

Club Z! In-Home Tutoring Services, Inc.

Club Z! offers two programs of SES instruction that are available state-wide in all qualifying districts: **Club Z!** one-on-one in-home tutoring services; and, **Club Z! Choice** (small group instruction). **Club Z!** utilizes research-based curriculum products from Pearson Education Publishing that have been proven to assist in increasing student academic achievement, and are fully aligned with Arkansas state standards in reading/Language arts and mathematics. Club Z! Instructional materials may include, but are not limited to, workbooks, worksheets, grade-level appropriate books/reading materials and resources obtained from national education organizations such as the NRP and NCTM. **Club Z!** provides **all** materials needed for tutoring thereby eliminating any potential financial hardship for the parent(s)/guardian(s). The student to teacher ratio is 1:1 (in-home) and 1:6 for small groups. **Club Z!** provides tutoring for grade levels K-12. The **Club Z!** Program is premised upon proven scientific research such as the research study conducted by Topping that found "The average student that receives one-on-one tutoring scores approximately two standard deviations above another student that only receives a typical day's worth of classroom instruction" (Topping, 1998). Further research shows that small group instruction such as the type of instruction provided in the **Club Z! Choice Program**, is also highly effective. For example, it has been found that tutoring conducted with low student to instructor ratios is highly beneficial and resulted in enhanced student performance in learning activities (research supported by Al-Hazza, T. C., & Gupta, A. (2006). **Club Z!** also has its own extensive research to support the success of our organization in raising student achievement in reading and mathematics. Based on an analysis of valid and reliable performance data gathered from **Club Z!** Programs, achievement levels increased dramatically for those students completing **Club Z!** programs. In addition, **Club Z!**'s programs have also been analyzed by third party researchers to determine program effectiveness. For instance, a detailed data analysis on **Club Z!** Programs performed by M&I Consulting Network in 2007, concluded that practically all students showed an improvement in academic skills according to norm-referenced reading and math assessments utilized by **Club Z!** The innovative programs offered by **Club Z!** provide parent(s)/guardian(s) with the added flexibility and option to have a tutor come directly to their home thereby eliminating any transportation concerns. Most importantly, the **Club Z! In-home Tutoring Program** takes place in the comfortable environment of the student's own home which by its nature is highly conducive to enhancing the student's learning and achievement. **Club Z! Choice** small group tutoring sessions are held at the student's school (where applicable) or other convenient location such as a public library or community center. **Club Z!** does not provide any transportation but specifically ensures that any small group location selected is easily accessible by public transportation. All **Club Z!** Instructors are highly qualified and include certified teachers, degreed professionals with Doctorate, Masters, Bachelors, and/or Associates degrees, and/or individuals with a minimum of 60 hours of college credit. **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!** requires that all instructors pass an extensive background check prior to any placement with students. **Club Z!** is a for-profit company.

<p><i>Time when services are proposed to be offered</i></p> <p>X Before school X After school X Weekends X Summer X Other (describe) Academic Breaks</p>	<p><i>Student/instructor ratio</i></p> <p>List the ratio of instructors to children in the proposed program 1 : 1 (In-home) 1 : 6 (Small group)</p> <p>Maximum number of students for each instructor (not to exceed 10 students per instructor) 1 : 6</p>
<p><i>Cost per hour (not to exceed current maximum allowable from RFA)</i> 50.00 per hour per student</p>	<p><i>Approximate number of hours required for proposed tutoring</i> 20 – 30 Hours</p>
<p><i>Minimum number of students that will be served in a single district</i> 3</p> <p><i>Minimum number of students that will be served in a single school or setting</i> 1</p>	<p><i>Will students be transported by this provider?</i></p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p><i>Provider Contact Information:</i> Contact Person Name: Todd Walden, Director of Supplemental Services Street Address: 15310 Amberly Drive, Suite # 110 City, State, Zip: Tampa, Florida 33647 Contact telephone number: (888) 434 - 2582 Contact fax number: (813) 549 - 0185 Email: ses@clubztutoring.com Website: www.clubztutoring.com Hours of operation: 9:00 a.m. to 9:00 p.m.</p>	

Indicate Arkansas School Districts in which this applicant provided SES services for any child during the 2008-2009 academic year.

