the program is of high quality and that the applicant has been effective in raising the achievement levels of student who have received services in Kansas. Provide multiple assessment measures that were used to demonstrate effectiveness which can be correlated to Kansas data points (If new to Kansas, provide evidence in locations with similar demographics as Kansas).

Club Z! has shown a positive impact on student achievement in the state of Kansas based on an analysis of valid and reliable student performance data of students participating in the Club Z! program using nationally norm-referenced assessments published by Pearson Education. For example, the effectiveness of the Club Z! program in Wichita Public School District has been overwhelmingly positive. During the 2009-2010 school year, Club Z! provided services to 143 middle school students ranging from grades 6 to 8. All students received one-on-one instruction in both reading and math for a total of 30 hours. Student achievement was measured by the Kaufman Test of Educational Achievement II (KTEA II), published by Pearson Education. The average grade level equivalency increase for Wichita students participating in the Club Z! program in reading was 2.95 levels (with over 59% of students showing an increase of 2 grade levels or more) and the average increase for math was 2.47 grade levels (with over 68% of students showing an increase of at least 1 grade level). This data clearly demonstrates the effectiveness of the Club Z! program in exceeding learning objectives. When analyzing the data by school, the results are also compelling with approximately 60-100% of students at each school meeting their goals (at Curtis 67% of students met their goals, at Hamilton 58% of students met their goals, at Jardine 60% of students met their goals, at Marshall 73% of students met their goals, at Mead 64% of students met their goals, at PV 100% of students met their goals, and at Truesdell 85% of students met their goals). Of the Wichita students enrolled with Club Z! (grades first through eight) who received services from our organization during the 2006-2007 school year, students also exceeded learning gains outlined on the student learning plans. Each student enrolled in this program received approximately 30 hours of one-on-one instruction. Student achievement was measured again by the KTEA. These students experienced an average equivalency increase of 1.5 grade levels in reading and 1.02 grade levels in mathematics. The average increase among minority students serviced in the district was even higher with increases of approximately 1.6 grade levels in reading and 1.5 grade levels in mathematics. Moreover 86% of the students enrolled in the Club Z! program completed the program in Wichita. Similar achievement results were reported in Kansas City during the 2008-2009 school year as well. Club Z! provided services to students grades 1 through 6 for 30.5 hours. All students were identified as having Spanish as their primary language. Student progress was measured again by the KTEA. Of the students completing the program average grade level equivalency increases were 1.525 levels in reading clearly demonstrating the impact of the Club Z! program on ELL students as well. Similarly, during the 2006-2007 academic year in Kansas City, of the students finishing the Club Z! program the average growth of the program was over 1.6 grade level equivalencies with approximately 98% of the students showing academic improvement as measured by the KTEA II. This data clearly proves Club Z! SES has had a significant impact on student achievement in Kansas.

2. Provide evidence of impact from standardized tests, or student grades, teachers' assessments, student attendance, retention/promotions rates, or other measures that will improve student achievement.

The effectiveness of the Club Z! program has also proven to be overwhelmingly positive according to data from state performance tests. For example, of the students at Andover Morris School in Phillipsburg School District, NJ (grades three through five) who received supplemental educational services from Club Z! during the 2006-2007 school year, 75% passed

the New Jersey Assessment of Skills and Knowledge (NJASK) in the spring of 2007. Similarly, a comparison study was conducted in the state of Indiana on data collected from state ISTEP+ scores from the 2006 and 2007 school year. Based on matched samples of students receiving supplemental services with Club Z! with other students from their school, a matched comparison revealed that greater percentage of students receiving services with Club Z! showed growth on the ISTEP+ scale score than those students not receiving supplemental services in English/Language Arts. A higher percentage of students receiving supplemental educational services with Club Z! passed ISTEP+ in 2007 than those not participating in the program. The matched comparison of students was based on a number of characteristics including grade in school, race, free/reduced lunch eligibility, special education status, limited English proficiency, and 2006 ISTEP+ scale score. During the 2007-2008 school year, the Georgia Department of Education in conjunction with the University of Georgia analyzed the test scores on the students served by Club Z!. In mathematics, more than 50% of students enrolled in Club Z! SES programs scored higher on state tests (CCRCT, EOCT, GHS GT) than students who did not receive services. Dr. David Heistad, Executive Director of Research, Evaluation, and Assessment for Minneapolis Public Schools conducted a research study evaluating Club Z! SES for the 2004-2005 academic year. 30 students enrolled in the Club Z! SES program, 73% of whom were English Language Learners, were assessed using the state Minnesota Comprehensive Assessments II for mathematics in 2005. Matched sample results for Club Z! revealed that 27 out of 30 students receiving Club Z! SES interventions demonstrated higher state test scores than students matched on pre-test and demographic characteristics. Parent/guardian satisfaction has also been a prime consideration in measuring the effectiveness of the Club Z! tutorial program. During the 2009-2010 school year, Club Z! collected tutor evaluation forms from parents/guardians of students in Topeka and Kansas City who participated in the Club Z! SES program. Club Z! received feedback from parents/guardians on tutor performance, whether or not the parent(s)/guardian(s) felt their student made improvements as a result of the tutoring sessions, and if they would recommend Club Z! to other parents. Tutors were rated on a scale of excellent, good, average, and poor. The parent(s)/guardian(s) of students all rated the tutors as excellent on the following criteria of knowledge of the subject being tutored, timeliness and dependability, communication skills, friendliness and ability to connect with their child, flexibility in scheduling and rescheduling, and overall professionalism. When asked if they felt that their child had made improvements as a result of the tutoring sessions, all parents surveyed expressed that they felt improvements had been made. Several of the comments received were, "yes, [name redacted] went up a grade level," and "yes, my son has improved his grades." Each parent/guardian surveyed stated that they would recommend Club Z! to other parents/guardians. Additionally, parents/guardians expressed additional comments regarding what they appreciated most about the Club Z! program. Comments included, "Tremendous results with my son" and "The one-on-one tutoring was an incredible difference."

3. Provide evidence of positive impact on student achievement, particularly low-income underachieving students, students with disabilities, and English Language Learners (ELL). In addition, this evidence is based on Kansas data. (If new to Kansas, provide evidence in locations with similar demographics as Kansas).

The Club Z! SES program has clearly accelerated the academic achievement of economically disadvantaged students, at-risk students, student with disabilities, and students with limited English proficiency specifically in the state of Kansas. Based on an analysis of valid and reliable performance data gathered from Club Z! programs, achievement levels increased for those students completing the Club Z! program. In Kansas City during 2008-2009 school year Club Z! provided services to students grades 1-6 all of which were classified as English Language Learners. These students received one-on-one instruction in reading for a total of 30.5 hours directly in the student's home. All students were identified as having Spanish as their primary language. Student progress was measured by the KTEA II by Pearson Education. Of the students completing the program average grade level equivalency increases were 1.525 levels in reading clearly demonstrating the impact of the Club Z! program on ELL students. This data clearly demonstrates the effectiveness of the Club Z! program on English Language Learners. In 2011, M&I consulting Network, Inc., (an independent third party research firm) conducted detailed data analyses on Club Z!'s programs. Their analysis of quantitative data from our 2008-2009 and 2009-2010 academic intervention programs provides compelling evidence that Club Z! instructional techniques and program are highly effective in improving student academic achievement in both reading and mathematics. All of Club Z! aggregated student outcomes were found to be statistically significant and the majority of our disaggregated data (disaggregated by grade level)

were also statistically significant, which provides compelling evidence that Club Z! students' enhanced academic performance on our post-program tests are due to the effectiveness of the Club Z! instructional program. Specifically, this quantitative analysis demonstrated the effectiveness of the Club Z! program through improved reading and math achievement by English Language Learners (ELLs) and Students with Disabilities (SWDs). During the 2009/10 academic year, 256 of our students that completed our English language arts (ELA) instructional program and completed pre and post program GRADE ELA assessments were classified as ELs. Nearly **82%** (n = 172) of these students increased their GRADE scores after completing our instructional program. One hundred forty-nine students that completed our ELA instructional program and completed pre and post program KTEA assessments were classified as ELLs. Of these students, 131 (**88%**) increased their KTEA ELA scores after completing our instructional program. One hundred forty-nine students that completed our math instructional program and completed pre and post program KTEA assessments during AY 2009/10 were classified as SWDs. One hundred thirty-three of these students (**89.3%**) increased their post program GMADE math scores after completing our instructional program. During the 2008/09 academic year, 342 of our students that completed our English language arts (ELA) instructional program and completed pre and post program GRADE ELA assessments were classified as ELs. Two hundred eighty (**82%**) of these students increased their GRADE scores after completing our instructional program. Thirty-four students that completed our ELA instructional program and completed pre and post program KTEA assessments were classified as ELs. Of these students, 31 (**91.2%**) increased their KTEA scores after completing our instructional program. Thirty-four students that completed our math instructional program and completed pre and post program KTEA assessments during AY 2008/09 were classified as SWDs. Twenty-eight of these students (**82.5%**) increased their post program GMADE math scores after completing our instructional program. Quantitative analysis of our ELA student data over the past two years substantiates the positive impact our tutoring program has on all students' academic performance, including English Learners and students with disabilities.

4. Include details to explain whether this evidence of effectiveness was gathered from services that your organization provided, another entity's use of the program, or from third party independent research.

Cite data from:

- Kansas State Assessments
- Districts Assessments (i.e., MAPS)
- Other independent valid and reliable performance tests

The methodology used to collect effectiveness data from Club Z! programs includes primarily an analysis of student pre/post assessment data collected from the diagnostic assessments published by Pearson Education which takes into consideration the length of the prescribed program, the completion percentage of each student, the grade of the student and subject area of instruction as well as student special needs status to determine if the student has met their goals and if our program is effective in increasing student achievement. Club Z! also considers information derived from student scores on state assessments (when available) and additionally conducts statistical research on assessment scores by a third party agency every 2 years. Club Z! programs have also been analyzed by third party researchers at the Departments of Education at several states (including New Jersey, Georgia, Indiana, Florida, Ohio and Minnesota to name just a few) to determine program effectiveness. Club Z! also utilizes third party independent research organizations such as M&I Consulting Network to conduct detailed data analysis on the Club Z! program every two years. M&I has reported compelling evidence that the Club Z! program benefits student academic performance by conducting statistical analysis, through two sampled two-tailed t tests assuming equal variances.

B1-B8. Evidence of Links Between Research & Program Design Limit responses to three pages. In this area, complete only one of the three sections listed below based upon your instructional program(s).

(Points Possible = 16 points in sections B1-B2, B3-B4, or B5-B8).

Reading instruction must include the five dimensions of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) identified by the *National Reading Panel*. For more information on the *National Reading Panel* findings, see <http://www.nationalreadingpanel.org>.

Math instruction must describe how the instruction aligns with the five strands (conceptual understanding, procedural understanding, strategic competence, adaptive reasoning, and productive disposition) associated with mathematical proficiency. For more information on the five strands of mathematical proficiency, see the *National Council of Teachers of Mathematics* at <http://www.nctm.org>.

1. Complete Section B1-B2 if only reading instruction will be provided, then proceed to Section C.

2. Complete Section B3-B4 if only math instruction will be provided, then proceed to Section C.

3. Complete Section B5-B8 if both reading and math instruction will be provided, then proceed to Section C.

Section B1-B2

B1. Explain how the key instructional practices and major design elements of the reading program are:

- High Quality
- Research based
- Specifically designed to increase the achievement of low-income, underachieving students
- Include an explanation of the theoretical and empirical rationale supporting the major elements of the program (e.g., instruction, class size, delivery mode)

B2. Describe how services offered will help students improve their reading achievement.

Section B3-B4

B3. Explain how the key instructional practices and major design elements of the math program are:

- High Quality
- Research based
- Specifically designed to increase the achievement of low-income, underachieving students
- Include an explanation of the theoretical and empirical rationale supporting the major elements of the program (e.g., instruction, class size, delivery mode)

B4. Describe how services offered will help students improve their math achievement.