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|---|---|--|
| <input type="checkbox"/> Alma | <input type="checkbox"/> Deer/Mount Judea | <input type="checkbox"/> Horatio |
| <input type="checkbox"/> Alpena | <input type="checkbox"/> Delight | <input type="checkbox"/> Hot Springs |
| <input type="checkbox"/> Arkadelphia | <input type="checkbox"/> DeQueen | <input type="checkbox"/> Hoxie |
| <input type="checkbox"/> Ark School for the Blind | <input type="checkbox"/> Dermott | <input checked="" type="checkbox"/> Hughes |
| <input type="checkbox"/> Ark School for the Deaf | <input type="checkbox"/> Des Arc | <input checked="" type="checkbox"/> Huntsville |
| <input type="checkbox"/> Armorel | <input type="checkbox"/> Dewitt | <input type="checkbox"/> IZARD County Consolidated |
| <input type="checkbox"/> Ashdown | <input type="checkbox"/> Dierks | <input type="checkbox"/> Jackson County |
| <input type="checkbox"/> Atkins | <input type="checkbox"/> Dollarway | <input type="checkbox"/> Jasper |
| <input type="checkbox"/> Augusta | <input type="checkbox"/> Dover | <input type="checkbox"/> Jessieville |
| <input type="checkbox"/> Bald Knob | <input type="checkbox"/> Drew Central | <input type="checkbox"/> Jonesboro |
| <input type="checkbox"/> Barton Lexa | <input type="checkbox"/> Dumas | <input type="checkbox"/> Junction City |
| <input type="checkbox"/> Batesville | <input type="checkbox"/> Earle | <input type="checkbox"/> Kirby |
| <input type="checkbox"/> Bauxite | <input type="checkbox"/> East End | <input type="checkbox"/> Lafayette County |
| <input type="checkbox"/> Bay | <input type="checkbox"/> East Poinsett County | <input type="checkbox"/> Lake Hamilton |
| <input type="checkbox"/> Bearden | <input checked="" type="checkbox"/> El Dorado | <input type="checkbox"/> Lakeside (Chicot) |
| <input type="checkbox"/> Beebe | <input type="checkbox"/> Elkins | <input type="checkbox"/> Lakeside (Garland) |
| <input type="checkbox"/> Benton | <input type="checkbox"/> Emerson Taylor | <input type="checkbox"/> Lamar |
| <input type="checkbox"/> Bentonville | <input type="checkbox"/> England | <input type="checkbox"/> Lavaca |
| <input type="checkbox"/> Bergman | <input type="checkbox"/> Eureka Springs | <input type="checkbox"/> Lawrence County |
| <input type="checkbox"/> Berryville | <input type="checkbox"/> Farmington | <input type="checkbox"/> Lead Hill |
| <input type="checkbox"/> Bismarck | <input type="checkbox"/> Fayetteville | <input type="checkbox"/> Lee County |
| <input type="checkbox"/> Blevins | <input type="checkbox"/> Flippin | <input type="checkbox"/> Lincoln |
| <input type="checkbox"/> Blytheville | <input type="checkbox"/> Fordyce | <input checked="" type="checkbox"/> Little Rock |
| <input type="checkbox"/> Booneville | <input type="checkbox"/> Foreman | <input checked="" type="checkbox"/> Lonoke |
| <input type="checkbox"/> Bradford | <input checked="" type="checkbox"/> Forrest City | <input type="checkbox"/> Magazine |
| <input type="checkbox"/> Bradley | <input checked="" type="checkbox"/> Fort Smith | <input type="checkbox"/> Magnet Cove |
| <input type="checkbox"/> Brinkley | <input type="checkbox"/> Fouke | <input type="checkbox"/> Magnolia |
| <input type="checkbox"/> Brookland | <input type="checkbox"/> Fountain Lake | <input type="checkbox"/> Malvern |
| <input type="checkbox"/> Bryant | <input type="checkbox"/> Genoa Central | <input type="checkbox"/> Mammoth Spring |
| <input type="checkbox"/> Buffalo Island | <input type="checkbox"/> Gentry | <input type="checkbox"/> Manila |
| <input type="checkbox"/> Cabot | <input type="checkbox"/> Glen Rose | <input type="checkbox"/> Mansfield |
| <input type="checkbox"/> Caddo Hills | <input type="checkbox"/> Gosnell | <input type="checkbox"/> Marion |
| <input type="checkbox"/> Calico Rock | <input type="checkbox"/> Gravette | <input type="checkbox"/> Marked Tree |
| <input type="checkbox"/> Camden Fairview | <input type="checkbox"/> Green Forest | <input type="checkbox"/> Marmaduke |
| <input type="checkbox"/> Carlisle | <input type="checkbox"/> Greenbrier | <input type="checkbox"/> Marvell |
| <input type="checkbox"/> Cave City | <input type="checkbox"/> Green County Tech | <input type="checkbox"/> Mayflower |
| <input type="checkbox"/> Cedar Ridge | <input type="checkbox"/> Greenland | <input type="checkbox"/> Maynard |
| <input type="checkbox"/> Cedarville | <input type="checkbox"/> Greenwood | <input type="checkbox"/> McCrory |
| <input type="checkbox"/> Center Point | <input type="checkbox"/> Gurdon | <input type="checkbox"/> McGehee |
| <input type="checkbox"/> Charleston | <input type="checkbox"/> Guy Perkins | <input type="checkbox"/> Melbourne |
| <input type="checkbox"/> Clarendon | <input type="checkbox"/> Hackett | <input type="checkbox"/> Mena |
| <input type="checkbox"/> Clarksville | <input type="checkbox"/> Hamburg | <input type="checkbox"/> Midland |
| <input type="checkbox"/> Cleveland County | <input type="checkbox"/> Hampton | <input type="checkbox"/> Mineral Springs |
| <input type="checkbox"/> Clinton | <input type="checkbox"/> Harmony Grove (Ouachita) | <input type="checkbox"/> Monticello |
| <input type="checkbox"/> Concord | <input type="checkbox"/> Harmony Grove (Saline) | <input type="checkbox"/> Mount Ida |
| <input type="checkbox"/> Conway | <input type="checkbox"/> Harrisburg | <input type="checkbox"/> Mt. Vernon Enola |
| <input type="checkbox"/> Corning | <input type="checkbox"/> Harrison | <input type="checkbox"/> Mountain Home |
| <input type="checkbox"/> Cotter | <input type="checkbox"/> Hartford | <input type="checkbox"/> Mountain Pine |
| <input type="checkbox"/> County Line | <input type="checkbox"/> Hazen | <input type="checkbox"/> Mountain View |
| <input type="checkbox"/> Cross County | <input type="checkbox"/> Heber Springs | <input type="checkbox"/> Mountainburg |
| <input type="checkbox"/> Crossett | <input type="checkbox"/> Hector | <input type="checkbox"/> Mulberry/Pleasant View |
| <input type="checkbox"/> Cushman | <input type="checkbox"/> Helena/West Helena | <input type="checkbox"/> Murfreesboro |
| <input type="checkbox"/> Cutter Morning Star | <input type="checkbox"/> Hermitage | <input type="checkbox"/> Nashville |
| <input type="checkbox"/> Danville | <input type="checkbox"/> Highland | <input type="checkbox"/> Nemo Vista |
| <input type="checkbox"/> Dardanelle | <input type="checkbox"/> Hillcrest | <input type="checkbox"/> Nettleton |
| <input type="checkbox"/> Decatur | <input type="checkbox"/> Hope | <input type="checkbox"/> Nevada |

- Newport
- Norfolk
- Norphlet
- North Little Rock
- Omaha
- Osceola
- Ouachita
- Ouachita River
- Ozark
- Ozark Mountain
- Palestine Wheatley
- Pangburn
- Paragould
- Paris
- Parkers Chapel
- Pea Ridge
- Perryville
- Piggott
- Pine Bluff
- Pocahontas
- Pottsville
- Poyen
- Prairie Grove
- Prescott
- Pulaski County
Special
- Quitman
- Rector
- Riverside
- Riverview
- Rogers
- Rose Bud
- Russellville
- Salem
- Scranton
- Searcy
- Searcy County
- Sheridan
- Shirley
- Siloam Springs
- Sloan Hendrix
- Smackover
- South Conway
County
- South Mississippi
County
- South Side (Bee
Branch)
- Southside
(Batesville)
- Spring Hill
- Springdale
- Star City
- Stephens
- Strong Huttig
- Stuttgart
- Texarkana
- Trumann
- Turrell
- Twin Rivers
- Two Rivers
- Valley Springs
- Valley View
- Van Buren
- Van Cove
- Vilonia
- Viola
- Waldron
- Warren
- Watson Chapel
- Weiner
- West Fork
- West Memphis
- West Side
- Western Yell County
- Westside (Hartman)
- Westside
Consolidated
- White County Central
- White Hall
- Wickes
- Wonderview
- Woodlawn
- Wynne
- Yellville Summit

Indicate the Arkansas School Districts in which SES services are proposed for the 2009-2010 academic year.

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|----------------------------|----------------------------|------------------------------|
| ✓ Alma | ✓ Deer/Mount Judea | ✓ Horatio |
| ✓ Alpena | ✓ Delight | ✓ Hot Springs |
| ✓ Arkadelphia | ✓ DeQueen | ✓ Hoxie |
| ✓ Ark School for the Blind | ✓ Dermott | ✓ Hughes |
| ✓ Ark School for the Deaf | ✓ Des Arc | ✓ Huntsville |
| ✓ Armorel | ✓ Dewitt | ✓ Izard County Consolidated |
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| ✓ Cave City | ✓ Greenland | ✓ Mayflower |
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- ✓ Perryville
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Section II: Narrative and Supporting Documentation

Application pages must be numbered and organized as per the organization of the RFA. Applications that are not organized in the same manner as the RFA will NOT be considered. Information in this section of the RFA will be posted on the Arkansas Department of Education's website and will be accessible by the public.

Reviewers will review the information in this section, the appendix and attachments very closely to determine the provider's capacity to meet these criteria and will conduct in-person interviews with applicants before making a final determination of application approval status. Information provided in Section II of this RFA will also be used in the monitoring and evaluation of state-approved SES providers in Arkansas.