Section B5-B8

B5. Explain how the key instructional practices and major design elements of the reading program are:

- High Quality
- Research based
- Specifically designed to increase the achievement of low-income, underachieving students
- Include an explanation of the theoretical and empirical rationale supporting the major elements of the program (e.g., instruction, class size, delivery mode)

Club Z!'s program design was selected based on extensive research supporting the effectiveness of individualized and small group instruction in increasing students' academic achievement. Club Z! offers each student individualized, high-quality supplemental educational services in reading and mathematics through the use of the two Club Z! modes of instruction: *Club Z! In-Home Tutoring* and *Club Z! Choice*. With the *Club Z! In-Home Tutoring* option, each student is provided one-on-one instruction in the privacy of their own home. According to a research study on individual tutoring, students receiving one-on-one tutoring instruction test at levels approximately 2 standard deviations above those students who do not receive such support (Topping, 1998). Small group instruction is also highly effective and provides an alternate choice for students selecting the Club Z! program. Research proves that tutoring conducted in low student-to-instructor ratios is also highly beneficial and leads to increased student performance in learning activities (Al-Hazza & Gupta 2006; Carpenter & McKee-Higgings 1996, Topping 1998). Club Z! students instructed in reading remain focused working on lessons founded on the National Reading Panel strands of phonemic awareness, phonics, fluency, vocabulary, and comprehension. Club Z! recognizes the NRP findings that alphabetic instruction reaps the highest benefits for students in kindergarten and first grade and as such provides numerous opportunities for these younger students to practice phonemic awareness and phonics. Instructors also work with older students on word decoding instruction, working to transition them from relying primarily on phonics to vocabulary development and recognition. Club Z! uses the findings of the NRP to guide instruction in reading so that the core foundation of instruction is based upon those best practices. Because students who are taught using guided reading procedures have clearly been shown to improve fluency and overall reading achievement (Fountas & Pinnell, 1996), these procedures are employed by each Club Z! instructor. In addition, guided reading procedures assist students in both text and vocabulary comprehension due to the format of providing meaningful experiences with language in context. The NRP states, "It also seems clear from the Panel's data set that having students encounter vocabulary words often and in various ways can have a significant effect." Therefore, Club Z! tutors employ not only activities and learning experiences where vocabulary items are repeated, they are given items that will be likely to appear in many other contexts. In this same regard, Club Z! students are provided with learning activities and reading opportunities to explore text comprehension strategies endorsed by the NRP such as the use of graphic organizers, techniques for active listening, mental imagery, and use of prior knowledge. Club Z! effective instructional strategies are based largely on scaffolding instructional techniques. Club Z! utilizes Pearson Education curriculum resources which are designed to allow instructors to target specific learning deficiencies and provide effective intervention strategies for individual and group settings. The Club Z! instructional staff member assigned to a student will initiate reading instruction utilizing Pearson curriculum materials which effectively integrate the strategies of modeling, explanation, think-aloud, or demonstration of each of the steps the skill requires. This allows the Club Z! instructor and student to work through the steps together using the instructional strategy of shared demonstration. The Club Z! instructor will use the strategy of guided practice as the student applies what they have learned in previous lessons. The final stage of scaffolding, the independent practice stage, is where individual students can demonstrate their task mastery on the instructional materials and receive the necessary practice to help them perform a task automatically and without assistance. Club Z! instructors utilize effective question and answer techniques throughout these stages of instruction to further promote each student's understanding of the skill. This practice of utilizing a combination of instructional techniques along with research-based and tested instructional materials has proven highly effective for students enrolled in the Club Z! program.

B6. Describe how services offered will help students improve their reading achievement.

Whether enrolled in *Club Z! In-Home Tutoring Services* or *Club Z! Choice*, Club Z! instructional staff are able to maintain each student's focus so that they remain on task 100% of the time. Research has indicated that the amount of time on task is one of the most basic predictors of student performance (Bransford, 2000). Through the use of instruction that is aligned with NRP findings, including use of guided reading procedures, Club Z! students all over the country have consistently seen significant improvement in their reading achievement. Club Z! utilizes research-based curriculum published by Pearson Education that assists in increasing student academic achievement for all students grades K-12 in reading. All Pearson reading curriculum resources have been correlated with the findings of the National Reading Panel (NRP). In addition, Pearson has developed extensive correlations to the Kansas Curricular Standards in reading for all grade levels, Kindergarten through twelfth. Each Club Z! instructor is trained on incorporating the KS Curricular Standards and the NRP Concepts of Print, Phonological and Phonemic Awareness, Phonics/Word Analysis, Vocabulary Development, and Reading Comprehension for reading. In addition, Club Z! curriculum lesson materials are configurable by subject, grade level and competency area to ensure proper adaptation for each student's needs. Instructors use the student's customized lesson materials to target and focus on increasing the student's knowledge and understanding of deficient core competencies. Club Z!'s tailored curriculum and targeted instruction ensures that students receive intensive instruction to aid in increasing student achievement. Instructional resources, materials, activities, and various manipulatives are introduced to students in a progressive manner. This process ensures students will completely understand educational goals as set forth in their student learning plans from simple to more complex. All reading curriculum utilized by Club Z! allows for interactive learning between the instructor and the student(s) on each of the Kansas Curricular Standards.

B7. Explain how the key instructional practices and major design elements of the math program are:

- **High Quality**
- **Research based**
- **Specifically designed to increase the achievement of low-income, underachieving students**
- **Include an explanation of the theoretical and empirical rationale supporting the major elements of the program (e.g., instruction, class size, delivery mode)**

Club Z!'s math program design was selected based on extensive research supporting the effectiveness of individualized and small group instruction in increasing students' academic achievement. Club Z! tutors provide instruction that is logical, sequential, and based on complete understanding of the lower levels skills before proceeding to more difficult ones. Students who experience success become more confident learners and develop a greater level of self-efficacy (Truschel, 2004). Club Z! utilizes The Principles and Standards for School Mathematics endorsed by the National Council of Teachers of Mathematics (NCTM) for mathematics instruction and curriculum. Each instructor is trained to use the NCTM Process Standard strategies of Problem Solving, Reasoning and Proof, Communication, Connections, and Representations to assist students in learning the Content Standards of Number and Operations, Algebra, Geometry, Measurement, and Data Analysis and Probability. Club Z!'s effective instructional strategies are based largely on scaffolding instructional techniques. The benefits of a scaffolded approach are multiple. Scaffolded instruction is tailored to the individual student, both actively diagnosing deficits in learning and understanding while simultaneously reducing frustration and anxiety in overcoming those deficits (Larkin, 2002). Additionally, scaffolded instruction sustains attention by providing clear direction and reducing confusion (Van Der Stuyf, 2002). In addition, Pearson Education curriculum resources are designed to allow instructors to target specific learning deficiencies and provide effective intervention strategies for individual and group settings. The Club Z! instructional staff member assigned to a student will initiate mathematics