Section IIA. Program Overview

Narrative Description of Program

The **Club Z!** model of instruction focuses on individualized and/or small group instruction for students. Our organization offers one-on-one in home tutoring or small group instruction (1-6 students) that is fully aligned with the Arkansas State standards to ensure that students receive the attention they deserve. **Club Z!** supervisory staff conducts appropriate and thorough diagnostic testing through the use of the Kaufman Test of Educational Achievement II, the Reading and Mathematic Level Indicators and/or the Group Mathematics Assessment and Diagnostic Evaluation and the Group Reading Assessment and Diagnostic Evaluation to determine both the student's academic strengths and areas for academic improvement that are then incorporated into a Student Learning Plan (SLP). **Club Z!** staff review and analyze any information supplied by the school district in addition to Club Z! assessment results to diagnose student needs. **Club Z!** programs are instructed by certified teachers and/or degreed professionals that are experienced in addressing specific short and long-term goals, derived from state and local standards; all of which are included in a customized student plan that is wholly designed to meet the individual needs of students. **Club Z!** develops specific annual long term goals and supportive short term objectives that ensure student progress is measurable. The short and long term goals are specific, timely, measurable, realistic, and attainable within the timeframe allotted by the per pupil allocation. On average, students will

complete the Club Z! program in a 10 week period attending 2-3 sessions per week (sessions are normally 1 hour each), and enrolled students will see significant increases in achievement because 100% of Club Z! students will receive individualized attention in the specific subject areas where remediation is required. A personally tailored curriculum is created to address the student's deficient academic areas. Instructors use the student's customized lesson materials to target and focus on increasing the student's knowledge and understanding of deficient core competencies. Our tailored curriculum and targeted instruction ensures that students receive intensive instruction to aid in increasing student achievement and also to identify the exact subject areas where intervention and remediation is necessary. **Club Z!** uses research-based, key instructional strategies to increase student achievement. **Club Z!** effective instructional strategies are based largely on scaffolding instructional techniques. Scaffolding enables **Club Z!** instructors to accommodate individual student needs and provide necessary support to students in applying new skills and strategies independently. Scaffolding involves 3 basic steps: modeling, guided-practice, and independent practice. **Club Z!** instructors also 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 has proven highly effective for students and in particular, Title I students enrolled in the **Club Z!** program. **Club Z!** hires only highly qualified individuals and/or degreed professionals who meet or exceed the qualifications of Title I paraprofessionals, with preference shown to those who have widespread experience in working with Title I and academically at-risk students including migrant, homeless, and students with limited English proficiency or disabilities. All instructors are subjected to a thorough background check prior to any placement with students. **Club Z!**'s in-home program does not require any facilities or equipment because our instructors travel directly to the students' homes. The **Club Z!** small group program's facilities are determined on a per case basis. For example, sessions can be held on school grounds or other public facilities such as community centers, libraries or other public facilities that are readily accessible by public transportation. Instructional materials may include, but are not limited to workbooks, worksheets, grade-level appropriate books/reading material, and

resources obtained from national education organizations such as Pearson Education Publishing, the NRP and NCTM. **Club Z!** provides **all** materials needed for tutoring. **Club Z!** has a specific strategy with respect to communication with and involvement of parent(s)/guardian(s). The **Club Z!** tutor meets with parents(s)/guardian to review the lesson. Tutors share examples of the student's accomplishments in the session, discuss where more work is needed, as well as review plans for the next session. **Club Z!** always requires that a parent/guardian be present in the home during all tutorial sessions and the parent/guardian is welcomed to monitor how each lesson is proceeding. Parents are also required to sign the "tutor activity log." For parent(s)/guardian(s) who choose **Club Z! Choice** small group instruction, tutors are readily available for individual conferences with the parent(s)/guardian(s) of each student at least once a week. **Club Z!** has also developed a specific strategy for communication and involvement of LEA personnel. For instance, at the onset of tutoring, **Club Z!** staff will work with district administrators and teachers to formulate the learning goals and educational plans unique to each student's academic achievement and benchmark mastery. Effectiveness and progress are monitored and tracked by **Club Z!** staff through progress reports. These progress reports are submitted to **Club Z!** supervisory staff by the tutors on a monthly basis. Data on attendance is also collected on a weekly basis so that it can be monitored and ensure that any attendance related issues can be immediately brought to the attention of the appropriate school district officials. **Club Z!** also utilizes both pre-and post-assessment tests to monitor and ensure program effectiveness. In the unlikely event a conflict arises between parent(s)/guardian(s) and tutors during the tutoring process, **Club Z!** supervisory staff will first contact parents to discuss and attempt to resolve the issue, and ultimately provide a suitable replacement instructor if the parent wishes. Appropriate school district officials are also notified of disputes/complaints. 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. 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. With respect to the

dispute resolution between **Club Z!** and a particular LEA/district, **Club Z!** instructors and supervisory staff make themselves available to classroom teachers and appropriate school district personnel by phone, email, written communication, or personal conferences. The continual dialogue between **Club Z!** staff and district personnel enhances and ensures that a positive working relationship with classroom teachers and appropriate school district personnel is maintained throughout the duration of the program. **Club Z!** utilizes research-based curriculum materials by Pearson Education that have been proven to assist in increasing student academic achievement. These materials are fully aligned with Arkansas State curriculum standards. **Club Z!** has extensive research supporting the effectiveness of our programs and that the average student improves one (1) full grade equivalency in reading and/or math. **Club Z!**'s in-home tutoring program of offering parent(s)/guardian(s) the flexibility and option to have a tutor come directly to their home eliminates any transportation concerns and provides a comfortable environment that is highly conducive to enhancing student learning and achievement.

Section III: Indicators of Quality

A. Evidence of Links Between Research & Program Design

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) Research shows that small group instruction is also highly effective and also provides an alternate choice for students selecting the Club Z! program. Club Z! has found that tutoring conducted in low student to instructor ratios is

also highly beneficial and leads to increased student performance in learning activities (research supported by Al-Hazza, T. C., & Gupta, A. (2006). Reading tutor checklist: A guide for supplemental reading support for volunteer tutors. *Preventing School Failure*. 50, 15-22.). Club Z! instructors are able to effectively engage students in a setting of 3 students on average. Small groups promote cooperation and collaborative skills that students may not receive in an individual instructional setting. Club Z! small group tutoring sessions cluster students by subject areas and SLP goal similarity allowing for peer interaction. 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. JD Bransford, et al. found "The amount of time on task is one of the most basic predictors of student performance" (J.D. Bransford, et al., eds., *How People Learn: Brain, Mind, Experience and School* Washington, DC: National Academy Press, 2000). Students remain focused in the Club Z! program working on lessons based on the Arkansas Content Standards in reading/language arts mathematics. Individualized instruction allows students, in an average of 12 to 15 weeks, to attain the academic goals set for them at the onset of their program. Studies have shown that these students have been able to move forward and few have needed further help (Marie Clay, *Reading Recovery, a Guidebook for Teachers in Training*, 1993). It is these theoretical and empirical findings regarding individualized instruction that have directly impacted the development of the Club Z! highly effective tutorial program. The supplemental educational services Club Z! provides allows students, in the span of 1 to 3 hours per tutorial session, an opportunity for immediate reinforcement of the components of each lesson individualized for each student.

Whether enrolled in Club Z! In-Home Tutoring Services or Club Z! Choice, students remain on task 100% of the time working on lessons founded on the five strands of reading instruction cited by the National Reading Panel: phonemic awareness, phonics, fluency, vocabulary, and text comprehension, and the ten strands of mathematics instruction recommended by the National Council of Teachers of Mathematics:

Number and Operations, Algebra, Geometry, Measurement, Data Analysis and Probability, Problem Solving, Reasoning and Proof, Communication, Connections, and Representation. Reading instruction in the Club Z! program is founded upon the five basic components of instruction recommended by the NRP. In the development of the Club Z! program, phonemic awareness and phonics instruction both were addressed as the necessary building blocks for decoding unfamiliar words. 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! also utilizes The Principles and Standards for School Mathematics endorsed by the 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! 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 ("The Optimal Learning Model Across the Curriculum" Regie Routman, Reading Essentials, 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. This teaching model, whether being used in our Club Z! In-Home Tutoring Service one-on-one sessions or being applied to the Club Z! Choice small group setting involves individualized instruction.

Club Z!'s successful instructional program is largely due to allowing parents the option of program model and location. Club Z!'s in-home model allows parent(s)/guardian(s) the flexibility and option to have a tutor come directly to their home eliminating any transportation concerns and providing a comfortable environment that is highly conducive to enhancing student learning and achievement. The Club Z! small group program is similarly successful because of the low student to tutor ratio (1:6) that affords instructors the opportunity to work closely with each student in the group and provides a realistic option for parents who do not want in-home instruction or that cannot be present during sessions. Club Z!'s instructional design is largely premised on the parent(s)/guardian(s) playing an active role in the tutoring process. The greatest hindrance to the Club Z! model is uninvolved or unreachable parents. Parent(s)/guardian(s) of Club Z! students who are repeatedly unavailable and/or cancel sessions are typically the only reason for a

student not achieving the goals set forth in the Student Learning Plan. Since the majority of sessions do take place in the home, parent “no shows” to scheduled sessions are possible threats to the consistency of the program; however, Club Z! has developed policies and procedures to ensure tutoring is conducted on a regular basis for all enrolled students. These policies involve tutor same day confirmation of scheduled sessions, emergency contact forms being completed during the first meeting with the student, and regular reporting between the assigned tutor and parent. Overall, Club Z! has had very few issues with the proposed model of instruction and students that begin the program are able to complete all service hours.

B. Links Between Program Design and NRP, NCTM, NSTA standards

Evidence of Links Between Research and Program Design

Reading

Dimensions of Reading	Components of the Supplemental Educational Services Provider's Instructional Program
Phonemic Awareness Instruction	<ul style="list-style-type: none"> • Club Z! integrates phonemic awareness instruction into our program by targeting a student's phonemic understanding, and then assigning appropriate activities. For example, a tutor may involve student(s) in the following activities: <ul style="list-style-type: none"> ○ <u>Teaching Phoneme Identity</u>: The Club Z! tutor will teach the student to recognize which words in a set of words begin with the same sound ("Mop, mat, and mouse all have /m/ at the beginning"). The tutor may help students recognize this relationship by displaying flashcards with pictures of each object, along with the printed word. The "M" for each word will be bolded. The tutor would also put strong emphasis on the /M/ sound when each word is pronounced. The tutor would then ask student(s): "What sound is the same in mop, mat, and mouse?" <ul style="list-style-type: none"> ▪ <u>Note</u>: Phonemic awareness instruction is focused mainly on Club Z! Kindergarten students, 1st graders, and older/less able readers. This student group benefits the most from phonemic awareness instruction, per the National Reading Panel.
Phonics Instruction	<ul style="list-style-type: none"> • Club Z! integrates phonics instruction into our program by targeting a student's phonic understanding, and then assigns appropriate activities. For example, a tutor may involve student(s) in the following activities: <ul style="list-style-type: none"> ○ <u>"Jack and Jill"</u>: Tutor will let the student(s) listen to and become familiar with the story "Jack and Jill". The words in the rhyme will be visually displayed. Tutor will highlight the words <i>Jill</i> and <i>hill</i>. <i>Students will read along or even sing along to the rhyme. The tutor will point out the two highlighted words and ask a student to say or read the words aloud.</i> Tutor will then ask student(s) to repeat the words <i>Jill</i> and <i>hill</i>, and focus students' attention on the final sound and spelling of the two words. Encourage students to identify words that have the final /-ill/ sound. Tutor

	<p>may show several flashcards to assist students in giving and spelling words that belong in the /-ill/ family and present other text-related materials to assist students in recognizing words in context. Tutor will guide students in compiling a list of new /-ill/ words and assist them in reading each word correctly. For example, students' identify the words <i>will, fill, pill, dill, bill, mill, sill</i>. The tutor will conduct a group or individual drill by asking student(s) to read the following sentences: Jill is ill. Jill will need a pill. Jill will pay the bill.</p> <p>The Club Z! tutor will then have student(s) substitute the /-ill/ words in the sentences to fully practice word and sound recognition in context.</p>
<p>Fluency</p>	<ul style="list-style-type: none"> • Our tutors will offer students instruction that will give them the practice they need to gradually develop fluency in reading. For example: <u>Fluency Instruction:</u> The Club Z! tutor will model an example of fluent reading. Students will then read the grade level appropriate passages aloud several times and receive guidance and feedback from their Club Z! tutor. Expression and student ability to divide words into meaningful chunks will be closely monitored. This activity helps increase word recognition, speed, and fluency. <u>Note:</u> <i>Club Z! does not use the "round robin" technique for reading instruction. The "round robin" technique requires students to read <u>parts</u> of a text aloud. This technique is proven not to encourage fluency because students do not engage in repetitive reading of the same text.</i>
<p>Vocabulary</p>	<ul style="list-style-type: none"> • The Club Z! program emphasizes the four types of vocabulary: listening vocabulary, speaking vocabulary, reading vocabulary, and writing vocabulary. The following is an example of Club Z! vocabulary instruction: <ul style="list-style-type: none"> ○ <u>Specific Word Instruction:</u> Tutor will give student(s) copies of a short newspaper or magazine article of interest to them and have him/her choose five unfamiliar words to use context clues to figure out the meaning of the words. Students will write the five unfamiliar words. Student will work with the tutor and look in a dictionary to pick the definition that most closely fits the meaning of the word in this particular context. Tutor will monitor student as he/she works. Student(s) will share the articles

	<p>they read and tell what unfamiliar words they chose and what context clues they used to determine what the words mean.</p>
<p>Text Comprehension</p>	<ul style="list-style-type: none"> • Teaching metacognition skills is also an important part of the Club Z! program. <u>Explicit Comprehension Instruction:</u> Through this lesson, the tutor will model the think-aloud strategy for students. Tutor will present the term "think-aloud" to student(s). Student(s) will brainstorm what they think it might mean and how it may be applied to reading. Tutor will then model a read aloud text, such as "Dream Variation" by Langston Hughes. Student(s) are encouraged to think aloud with the tutor about their interpretation of the text. Portion of poem with Tutor Dialogue: "To fling my arms wide In some place of the sun, To whirl and to dance Till the white day is done. [Tutor: <i>I'm picturing a young girl with bare feet and a summer dress twirling in her front yard with her arms outstretched.</i>] Then rest at cool evening Beneath a tall tree."
<p>Other</p>	

Evidence of Links Between Research and Program Design

Mathematics

Mathematical Process Standards	Components of the Supplemental Educational Services Provider's Instructional Program
Problem Solving	<p>Club Z! tutors will help students understand how to build new mathematical knowledge through problem solving; solve problems that arise in mathematics and in other contexts; apply and adapt a variety of appropriate strategies to solve problems; and monitor and reflect on the process of mathematical problem solving. Club Z! tutors will also help students understand how to apply problem solving techniques to every day life, and integrate problem solving concepts into other areas of mathematical standards and philosophies. Most mathematical concepts will be introduced through problems based on familiar experiences coming from students' lives or from mathematical contexts. For example, tutors may help middle school students investigate which of several recipes for punch giving various amounts of water and juice is "fruitier." Club Z! tutors may help student understand problem solving concepts by using diagrams and looking for patterns in certain problems. Another important aspect in problem solving is that tutors must, and will choose problems that students will be engaged in, and create a supportive atmosphere conducive to learning.</p>
Reasoning and Proof	<p>Club Z! tutors will help students recognize reasoning and proof as fundamental aspects of mathematics; make and investigate mathematical conjectures; develop and evaluate mathematical arguments and proofs; and select and use various types of reasoning and methods of proof. Tutors will help students explore, justify, and use mathematical conjectures.</p>

	<p>Since reasoning and proof must be a consistent part of student's mathematical experiences in Kindergarten – 12th grade, tutors thoroughly monitor and help students understand how to use reason to solve problems. At all levels, students reason inductively from patterns and specific cases.</p>
<p>Communication</p>	<p>Club Z! tutors will help students understand how to organize and consolidate their mathematical thinking through communication; communicate their mathematical thinking coherently and clearly; analyze and evaluate the mathematical thinking and strategies of others; use the language of mathematics to express mathematical ideas precisely. Club Z! tutors encourage students to express themselves clearly and coherently, and encourage them to form questions about more complex mathematical concepts, thus gaining insights into thinking.</p>
<p>Connections</p>	<p>Club Z! tutors will help students understand how to recognize and use connections among mathematical ideas; understand how mathematical ideas interconnect and build on one another to produce a coherent whole; and recognize and apply mathematics in contexts outside of mathematics. Club Z! tutors will help students view mathematics as an integrated field of student, many parts that make up a whole. For example, Club Z! tutors will help elementary school students link their knowledge of the subtraction of whole numbers to the subtraction of decimals or fractions.</p>