instruction utilizing Pearson materials which effectively integrate the strategies of modeling, explanation, think-aloud, or demonstration of each of the steps the skill requires. This practice of utilizing a combination of instructional techniques along with research-based and tested instructional materials has proven highly effective for students enrolled in the Club Z! program. Club Z! instructors work to provide students with experience applying the process standards to relevant applications through the use of modeling each of the process standards effectively. Shared demonstration of practical applications of these standards is also utilized with the student(s) along with guided practice. Finally independent practice by the student is reinforced as the instructor monitors to see that the student has a clear understanding of applying the process standards in each of the content areas. Club Z! prepares a customized curriculum that is developed for each student based upon these principles, which also reflects the intricacies of how each of the standards are adapted to meet the needs of all grade levels. In the event that remediation is needed, the steps of demonstration, shared demonstration, guided practice, and independent practice are repeated using different examples of similar problem solving (Routman, R., 2003). It is through this teaching technique that Club Z! tutors are able to lead each of the students they teach from being dependent on a teacher or program to the independence that comes from each student having confidence in their knowledge of skill solving strategies.

B8. Describe how services offered will help students improve their math achievement.

Selection of Club Z! instructional materials is founded on a solid research base as well as quantitative data based on actual performance of students utilizing these materials. Each of these curriculum concepts utilized by Club Z! is proven to assist students in increasing their academic achievement in mathematics. Club Z! utilizes Pearson Education curriculum resources which are designed to allow instructors to target specific learning deficiencies and provide effective intervention strategies for individual and group settings. Club Z! also employs research-based, key instructional strategies to increase student achievement in mathematics which align to the design of instructional materials from Pearson Education. This alignment of the instructional strategies employed by the Club Z! program was a key factor in the selection of Pearson curriculum mathematics materials for use in the Club Z! program. Club Z! utilizes research-based curriculum published by Pearson Education that assists in increasing student academic achievement for all students grades K-12 in math. All Pearson math curriculum resources are based on the principles of the NCTM. In addition, Pearson has developed extensive correlations to the Kansas Curricular Standards in math for all grade levels, Kindergarten through twelfth. Each Club Z! instructor is trained on incorporating the KS Curricular Standards and the NCTM Process Standard strategies and Content Standards. In addition, Club Z! curriculum lesson materials are configurable by subject, grade level and competency area to ensure proper adaptation for each student's needs. Instructors use the student's customized lesson materials to target and focus on increasing the student's knowledge and understanding of deficient core competencies. Club Z!'s tailored curriculum and targeted instruction ensures that students receive intensive instruction to aid in increasing student achievement. Instructional resources, materials, activities, and various manipulatives are introduced to students in a progressive manner. This process ensures students will completely understand educational goals as set forth in their student learning plans from simple to more complex.

C. Connection to State Academic Standards and Districts' Instructional Programs

Limit response to three pages. (Points Possible = 12 points)

Kansas State Academic Standards may be reviewed at:

<http://www.ksde.org/Default.aspx?tabid=1678>.

1. Describe how the provider has aligned the instructional program to the Kansas State Standards.

Club Z! utilizes products published by Pearson Education, Inc. as curriculum for the instruction of each student, all of which are aligned with the Kansas State Curricular Standards in both reading and mathematics. Based on the academic goals identified on the Student Learning Plan (SLP), Club Z! supervisory staff determine the appropriate curriculum to be used to teach and reinforce each skill. For students who need assistance in mathematics, Pearson Education has developed extensive correlations to ensure that all lessons reflect the Kansas State Curricular Standards in mathematics for students at their targeted grade level, Kindergarten through twelfth grade. Club Z! instructors can use numerous activities and lessons that reinforce the standards of Numbers and Computation, Algebra, Geometry, and Data in ways appropriate for each specific grade level. For example, a Club Z! instructor working with a second grader on Geometry may assist the student in using whole number approximation (estimation) for length, weight, and volume using standard and nonstandard units of measure (3.2.1), while a Club Z! instructor working with a fourth grade student on Algebra may assist them in using concrete objects, drawings, and other representations to work with types of patterns (i.e. repeating patterns and growing patterns) (2.1.1.). A Club Z! instructor working with a seventh grader on Numbers and computation may assist the student in using and describing number systems and their properties with the rational number system and demonstrating their meaning including the use of concrete objects (1.2.4). Pearson Education, Inc. also has developed correlations for each grade level in reading for the Kansas State Curricular Standards. Club Z! instructors use these materials to teach lessons on the standards of Reading and Literacy, specifically focusing on phonemic awareness, phonics, fluency, vocabulary, and comprehension. An instructor may work with a Kindergartener on identifying onsets and rimes in spoken words (1.1.5), or with a fifth grader on identifying the main idea and supporting details of informational, expository, or persuasive text (1.4.10). A Club Z! instructor working with a high school student may assist the student in analyzing and evaluating how a tutor's style and use of literary devices work together to achieve his or her purpose for writing text (1.4.11). All curriculum utilized by Club Z!, whether in reading or mathematics, allows for interactive learning between the Club z! instructor and the student(s) on each of the Kansas Sate Curricular Standards and aids in proficiency of meeting state achievement standards.

2. Describe how the provider has aligned the instructional program to the instructional programs of the district. Include specific programs(s) and the direct connections.

Club Z! ensures that all instruction will be directly aligned with the instructional programs of each district in the state of Kansas. Each Club Z! instructor undergoes professional development training on the Kansas Curricular Standards, the findings of the National Reading Panel (NRP), and the principles and standards for school mathematics developed by the National Council of Teachers of Mathematics (NCTM) to equip them in assisting students in reaching their academic goals. During the development of the Student Learning Plan (SLP), Club Z! supervisory and instructional staff communicate with appropriate school district personnel regarding the school/district curriculum and initiatives to be certain that Club Z! instruction is aligned with student achievement expectations. Furthermore, club Z! instructors maintain ongoing communication with the student's classroom teacher(s) to ensure tutorial sessions are aligned with classroom instruction and that the student's needs are being met. Club Z! has experience providing services throughout the state of Kansas including Kansas City, where Literacy by Design is being used to service grades K-5 in reading. Club Z! supplemental educational services are compatible with this program because the objectives of the instruction are directly aligned with the Kansas Curricular Standards for reading as well as the findings of the NRP. Both Literacy by Design and Club Z! emphasize instruction of alphabetic, fluency, vocabulary, comprehension, and literacy concepts. Club Z! instructors are able to communicate with the classroom teacher to ensure that Club z! supplemental educational services align with the scope and sequence of the curriculum being taught in the classroom. This enables Club Z! instructors to be certain that tutorial instruction serves as an intervention strategy that supplements that which is being taught in the classroom. Club Z! also has experience providing services throughout the state of Kansas in mathematics, including Mean Middle School in Wichita where Holt, Reinhart, Winston Mathematics Course 1, 2, and Pre-Algebra are being used to services grades 6-8. Club Z! supplemental educational services are compatible with the district's instructional program because the objectives of the instruction are directly aligned with the Kansas Curricular Standards for mathematics as well as the findings of the NCTM. Both Holt Mathematics and Club Z! emphasize

instruction of the NCTM process standards of Problem Solving, Reasoning and Proof, Communication, Connections, and Representation to assist students in attaining the mathematical knowledge, skills, and conceptual understanding of the content standards of Number and Operations, Algebra, Geometry, Measurement, and Data Analysis and Probability. Through ongoing communication with the classroom teacher, Club Z! instructors are able to ensure that Club Z! supplemental educational services align with the content being taught in the classroom.

3. Describe how the provider will approach and design instruction (i.e., direct instruction, small groups, online, etc).

In the teaching of both language arts and mathematics, Club Z! instructional staff utilize techniques that lead each of the students they teach from being dependent on a teacher or program to the independence that comes from each student having confidence in their knowledge of skill solving strategies. The Club Z! approach involves not only direct instruction of skills but also centers around individualizing instruction for each student. Club Z! instructors initiate instruction through modeling, explanation, think aloud, or a demonstration of each of the steps the skill requires. They then go through the steps together while the student participates and the instructor offers the necessary assistance and support needed to find a solution. As more of the responsibility of the skill solving transfers to the student, the Club Z! instructor will provide guidance as the student applies what they have learned in previous lessons. This allows the student the opportunity to practice the skill as the teacher observes, encourages, and clarifies any confusion that may arise. Through this structured learning model, the student is then ready for independent practice of the skill taught. When the student has demonstrated mastery on independent practice for that particular skill, Club Z! instructors will introduce the next areas of instruction. The goal of each student's Student Learning Plan (SLP) is to identify objectives to reach short term, intermediate, and long term goals within the timeframe allotted by the per pupil allocation of funds. Once the student has shown a mastery of short term goals as measured by instructor observations and 70% accuracy on independent practice of skills, that student is able to move forward with their intermediate goals, ultimately leading to the achievement of the long term goals established in the SLP.

4. Name and describe instructional materials that will be used, what will be provided and what the student provides.

Club Z! utilizes products published by Pearson Education, Inc. as curriculum for the instruction of each student, all of which are aligned with the Kansas State Curricular Standards in both reading and mathematics. Whether enrolled in Club Z! In-Home Tutoring sessions or Club Z! Choice, an individualized curriculum is prepared for each student and all necessary materials and supplies (pencils, crayons, scissors, etc.) are provided by Club Z!, not the parent(s)/guardian(s). Club Z! supplies worksheets, Pearson educational products and manipulatives. Club Z! utilizes materials from Pearson such as the **Group Mathematics Assessment and Diagnostic Evaluation and Intervention Strategies Resource Libraries** (GMADE Resource Libraries) and the **Group Reading Assessment and Diagnostic Evaluation and Intervention Strategies Resource Libraries** (GRADE Resource Libraries), published by Pearson Education, Inc. Both GMADE and GRADE Resource Libraries have lessons and activities appropriate for each grade level (K-12). The GMADE Resource Library contains a combination of both tutor-led activities that engage each student, and practice sheets that reinforce each lesson. In addition, the GRADE and GMADE Resource Libraries contain activities and practice sheets for reinforcement of what is being taught in the classroom. Club Z! instructors do not utilize any technology and only require a quiet space where the student(s) can receive instruction. Students are not responsible for bringing any items to sessions.

D. Monitoring Student Progress

Limit response to three pages. (Points possible = 12 points)

1. Describe the specific process that will be used to assess/diagnose individual student needs and prescribe an instructional program. Include details regarding assessment tools to be used.

Prior to the onset of instruction, Club Z! instructional staff reviews current student performance data provided by the school district (i.e. the student's cumulative file, report cards, results on district and state assessments, student portfolios, IEP and/or 504 plans [where applicable], etc.). To pinpoint these specific academic deficiencies for each individual student, Club Z! uses individual and group diagnostic assessments from Pearson Education to identify the student's academic needs. The Kaufman Test of Educational Achievement II (KTEA II), the Reading and Math Level Indicator (RLI and MLI), the Group Reading Assessment and Diagnostic Evaluation (GRADE), and/or the Group Mathematic Assessment and Diagnostic Evaluation (GMADE) are utilized as pre-assessments in the Club Z! program. Each of these norm-referenced assessments provide Club Z! staff with the grade level equivalent of the student and identifies the area(s) needing improvement. The specific assessment(s) administered will be dependent upon student grade, age, and mode of instruction (i.e. one-on-one or small group instruction). The individualized KTEA II assesses reading comprehension, reading fluency, vocabulary, and mathematical concepts. The MLI, used in group settings, helps determine math interventions and appropriate instruction and is based on national Council of Teachers of Mathematics (NCTM) and state standards. The RLI assesses vocabulary and basic comprehension skills and delivers instructional and independent reading grade levels. GRADE identifies pre-literacy, emerging reading and core reading skills in these areas: Concepts and Communication, Operations and Computation, and Process and Application. Both assessments and related curriculum are aligned with the Kansas Curricular Standards. When the document review and pre-assessment are completed, Club Z! coordinates a meeting with the student's parents, classroom teachers, and appropriate school district personnel to develop the Student Learning Plan. All attendees collaborate to establish appropriate learning goals and objectives that the student can meet in the timetable allotted by the program duration. Once tutoring begins, weekly tutor activity logs and monthly progress reports are used to document student achievement or to note where remediation is required.