<p>Representation</p>	<p>Club Z! tutors will help students connect mathematical concepts to their daily lives, as well as to situations from science, the social sciences, medicine, and commerce. Representations allow students to communicate mathematical approaches, arguments, and understanding to themselves and to others, and allow students to recognize connections among related concepts and apply mathematics to realistic problems. Club Z! tutors encourage students to represent their mathematical ideas in ways that make sense to them, even if those representations are not conventional to other students. The Club Z! individualized tutoring approach ensures students find their own ways to understand mathematical concepts.</p>
<p>Other</p>	

Evidence of Links Between Research and Program Design

Science

Unifying Science Concepts and Processes	Components of the Supplemental Educational Services Provider's Instructional Program
Systems, order, and organization	
Evidence, models, and explanation	
Change, constancy and measurement	
Evolution and equilibrium	
Form and Function	
Other	

C. Connection to State Academic Standards and School or School District's Instructional Program(s)

The Club Z! individualized tutorial model and content connects and is directly aligned with Arkansas Mathematics and English Language Arts Curriculum Frameworks and norm-referenced tests components (NRT) and are specifically designed to increase student performance levels as measured by *Arkansas State-Mandated Criterion-Referenced Testing* (CRT) and the Augmented Benchmark Examinations instituted by Arkansas in 2007. The Pearson Education materials utilized by Club Z! for the English/language arts curriculum are directly aligned with the Arkansas academic standards. For example, with respect to Speaking Vocabulary, a first grade student enrolled in the Club Z! program would be instructed to use more descriptive and precise vocabulary to name and describe items (OV.1.1.1) and to use singular and plural nouns appropriately in speech (OV.1.1.2); and with respect to Speaking Behaviors, a first grade student would be instructed to focus on the audience (i.e.) eye contact (OV 1.1.3) and the use of voice level, phrasing, and intonation to speak clearly and audibly (OV 1.1.4).

The Pearson Education materials utilized by Club Z! for the mathematics curriculum are also directly aligned with the Arkansas academic standards. For example, with respect to Whole Numbers, first grade students are instructed to use efficient strategies to count a given set of objects in groups of 10 up to 100 (NO.1.1.1) and to represent a whole number less than 15 in all possible ways using composition and decomposition (NO.1.1.2). Club Z! materials are designed so that each student attains proficiency as outlined by the Arkansas curriculum standards and requirements.

All students fall under four categories: *Below Basic*, *Basic*, *Proficient*, and *Advanced*. For example, if a child is in the *Below Basic Level*, **Club Z!**'s goal is to advance that child to at least *Proficient* level. Specific measurement tools used to determine increased performance levels include: extensive research supporting the effectiveness of our programs and that the average student improves 1 full letter grade. Performance levels for students with disabilities and students with limited English Proficiency (LEP) in grades 3-8 and 11 will be measured by the *Arkansas Alternate Portfolio Assessment System*. Specifically, **Club Z!** projects that students will increase their current performance level to *Proficient*, no matter which level they are currently at. **Club Z!** students will reach the *Proficient* level because tutors will reinforce skill sets as identified for each grade level and test taking skills. Students with disabilities and LEP students will also reach *Proficient* Level because tutors will apply ESOL strategies and use proper application of accommodations such as modifications as set forth by the Individuals with Disabilities Education Act (IDEA).

1. Describe how the program makes a connection with the instructional program(s) of the district(s)/school(s) in which services are provided.

In conjunction with all of the above, **Club Z!** ensures that all instruction provided will be directly aligned with the instructional programs of each student's district/school by utilizing a myriad of highly effective policies and procedures. For example, 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. In addition, **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!** also utilizes criterion-referenced and norm-referenced testing tools and data disseminated by the school/district(s) when available. This enables **Club Z!** instructors to be certain that tutorial instruction serves as a highly effective intervention strategy that supplements that which is being taught in the classroom.

2. Describe how the required materials are integral to the program and student success

Club Z! utilizes research-based curriculum materials by Pearson Education Publishing that have been scientifically proven to assist in increasing student academic achievement and are fully aligned with Arkansas State curriculum standards. In addition, **Club Z!** also uses a wide variety of other resources to ensure the needs of the students we service are satisfactorily met and/or exceeded. All materials used by **Club Z!** are closely aligned with the findings of the National Reading Panel (NRP) and the National Council of Teachers of Mathematics (NCTM). The primary focus of our reading instruction for the students we service in Arkansas are the five areas of reading instruction as cited by the NRP: *phonemic awareness, phonics, fluency, vocabulary, and text comprehension*, and the overlapping components of the four Arkansas Curriculum Frameworks standards reading strands of *Foundation in Reading, Comprehension, Variety of Texts, and Vocabulary, Word Study, and Fluency*. The **Club Z!** instructional model is developed from the findings of the National Reading Panel (NRP), the Arkansas Curriculum Frameworks for reading, and district and school-based reading initiatives to create a supplemental curriculum customized to the needs of each student's identified academic goals. Highly qualified **Club Z!** tutors also utilize resources that align with both the National Council of Teachers of Mathematics (NCTM) ten strands of mathematics instruction and the Arkansas Curriculum Frameworks for mathematics. These ten strands, broken up into the five

content standards of *Number and Operations*, *Algebra*, *Geometry*, *Measurement*, and *Data Analysis and Probability*, and the five process standards of *Problem Solving*, *Reasoning and Proof*, *Communication*, *Connections*, and *Representation*, are what our organization uses to determine what curriculum components our tutors will use to provide high quality supplemental educational services. Upon entering the **Club Z!** tutorial program, each student is pre-assessed using the Kaufman Test of Educational Achievement II (KTEA II), Reading and Math Level Indicator Tests (RLI and MLI), and/or the Group Reading Assessment Diagnostic Evaluation and Group Mathematics Assessment Diagnostic Evaluation (GRADE and GMADE) to determine the additional help they need in each subject area. Once these skill deficiencies have been determined, **Club Z!** tutors draw from a wide variety of sources to meet the needs of each student we service, websites endorsed by the NRP, the IRA, and NCTM, local classroom curricula, district approved materials, and teacher-created resources. By using a wide variety of curriculum sources and materials, **Club Z!** is able to create a customized program for each student tailored to meet their academic needs. **Club Z!** tutors reinforce the skills being taught in the classroom, based upon district based initiatives in reading and mathematics and the Arkansas Curriculum Frameworks.

There is no cost to the parent(s)/guardian(s) of students participating in **Club Z!** programs.

D. Monitoring Student Progress

1. Address, in detail (a) the process by which student needs are assessed/diagnosed and skill gaps identified (b) how interim assessment occurs to determine if skills are mastered or re-teaching needs to occur and (c) how an instructional program/intervention is established to meet the student's individual needs.