2. Describe the specific process to facilitate consultation with the district and school and set clear individual student goals, including an explanation of how a timetable for student academic achievement is developed.

Club Z! supervisory staff, parents/guardians of enrolled students and applicable school and district staff collaborate to establish appropriate learning goals and objectives that the student can meet in the timetable allotted by the program duration. Club Z! supervisory staff begin by reviewing student assessment data provided by the LEA along with Club Z! administered assessment data to ascertain the student's current level of performance in reading and math and pinpoint specific skill deficiencies holding students back. Based on comparison of the scores and the current grade level, the student's weakest subject is identified and learning goals are written to address the academic deficiencies. In addition, upon student enrollment in the Club Z! program, Club Z! staff conducts a consultation with the parents to learn about their thoughts on their student's academic strengths, areas in need of improvement, and attitude toward specific subjects. Based on this collaboration with the parents and applicable district staff, club Z!'s management and instructional staff set specific, measurable, timely, relevant goals that are attainable within the time frame allotted by the program duration. These SMART goals are based upon KS Curricular Standards to guarantee desired student performance outcomes. The completed Student Learning Plan (SLP) guides instruction for every enrolled child by identifying the skills to be taught in the tutorial sessions. To ensure that Club Z! instructional staff understand the student's current level of proficiency, they are provided with a copy of the pre-assessment results and approved Student

Learning Plan in the curriculum packet of the student. Additionally, during the initial instructor training, Club Z! instructors receive detailed information on how to correctly interpret student diagnostic assessment results. Once the assessment has been administered, the parents/guardians have been surveyed for their input, and applicable district information has been reviewed, an SLP with specific and measurable goals is developed and submitted for approval to the school district. After the district approves the SLP, Club Z! staff will review the approved plan with the parent(s)/guardian(s) of the enrolled student. Parents must also approve the SLP via authorized signature. The final SLP, approved by the district and the parent(s)/guardian(s), may be disseminated to applicable school staff as needed. Individual student timetables in the Club Z! program are based upon the achievement data reviewed at the onset of the program at which time a baseline level of performance is established for the student and specific goals are created. The amount of time needed for the achievement of these goals will vary for each student and for that reason Club Z! effectively individualizes instruction and adjusts instructional plans periodically to ensure that the student demonstrates mastery prior to moving onto the next skill. A personally tailored curriculum is created and directly aligned to the student SLP goals.

3. Describe the specific instrument and process that will be used to evaluate, monitor, and track student progress on a continuous and regular basis.

Student performance is continually monitored and evaluated by Club Z! instructional staff throughout each tutorial session. Each student receives intense, individualized instruction that allows Club Z! instructional staff ongoing opportunities to review the work of each student by constantly monitoring and evaluating the student's academic performance. For each specific skill established in the student's SLP, Club Z! utilizes teaching methods that lead student from dependency on others to solve problems to solving problems independently with confidence. During the tutorial session the Club Z! instructional staff member assigned to the student will initiate instruction through modeling, explanation, think-aloud, or a demonstration of each of the steps the skill requires. The Club Z! instructor and student then work through the steps together while the student participates and the instructor offers the necessary assistance and support needed to find a solution. As more of the responsibility of the skill solving transfers to the student, the Club Z! instructor will provide guidance as the student applies what they have learned in previous lessons. This allows the student the opportunity to practice the skill as the teacher observes, encourages, and clarifies any confusion that may arise. When the student has shown 70% mastery on independent practice of the skill taught as evidenced by Club Z! instructional staff observations and success with assigned curriculum, the Club Z! instructor will introduce the next skill to be addressed. Student progress is tracked on a regular basis via weekly "tutor activity logs" and all parents and appropriate LEA receive written monthly progress and attendance reports.

4. Describe the process that will be used to encourage and support regular student attendance. Include any motivation or incentive programs that will be used.

To encourage and support regular student attendance, Club Z! offers parents/guardians the option of one-on-one in-home tutoring at times convenient to working families. Club Z! instructors work around the schedules of busy families by offering services at any time outside of regular school hours so student attendance is rarely an issue. Club Z! requires all tutors to keep a "Tutor Log" to document student progress as well as attendance. Along with the Tutor Log, parents must sign attendance sheets designated by specific districts. If for any reason a district does not supply one, Club Z! provides an "attendance sheet" for the tutors to use for that particular district. Parents must sign the attendance sheets after each session is completed. Club Z! tutors are required to provide Club Z! supervisory staff with the original signed attendance sheets on a weekly basis. Club Z! also provides copies to parent and original documents to the appropriate district personnel on a monthly basis. These policies and procedures ensure that attendance is tracked in a timely fashion. In the event of two or more absences or attendance issues the tutor reports it to Club Z! supervisory staff who investigates and reports any incidents to the district. While Club Z! does not typically provide incentives, in the event that incentives are needed to increase student attendance, all incentives are kept in alignment with the EIA Code of Conduct.

E. Communication with parents/families, schools and districts

Limit response to three pages. (Points Possible = 15 points)

1. Explain how parents and the district will be involved with the provider in the process of setting goals, timetables, monitoring student progress, and evaluating services.

Parents of students enrolled in the Club Z! program are encouraged to be involved in their student's program from the goal setting process to the post-assessment and are fully informed of their student's current level of achievement and ensuing progress every step of the way. Once Club Z! has completed the document review of student performance and academic need (i.e. the student's cumulative file, report cards, results on district and state assessments, student portfolios, and IEP and/or 504 plans), administered the student's pre-assessment and submitted identified goals for approval to applicable school staff, every attempt is made to coordinate a meeting with the student's parent(s)/guardian(s), applicable classroom teacher(s), and appropriate school district personnel to develop an individual Student Learning Plan (SLP). At this time, input from all parties, school district documentation of student performance and academic needs and Club Z! pre-assessment results are utilized to develop an SLP with specific, measurable, timely, relevant and realistic agreed-upon academic goal and objectives that can be attained within the timeframe allotted by the program duration. Both parents/guardians and appropriate school district personnel receive monthly written progress reports identifying student progress toward the short, intermediate, and long term goals developed in the SLP. Parents/guardians, classroom teachers, and appropriate school district personnel are continually updated on student progress through these written monthly progress reports and conferences are available with the Club Z! instructor and supervisory staff at any time. Parents/guardians are surveyed by Club Z! supervisory staff on their satisfaction with the program, and at the conclusion of services parents/guardians and applicable classroom teachers are asked to complete a Post tutoring Survey to evaluate Club Z! services.