In order to provide the most effective supplemental educational services for each student, Club Z! first completes a pre-assessment using the Kaufman Test of Educational Achievement II (KTEA II), Reading and Math Level Indicator Tests (RLI and MLI), and/or the Group Reading Assessment Diagnostic Evaluation and Group Mathematics Assessment Diagnostic Evaluation (GRADE and GMADE). 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) and aligned with Arkansas State Mandated Criterion-Referenced Testing. These assessments are norm-referenced and utilized by the Club Z! staff as tools for screening, diagnostic and progress monitoring. Club Z! supervisory staff then incorporates all of the assessment data from the KTEA II, the RLI and MLI, the GMADE and GRADE in order to customize a specific program for each student. In addition to the above, Club Z! staff meet with each student's parent(s)/guardian(s), classroom teacher(s) and appropriate school and school district personnel (i.e. the guidance counselor, school psychologist, special education teacher(s), administration, LEA officials, etc.). Together this team integrates and incorporates their input to develop an appropriate Student Plan for the student's academic progress and success within the SES time limits based on the per pupil allotment of funds. Once tutorial sessions commence, **Club Z!** instructors monitor each student's progress during every tutorial session. For each specific skill taught, the **Club Z!** tutor assigned to the student will initiate instruction through modeling, explanation, think aloud, or a demonstration of each of

the steps the skill requires. The tutor and student then go through the steps together while the student participates and the tutor 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 tutor 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 shown a mastery of 70% or above on independent practice for the particular skill, **Club Z!** tutors will introduce the next area of instruction. In the event that the student continues to struggle with the particular skill, remediation is available to that student through the use of additional demonstrations by the tutor, guidance on practice sheets, pre-approved teacher-created materials, and resources recommended by the National Reading Panel and the National Council of Teachers of Mathematics. **Club Z!** certified tutor observations, success with these additional materials, and input from the classroom teacher, school district personnel, and the **Club Z!** supervisory staff will determine when the student is ready to move on to the next skill to be taught.

2. Describe the specific process used to evaluate, monitor, and track student progress on a continuous and regular basis. Attach samples of monitoring forms/documentation of student progress. * Place samples in this section. The samples will not be included in the two-page limit.

Tutors utilize the **Club Z!** methods of reporting to record areas of both success and in need of improvement, determine the direction of the next lesson to meet the student's

needs, and then review the information with the parent(s)/guardian(s) in a language they can understand. Input from the parent(s)/guardian(s) is also recorded on the tutoring report. Interim assessments are performed monthly. **Club Z!** tutors submit a report of the student's academic progress and parent(s)/guardian(s) input to the classroom teacher (and appropriate school district personnel) via email thru a secured connection or by mailing it directly to the student's school. **Club Z!** instructors are also available for monthly conferences with the classroom teacher(s) to communicate the student's progress toward goals and to discuss feedback from the activity logs collected. In this way, both tutor and school personnel are able to work together to meet the needs of the student while remaining consistent with classroom instruction, school district curriculum, and the Arkansas Curriculum Frameworks. In addition, **Club Z!** requires a detailed monthly report on the student's progress to be submitted to the **Club Z!** supervisory staff. These tracking devices enable **Club Z!** to monitor each student's progress to ensure that the highest level of academic achievement is obtained by **Club Z!** students.

E. Evidence of Effectiveness

Club Z! has shown a positive impact on student achievement based on an analysis of valid and reliable state performance test results of students participating in the Club Z! program. For example, the effectiveness of the Club Z! program in Phillipsburg School District (New Jersey) has been overwhelmingly positive. Of the students at Andover Morris School (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. The Club Z! program has had similar effectiveness in the state of Indiana as well. 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 a 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 (Indiana Department of Education, SES Preliminary Evaluation Report). This information clearly demonstrates our program's positive impact on increasing student achievement on state assessments. Club Z! has also demonstrated its record of effectiveness in increasing student academic achievement as measured through other independent, valid and reliable assessments. Based on an analysis

of performance data gathered from Club Z! programs, achievement levels increased drastically for those students completing the Club Z! program. Club Z! has shown a positive impact on student achievement based in the state of Arkansas using nationally norm-referenced assessments published by Pearson Education. For example, the effectiveness of the Club Z! program in the Fort Smith Public School District has been overwhelmingly positive. Of the students enrolled with Club Z! (all elementary students) who received supplemental educational services from our organization during the 2007-2008 school year, students exceeded learning gains outlined on the student learning plans. Each student enrolled in this program received approximately 23 hours of one-on-one instruction. Student achievement was measured by assessments from Pearson Education. Fort Smith students who were enrolled in the Club Z! SES program experienced an average equivalency increase of .95 grade levels in reading and 1.08 grade levels in mathematics. Similarly in Forrest City School District during the 2007-2008 school year, all of the students enrolled in the Club Z! program successfully completed services and met their program goals with the average growth of the program at 3 grade level equivalencies in reading and 4 grade level equivalencies in math as measured by the Kaufman Test of Educational Achievement. Students were in grades 1 through 8 and all received one-on-one instruction. During the same school year, data was collected from a Club Z! program in West Memphis School District in which all students elected to receive services in mathematics. Students ranged from grades 3 to 6 and were tested using the Group Mathematics Assessment and Diagnostic Evaluation (GMADE). Of the students completing the program, the average grade level equivalency increase in math was 4.05 grade levels. Club Z! has collected data as well from other successful programs outside of the state of Arkansas. For example, in East Baton Rouge (Louisiana), students completing the Club Z! supplemental

educational services program (all students from a racial minority) in reading/English Language Arts and/or mathematics showed an average grade level increase of over one full grade level as measured by the Kaufman Test of Educational Achievement. Of the students with disabilities finishing the program, 75% met or exceeded their academic goals and over 93% of all students finishing the program showed academic improvement. In 2007 M&I Consulting Network conducted detailed data analysis on the Club Z! program. M&I reported compelling evidence that the Club Z! program benefits student academic performance. Nearly all students showed improvement in academic skills as measured by the Kaufman Test of Educational Achievement (KTEA) in reading and mathematics. Many of these students showed statistically significant improvement (P. M&I Consulting Network, Inc. 5318 E. 2nd St. #700 Long Beach CA 90803). This data clearly shows that Club Z! has contributed to a positive impact on student achievement

In addition to state and provider administered assessment data, Club Z! has an effective methodology in place in order to analyze the success of the Club Z! program on raising student achievement levels. This methodology involves regular self-monitoring measures to gauge the effectiveness of the program and working with LEAs and SEAs to collect information each has obtained relating to effectiveness of the Club Z! program. A primary means is through Club Z! teacher evaluation surveys. In the 2006-2007 school year, Club Z! received 39 written classroom teacher evaluations from participating Title I schools in California. Some of the districts in which teachers provided feedback include Lennox School District and Desert Sands Unified School District. All teachers responded positively in regards to student growth in either reading and/or math. 38 out of 39 teachers affirmed with a "yes" to the question: "Overall, do you feel that your student(s) gained academic achievement due to Club Z! tutoring?"

Additionally, a sample of teacher testimonials included: "She improved in her phonics skills, and in her writing." – Gutierrez. "One of the best examples of academic improvement" – J. Chaffey. Appraisals also mentioned growth in reading and/or math California Assessment Test scores after their student's involvement in the Club Z! program. Such positive feedback is indicative of the positive impact made thus far on thousands of children around the country.

Club Z! conducts regular self-monitoring measures to gauge the effectiveness of the program. One such measure is rating parent/guardian satisfaction. During the 2006-2007 school year in Worcester School District (Massachusetts), Club Z! received feedback from 23 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.

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. Each parent/guardian surveyed stated that they would recommend Club Z! to other parents/guardians. Similar satisfaction results were gathered from a program conducted in Phillipsburg, New Jersey. According to Margie Markus, the Phillipsburg School District Title I Coordinator, all the parent surveys received from parents/guardians who had students enrolled in the Club Z! program noted "satisfactory" as an answer to the following questions (with unsatisfactory being the other option): 1. The services my child received met my expectations; 2. I was invited to participate in my child's services; 3. I received regular feedback (at least monthly) from the provider on how my child was progressing; 4. Services were offered on a consistent basis; 5. The teachers/tutors were well prepared and knowledgeable about my child's academic needs; and 6. My child's privacy was respected while receiving these services. The positive impact exhibited in the Worcester and Phillipsburg School Districts by the Club Z! program is indicative of the quality SES programs Club Z! provides all students. In

addition, **Club Z!** has received positive feedback from parents regarding areas of improvement in classroom behavior, homework completion, lowered anxiety regarding school, and increased confidence. At the end of the 2005-2006 school year, **Club Z!** Kentucky SES programs, parent(s)/guardian(s) were asked to complete a **Club Z!** Parent/Guardian Survey. Of those 360 students, 327 parent(s)/guardian(s) completed the surveys. Out of the 327 parents surveyed, 326 reported they would use **Club Z!** services again, and 98% of these parents said their tutor was highly professional. The following data results were gathered from parent/guardian surveys regarding areas of noticeable improvement (see figure below).

Across the nation, similar results to those found in Arkansas, New Jersey, Kentucky, Louisiana, Indiana, California, and Massachusetts reinforce our record of providing high quality Supplemental Educational Services throughout the United States. **Club Z!** is prepared to continue to provide this same level of quality service to the students of Arkansas who are eligible to receive Supplemental Educational Services.

Please Note: Measure of School Grades, School/Teacher Administered Subject Area Tests, Student Attendance, and Retention/Promotion Rates are considered confidential information and therefore not data **Club Z!** is able to obtain.

F. Communication with parents and families

When tutorial sessions commence, student performance is continually monitored and evaluated by Club Z! instructional staff. Throughout the entire program, students receive constant and systematic feedback from Club Z! instructors regarding progress on skill subsets. This feedback on progress is recorded by Club Z! instructors on the Tutor Activity Log and

Month End Academic Report. The activity log is a record of the student's accomplishments in the session that reflects goals consistent with that of the Student Learning Plan (SLP), discusses where more work is needed and reviews plans for the next session. The month end report identifies student progress toward the short, intermediate, and long term goals developed in the SLP. Both parents/guardians and appropriate school district personnel receive these monthly written progress reports and parents must sign off on the activity logs. Progress reports are available in the native language of families with limited English proficiency upon request. In order to ensure regular and frequent communication regarding student progress, once a Club Z! instructor is assigned to work with a particular student, the parents receive the contact information for their tutor and are encouraged to communicate regarding student progress. At the conclusion of every session, tutors meet with the parent(s)/guardian(s) of each child to review the lesson and progress toward goals. Tutors share examples of the student's accomplishments in the session, discuss where more work is needed, as well as review plans for the next session, all of which are recorded in the student's activity log. Parent(s)/guardian(s) are always encouraged to give input during this time which is denoted on the student's tutoring report. Parent(s)/guardian(s) sign the student activity log and the tutoring report following each session. For parent(s)/guardian(s) who choose small group instruction, tutors are available for individual conferences with the parent(s)/guardian(s) of each student on a weekly basis. Tutors are also available for phone conferences with parents at any time. **Club Z!** staff will ensure that the parent(s)/guardian(s) with limited English language skills will be informed about student progress. Families with English Language Learners will be matched with a **Club Z!** tutor that can communicate effectively in their primary language. **Club Z!** is able to recruit highly qualified certified teachers and degreed professionals, many of whom are

bilingual, and/or special education teachers.

Once **Club Z!** has been selected as a student's supplemental services provider, parent(s)/guardian(s) are invited to attend a meeting with their child's classroom teacher(s), **Club Z!** personnel, and appropriate school district personnel (such as guidance counselors, school psychologists, special education instructors, administrative personnel, and representatives from the LEA) in order to develop an appropriate individual plan for the child's academic success that includes learning goals that are aligned with the student's current performance, classroom curriculum and the Arkansas Curriculum Frameworks. Once the individual academic plan has been developed, the **Club Z!** instructor assigned to each student works with the parent(s)/guardian(s) to establish a convenient time for tutorial sessions. When tutorial sessions begin, all that is required of the parent(s)/guardian(s) is to be present in the home. While they are welcome to monitor each tutoring session, this is not required. 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 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.

G. Communication with Districts/Schools

Soon after the **Club Z!** tutor assigned to a particular student administers the Kaufman Test of Educational Achievement II (KTEA II), Reading and Math Level Indicator Tests (RLI and MLI), and/or the Group Reading Assessment Diagnostic Evaluation and Group Mathematics Assessment Diagnostic Evaluation (GRADE and GMADE), **Club Z!** staff analyses the pre-assessment data to customize a specific program for each student. **Club Z!** supervisory staff schedules a meeting with each student's classroom teacher(s), appropriate school district personnel (such as Guidance Counselors, School Psychologists, Special Education teachers, administrative staff, and representatives from the LEA), and the student's parent(s)/guardian(s) to develop an individual Student Learning Plan (SLP). Once the SLP has been formulated based on the pre-assessment data and input from both parent(s)/guardian(s) and school staff, tutoring may commence.

Club Z!'s programs are specifically designed to ensure that instruction provided by **Club Z!** instructors is directly connected with the instructional program in place at each student's school. For example, during the development of the 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 Arkansas State student achievement expectations. In addition, **Club Z!** instructors maintain ongoing communication with the student's classroom teacher(s) to ensure tutorial sessions are continually aligned with classroom instruction and that the student's needs are being met. **Club Z!** also utilizes criterion-referenced and norm-referenced testing tools and data disseminated by the student's school/district(s) when available. This enables **Club Z!** instructors to be certain that tutorial instruction serves as a highly effective intervention strategy that supplements that which is being taught in the classroom. **Club Z!** staff will also work directly with district administrators and the student's teachers to formulate the learning goals and educational plans unique to each student's academic achievement and benchmark mastery. This communication provides **Club Z!** with all necessary and pertinent student data that in conjunction with all of the above, and in conjunction with pre-assessment results, allows **Club Z!** to develop a plan for achievement that is specifically tailored to fit each individual student's needs. The constant dialogue between **Club Z!** staff and the student's particular school/district also provide an effective means to measure each student's progress and to ensure that in the event that the student continues to struggle with the particular skill, remediation is immediately available. Pre-approved teacher-created materials, actual input from the student's classroom teacher and/or school district personnel, the use of additional

demonstrations by the tutor, guidance on practice sheets, and resources recommended by the National Reading Panel and the National Council of Teachers of Mathematics all are used to ensure that remediation is swift and highly effective.

Monthly progress reports are submitted to **Club Z!** supervisory staff by the tutors on a monthly basis to continually ensure that a direct connection to the student's instructional school program is being maintained. Data on attendance is also collected on a weekly basis so that it can be monitored and ensure that any attendance related issues can be immediately brought to the attention of the appropriate school/district officials. All of these processes enable **Club Z!** instructors to be certain that tutorial instruction serves as a highly effective intervention strategy that supplements that which is being taught in the classroom. After each month of tutoring, **Club Z!** tutors submit a report of the student's academic progress to the classroom teacher (and appropriate school district personnel) via email thru a secured connection or by mailing it directly to the student's school. Tutors, team leaders, and management staff are available for conferences with school district personnel at anytime to communicate the student's progress toward goals and to discuss feedback from the tutoring reports collected. In this way a positive atmosphere is created whereby both tutor and school personnel are able to work together to meet the needs of the student while remaining consistent with classroom instruction, school district curriculum, and the Arkansas Curriculum Frameworks.