2. Describe the specific procedures that will be used to report student progress to parents, teachers, and other appropriate staff. Include details regarding the frequency, content, and method(s) of communication (e.g., email, written letter, phone call).

For parents/guardians of students enrolled in Club Z! one-on-one in-home tutoring services at the close of every tutorial session, the instructor completes the Club Z! student activity log (a record of the student's accomplishments in the session that reflects goals consistent with that of the SLP), discusses where more work is needed and reviews plans for the next session; all of which are denoted on the activity log sheet. Any parent(s)/guardian(s) comments and concerns are also noted at this time. Parents/guardians of students enrolled in Club Z! Choice small group tutorial sessions are updated on their child's progress toward SLP goals through the use of weekly conferences and/or copies of student activity logs. Families with limited English proficiency are matched with a tutor who is bilingual in their native language whenever available. All parents/guardians receive monthly progress reports identifying student progress toward the short, intermediate, and long term goals developed in the SLP. Progress reports are available in the native language of families with limited English proficiency upon request. Monthly progress and attendance reports are also disseminated to each student's applicable classroom teacher(s) and appropriate school district personnel via mail or hand delivery. Club z! also utilizes any additional reporting methods as required by the LEA. Club Z! maintains consistent communication on a monthly basis with the classroom teacher(s) through the use of phone or personal conferences and/or email to ensure that tutorial sessions are aligned with classroom instruction.

3. Describe specific strategies used to work with parents/families and school personnel.

Once Club Z! is selected as a student's supplemental educational service provider, a Club Z! representative contacts that student's family to welcome them into the program and to arrange a convenient time for an initial assessment. Club Z! conducts a consultation with the parent(s)/guardian(s) to learn about their thoughts on their student's academic strengths, areas in need of improvement, attitude toward specific subjects and outside interests. Club Z! also discusses what tutoring schedule best suits the family. Club Z! reviews its policies and procedures, answers questions the parent(s)/guardian(s) may have regarding the club Z! program and provides them with contact information. Club Z! schedules a student pre-assessment at a time that is convenient to the parent(s)/guardian(s). Club Z! works with parents/guardians and school district personnel to ensure that each is involved in establishing the goals and objectives of the SLP. In the event that it is not feasible for all parties to physically attend the meeting to develop the SLP, Club Z! makes every attempt to collect the necessary information and distribute it to the affected parties so that they are included in the decision making process in developing the goals and objectives for the student, including conference calls, traveling to the home or place of business of the parent/guardian, written communications and/or other necessary steps to ensure that the student's needs are being met. Club Z! accommodates working parents/guardians by providing services at any time outside of regular school hours. Club Z! offers two programs of instruction for the convenience of parents/guardians: Club Z! one-on-one in-home tutoring services and Club Z! Choice small group instruction. Parents/guardians of students enrolled in Club Z! one-on-one in-home instruction are not burdened with the need to transport their child to and from a learning facility or alternative tutoring location. Club Z! Choice small group tutoring sessions are held at the student's school (where applicable) or other convenient location to parents/guardians. For in-home tutoring sessions, parents/guardians are encouraged to observe the tutorial session for ideas and techniques to assist in their child's learning experiences outside the classroom, and are updated on their child's progress at the conclusion of each session. Club Z! Choice small group instructors make themselves available to parents/guardians for weekly conferences either in person or by phone, whichever is more convenient for the family. Club Z! instructors and supervisory staff also make themselves available to classroom teachers and appropriate school district personnel by phone, email, written communication, or personal conferences. Each of these strategies assists Club Z! in maintaining a positive working relationship with parents/guardians, classroom teachers, and appropriate school district personnel throughout the duration of the program. Club Z! often serves as the facilitator of communication between the parent(s)/guardian(s), the classroom teacher, and appropriate school district personnel by providing feedback from all parties regarding progress being made toward goals outlined in the SLP, communicating intervention strategies that have proven effective in the home, in tutorial sessions, and/or in the classroom and by relaying concerns and/or positive feedback to be addressed to best service the needs of the student. This ongoing communication increases the level of support provided to each student and greatly influences their ability to meet their academic goals because all persons involved are aware of what is going on and can provide input to make improvements.

4. In what languages will information be provided to parents?

Club Z! will make every effort to accommodate students of any language including Spanish, Korean, Japanese, Chinese, Somalian, Vietnamese, Russian, Cambodian, Ethiopian, French, German, Haitian, and American Sign Language. Club Z! will also verbally review monthly progress with parents in their native language if required.

5. Describe the dispute resolution process should disputes or conflict arise between you and your staff and parents.

Upon being hired as a Club Z! instructor, each tutor is required to attend a wide variety of professional development trainings including how to effectively communicate with parents. Tutors are made aware of

differences they may encounter, as well as means of bridging these cultural and economic gaps. At the onset of tutoring, Club Z! provides parents with contact information to our local and corporate headquarters. Parents are encouraged to contact Area Directors, Program Managers, and ultimately Club Z! Corporate Headquarters without hesitation to report any concerns they may encounter. For general complaints, parents/guardians are instructed to complete the *Club Z! Inquiry/Complaint Form* which is given to them at the onset of tutoring. Parents/guardians are instructed to mail, call in, or fax the form to Club Z! Corporate Headquarters where supervisory staff take swift and appropriate action. Valid concerns and criticisms help us protect the community from possible misconduct by tutors and, at the same time, by conducting a thorough and impartial investigation, tutors are protected from unwarranted charges when they have performed their duties in a proper fashion. This policy is designed to resolve any issue promptly so that tutorial services are not interrupted. In addition Club Z! will always utilize documentation forms required by the state, district, or school. By having specific policy and procedures in place as well as continuous open communication, Club Z! is able to establish a positive relationship with parents in an effort to better serve the needs of each student and ensure that student goals outlined in the Student Learning Plan are achieved in a timely fashion.

F. Qualification of Instructional Staff

Limit response to two pages. (Points Possible = 12 points)

1. Describe the minimum staff qualifications and process for recruiting and hiring high-quality staff to provide supplemental educational services.