H. Qualifications of Instructional Staff

Club Z!'s Human Resources division is highly dedicated to the hiring, training,

professional development and ongoing support of our SES instructional staff to ensure **Club Z!**'s program is of the highest quality possible. Because **Club Z!** has high expectations for our students, we also have high expectations for our tutors. **Club Z!** recruits and hires only highly qualified individuals who minimally meet or exceed the qualifications of Title I paraprofessionals. Preference is shown to applicants with teaching certifications and/or advanced degrees, as well as current or prior experience working with Title I students. Specifically, **Club Z!** staff includes a wide variety of educational professionals including certified teachers, former assistant principals, former principals, guidance counselors, school social workers, special education teachers and individuals with a minimum of 60 hours of college credit. This staff is comprised of dedicated individuals, some with over 20 years of experience working with Title I students. Many of our tutors are recruited through referrals from other **Club Z!** tutors who are pleased with their relationship with the company. Other tutors are recruited through recommendations of school-based administrators, as well as placing advertisements in local papers, educational publications, parent magazines, networking through educational related organizations, and web-based recruitment. **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. In addition, all applicants undergo a thorough criminal background

check, including sexual offender status and social security verification using an independent third party vendor. As an additional precaution, **Club Z!** screens the applicant using a secondary vendor that specializes specifically in sexual offender status. The applicant is hired only after successfully completing the interview and background checks. After hire, 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, Education Industry Association (EIA) Code Of Ethics and guidelines, conducting student assessments, recording session activities, and completing monthly progress reports aligned with a student's SLP. Initial professional development consists of effective utilization of the **Club Z!** approved curriculum, state standards, and instructional strategies. **Club Z!** instructional staff are also trained on the use of **Club Z!** approved curriculum and effective instructional strategies and techniques to prepare them to provide the highest quality supplemental educational services to each **Club Z!** student. Additional 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. It also teaches instructors effective instructional techniques that lead students to independence on skill practice. Additional professional development in instructional methods and strategies is mandatory for instructors serving students in special populations. 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. 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. **Club Z!** takes pride in the fact that each student we service is matched with a tutor that meets that student's need. Our tutors work with these student populations to bridge the gap between what the exceptional student learns and the regular curriculum, thus aiding the inclusion process. 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 Multicultural Awareness Training, so instructors are cognizant of and sensitive to differences in ethnic and racial minority issues and customs. **Club Z!** supervisory staff continually monitor and communicate with instructors to provide feedback, support and guidance as needed. All instructors are encouraged to request additional professional development training at any time to further increase their effectiveness for improving student academic achievement. To ensure quality of tutoring services, **Club Z!** continually monitors tutoring activities and instructor performance to maintain our high expectations and level of quality. **Club Z!** supervisory staff make random calls to parents/guardians to inquire as to whether or not they are satisfied with the services their child is receiving. Typically parents/guardians are asked questions regarding punctuality, session length, and satisfaction with the assigned instructor. If a problem needs to be addressed, supervisory staff will immediately address the situation with the instructor. If needed, counseling or additional training/professional development is provided to the instructor. To ensure effectiveness of instruction, **Club Z!** supervisory staff review all activity logs, any LEA required documentation and monthly progress reports submitted by

instructional staff. This documentation is reviewed to assure that the learning goals of each student's SLP are correctly addressed and being met. **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.

I. Provider Goals and Objectives

Club Z! In-Home Tutoring Services, Inc. develops specific annual long term goals and supportive short term objectives that ensure student progress is measurable. The **Club Z!** program's annual long term goals consist of three Categories:

Category I - To increase student academic performance per the Arkansas Comprehensive Testing, Assessment, and Accountability Program.

Category II-To show increases in formal grade level equivalencies as measured by the Kaufman Test of Educational Achievement II (KTEA II), Math and Reading Level Indicators (MLI and RLI), and/or the Group Reading Assessment and Diagnostic Evaluation (GRADE) and the Group Mathematics Assessment and Diagnostic Evaluation (GMADE).

Category III- To increase in student promotion rates.

Club Z! In-Home Tutoring Services, Inc. projects that students will experience specific increases in Categories I-III if they complete the *entire* **Club Z!** program as set by their individual student plan. On average students will complete the **Club Z!** program in a 10 week period attending 2-3 sessions per week (sessions are normally 1 hour each). Students will see increases in the following Levels because 100% of **Club Z!** students will

receive individualized attention in the specific subject areas for which they need remediation.

Annual Long Term Goals with Supportive Short Term Objectives:

Category I: 93-100% of students who complete the entire **Club Z!** program will increase Performance Levels as measured by *Arkansas State-Mandated Criterion-Referenced Testing* (CRT) to the *Proficient* level. Specifically, Club Z! projects that students will increase their current performance level to *Proficient*, regardless of their starting performance level. All students fall under four categories: *Below Basic*, *Basic*, *Proficient*, and *Advanced*. For example, if a child is in the *Below Basic Level*, **Club Z!**'s goal is to advance that child to at least *Proficient* level. Specific measurement tools used to determine increased performance levels include: Augmented Benchmark Exams at grades 3-8, End-of-Course Exams in Algebra I and Geometry, Grade 11 Literacy Exam, and the *Stanford 10* norm-referenced assessment (used for grades K-9 in reading comprehension and math problem solving). Performance levels for students with disabilities and students with limited English Proficiency (LEP) in grades 3-8 and 11 will be measured by the *Arkansas Alternate Portfolio Assessment System*. **Club Z!** students will reach the *Proficient* level because tutors will reinforce skill sets as identified for each grade level and test taking skills. Students with disabilities and LEP students will also reach *Proficient* Level because tutors will apply ESOL strategies and use proper application of accommodations such as: modifications as set forth by the Individuals with Disabilities Education Act (IDEA).

Category II: 93-100% of students who complete the entire **Club Z!** program will increase formal *grade level equivalencies* by one (1) full grade level as measured by the Kaufman

Test of Educational Achievement II (KTEA II), the Reading/Math Level Indicators (RLI and MLI), and/or the Group Reading Assessment and Diagnostic Evaluation (GRADE) and the Group Mathematics Assessment and Diagnostic Evaluation (GMADE). This will be measured by cross-referencing each student's pre and post KTEA II, RLI, MLI, and/or GRADE and GMADE results at the end of their specific program. Short term objectives include strengthening reading comprehension, phonetic awareness, phonics and alphabet recognition, vocabulary development, fluency, concepts of print, and problem solving, reasoning and proof, communication, connections, and representation in the mathematical content areas of Number and Operations, Algebra, Geometry, Measurement, and Data Analysis and Probability.

Category III: 93-100% of students who complete the entire **Club Z!** program will be advanced to the next grade level. This goal is measured at the end of the school year by annual promotion rates. Short term objectives include increased student classroom attendance, teaching/reinforcing appropriate state standards; and helping students acquire skill sets to master state-mandated and classroom testing.

J. Cost of Service

The cost of services for **Club Z!** Supplemental Education Services will be \$50.00 per hour per student. The cost of services will include the following:

- Pre-assessment administration using the Kaufman Test of Educational Achievement Second Edition (KTEA II), The Group Reading Assessment Diagnostic Evaluation (GRADE), The Group Mathematics Assessment Diagnostic Evaluation (GMADE) The Math Level Indicator (MLI), and/or the Reading Level Indicator (RLI). Each of these assessments are nationally norm referenced and published by American Guidance Services Inc./Pearson Education, Inc.
- 15 – 30 total instructional hours for each student, depending on specific Per Pupil Allocations (For example, if a LEA has per pupil allocation of \$1,500.00 then each student will receive 30 total instruction hours [$\$1,500.00$ divided by $\$50.00 = 30$ hours]) and would not exceed the \$400.00 per pupil per instructional week limit or the \$500.00 per pupil per instructional week limits of a “Summer Only Program” if applicable.
- Post-assessment administration using the Kaufman Test of Educational Achievement Second Edition (KTEA II), The Group Reading Assessment Diagnostic Evaluation (GRADE), The Group Mathematics Assessment Diagnostic Evaluation (GMADE), The Math Level Indicator (MLI), and/or the Reading Level Indicator (RLI).

Finally, it is important to note that the creation of Student Individual Achievement Plans, Progress Reports, conference time with parent(s)/guardian(s), conference time with classroom teachers, and regular tracking of student achievement are important aspects of the **Club Z!** program that as a matter of corporate policy are **NOT** billed to the LEA. This

policy allows **Club Z!** to increase actual service hours which results in a more beneficial program for **Club Z!** students.