The Club Z! program has maintained a high level of quality and effectiveness by hiring certified teachers, degreed professionals, and/or individuals with a minimum of 60 hours of college credit. Preference is shown to applicants with teaching certifications and/or advanced degrees, as well as current or prior experience working with Title I students because of their extensive experience improving academic achievement in these special populations. Club Z!'s recruitment processes require each applicant to provide a complete resume, a copy of his/her degree(s), and both personal and professional references before the interview is scheduled. Club Z! management checks references and verifies the applicant's education and past employment. Club Z! then conducts an interview to determine the prospective applicant's subject areas of expertise and level of comfort, experience with special populations, and availability. Each applicant considered for placement must pass all SEA and LEA required criminal background checks. The applicant is hired only after successfully completing the interview and background checks. No student information is released to a prospective employee until said employee's background check has been reviewed for accuracy.

2. Describe the staff qualifications in accommodating the needs of students with disabilities, students with limited English proficiency, and low income low-achieving/at-risk students.

Club Z! staff members have widespread experience in working with Title I and academically at-risk students, students with disabilities, and students with limited English proficiency. Club Z! instructors are trained extensively on the effective use of Club Z! materials and teaching strategies that allow them to target instruction and aid students in closing their skills gaps. Club Z! is an approved SES provider working directly with Title I students in 40 states nationwide, serving roughly 50,000 at-risk students to date. All SES instruction is conducted by highly

qualified, skilled supervisory and instructional staff including certified teachers, degreed professionals with Doctorate, Masters, Bachelors, and/or Associates degrees, and individuals with a minimum of 60 hours of college credit and relevant teaching or tutoring experience. Each Club Z! instructor receives mandatory training on intervention strategies and techniques specifically geared toward increasing the effectiveness of the instruction of academically at-risk students. Club Z! instructional staff working with bilingual students are trained to utilize the philosophies and principles of the National Teachers of English to Speakers of Other Languages (TESOL) to assist them in educating English language learners. In addition, Club Z! instructors working with students with special needs are trained on intervention techniques, alternative strategies, and additional methods of instruction that incorporate the provisions outlined in the Individuals with Disabilities Education Act (IDEA) and student IEP and 504 plans.

- 3. Describe the initial training and ongoing professional development offered to staff to improve content instruction, products, and services. Include details regarding frequency, content, and format of training and professional development. How do you determine the effect of training and professional development opportunities have on the way staff provide service?**

To ensure effectiveness of all instructional staff, Club Z! provides two types of support to our instructional staff: initial training/professional development and continuing professional development. Training is provided in-person or via telephone or webinar. Instructors must undergo a mandatory initial training and certification process prior to instructional assignment. Continuing professional development is implemented within the first 60 days of employment and after every 6 months of instruction. Initial training covers the Club Z! policies and procedures, the EIA Code of Ethics, conducting assessments, completing required documentation, utilization of the Club Z! approved curriculum, Kansas Curricular Standards, and instructional strategies. Professional development training topics include employing Differentiated Instruction, which teaches instructors how to create lesson plans tailored to meet the academic needs and learning style of each student. Each tutor can expect to receive training outlining the ten strands of mathematics instruction emphasized by the National Council of Teachers of Mathematics, as well as training sessions that explore effective techniques to guide our students in the critical areas of phonemic awareness, phonics mastery, reading comprehension, fluency, concepts of print, alphabetic, and vocabulary development as determined by the National Reading Panel. Staff that work in our Club Z! Choice small group program are taught effective means to manage their groups, emphasizing respect for one another, the instructor, and the philosophies and principles of the National Teachers of English to Speakers of Other Languages to assist them in educating English language learners. Instructors working with students with special needs are trained on intervention techniques, alternative strategies, and additional methods of instruction that incorporate the provisions outlined in the Individuals with Disabilities Education Act and student IEP and/or 504 plans. Other professional development topics include Education in Impoverished Populations, which stresses economic sensitivity with a focus on ways to maintain family involvement in the educational process, and ethnic and racial minority issues and customs. Club Z! supervisory staff, such as Area Coordinators and District Managers, also conduct random visits of tutoring sessions to ensure instructor compliance with ethical practices and effectiveness of their instruction. Club Z! continually monitors tutoring activities and instructor performance to maintain our high expectations and level of quality. All instructors are required to submit activity logs and LEA required documentation to supervisory staff bi-weekly as well as submit monthly progress reports on each student's achievement toward goals. This documentation is reviewed by experienced supervisory staff that compares the delivered instruction to the goals of each student's SLP to ensure that the learning goals of each student's SLP are correctly addressed and being met. The documents are also reviewed to verify the instructor to student ratio, start time, and session length. Club Z! ensures program fidelity through reviews, monitoring, supervision, professional development, and ongoing communication between supervisory staff and instructors.

- 4. Submit evidence demonstrating that the organization possesses adequate staff and resources to meet consumer demand in the State of Kansas.**

Club Z! has been an established SES provider since 2005 and has an infrastructure that supports the provision of the highest quality of services in the state of Kansas. We have served as an approved SES provider in Kansas since 2007 and have staff in place across the state, as well as relationships with local schools for staff referrals and ongoing instructional support. Club Z!'s Director oversees all facets of the program including the operation and management of the Club Z! Human Resources Division, Program Managers, and District and Regional Managers. The Club Z! Recruitment Division is dedicated to hiring highly qualified certified teachers, degreed professionals, and/or individuals with 60 hours of college credit who have undergone extensive background checks, and had education, and references checked. This division is also responsible for the initial training of instructional staff as well as the professional development components that enable Club Z! instructors to provide excellent tutorial services specifically tailored to meet the needs of low socio-economic populations. Club Z! Program Managers and Program Assistants are responsible for ensuring that students statewide are assessed and matched with instructors who will best meet their specific areas of need. The Program Managers and Program Assistants also ensures that each Club Z! instructor completes all required documentation, and works with each student toward the goals established in their Student Learning Plan (SLP) through monitoring visits, parent/guardian conferences, and a review of all documentation submitted. Club Z! purchases, prints, and ships instructional materials to each instructor that are aligned to meet the individual goals of each student's SLP. Club Z! has an established staff hierarchy, with clearly defined roles and responsibilities within the organization, which ensures rapid start up of assessment, SLP development, and commencement of tutoring services. Club Z! has procedures in place for data collection, accounting, and communication processes and systems.