

SES PROVIDER LIST DESCRIPTIONS 2011-2012

1-on-1 Learning with Laptops

1-on-1 Learning With Laptops is a tutoring company that will provide in person, one-on-one instruction in Reading/English Language-Arts and Mathematics for grades K-12. Unlike online tutoring, which requires students to work with a tutor who is offsite, students who work with 1-on-1 Learning With Laptops will be provided with a laptop computer and internet access, and then work face to face with a tutor in a one-on-one setting at the parent's preferred location. These locations include public libraries, community centers, places of business, community colleges, and places of religious worship. Each student is able to access online instructional resources specifically tailored to their academic weaknesses and learning styles. The student is not responsible for providing any type of material or equipment for this program. Each student will receive a minimum of 20 hours of one-on-one tutoring in either Reading/English Language-Arts or Mathematics. The subjects and number of hours of tutoring will vary depending on the district. Students typically receive tutoring 1-5 times per week, and each session will be 1 hour, 1 1/2 hours, or 2 hours. Since our tutoring is one-on-one, our tutors can be very flexible in scheduling sessions, and tutors are available to provide services every day of the week, before or after school. Tutoring is provided yearround. Our multi-faceted instructional approach will ensure that each student receives the most out of our tutoring program. Our tutors will seamlessly integrate the results of our assessment tool with our interactive, online educational curricula, to ensure that each child learns at their own pace, and that all instructional material is based on Illinois State learning standards and Illinois K-12 curriculum frameworks. Students are given a pre- and post-test using Scantron's Performance Series, which is then linked directly to curricula entitled netTrekker d.i. This curricula connects students to specific Illinois Learning Standards An individualized student learning plan is then created based upon these assessment results. Furthermore, the instructional curricula we use have been shown to substantially improve student academic performance in Reading/English Language-Arts, and Mathematics. 90% of students tested showed an improvement of at least one percentage point over their pretest score. Since our tutoring is one -on-one, our tutors can be very flexible in scheduling sessions, and tutors are available to provide services every day of the week. Our tutor pool consists of certified teachers, and tutors who have or are pursuing associate's degrees, bachelor's degrees, and master's degrees, as required by Illinois law. The tutor's role is to engage the student in the learning process, to focus the student, to help the student navigate and absorb the instruction, and motivate the student via an online curriculum in the subjects of Reading/English Language-Arts or Mathematics. Students with limited English skills and students with disabilities will have access to all aspects of our instructional program in order to meet state academic content and performance standards in Reading/English Language-Arts and Mathematics.. Because the tutoring services provided by 1-on-1 Learning With Laptops are individualized and focused on addressing each student's personal academic weaknesses, students with disabilities and English language learners can especially benefit from the personalized academic help. Using the computer-based lessons as a visual guide, tutors can customize any lesson to the student's unique learning style and adjust to the student's individual needs. Our tutors will use a student's 504 Plan or IEP, or language ability, in developing and personalizing the tutoring program. We do not provide transportation to our students.

100 Scholars

100 Scholars has provided Supplemental Educational Services to over 7,000 K - 12 students since 2003. We pretest the students, then develop a Student Learning Plan based on the pretest results. We instruct the students according to the SLP. we post test the students for growth in accordance with the SLP. Our curriculum is Houghton Mifflin Harcourt's SkillsTutor, a top-rated, web-based learning system that is aligned with the Illinois Learning Standards. Our tutors communicate weekly with parents/families and send monthly, written progress reports to them. We have a strong record of success with all students. Our Reading students grow 1.4 grade levels and our Math students grow 2.1 grade levels. We tutor students in a respectful, supportive learning environment individually (one-to-one) and in small groups of one tutor to 5-10 students. We provide each of our students with AT LEAST 30 HOURS OF TUTORING in either Reading or Math. We typically offer 1 to 2 sessions per week with each session being 1 to 1.5 hours in length. We provide tutoring every day of the week, before school, after school, weekends and during the summer to meet the needs of parents'/families' schedules. . We generally hire tutors who have either a bachelor's or master's degree in education. The minimum qualification required by 100 Scholars is 60 college credit hours in education or a related program. 100 Scholars provides all instructional materials and technology (including computers and internet connections) needed for tutoring. Our tutoring sessions are customized to help each student build on his or her strengths and meet their specific challenges. We offer special scheduling and assignment extensions to support students with disabilities. In tutoring students with a disability, we provide comply with student's individualized education program (IDEA) or the student's individualized services under Section 504. Our tutoring sessions take place at student's schools and nearby community locations (libraries, community centers, places of religious worship, and non-public schools). By tutoring at students' schools or nearby locations, it makes transportation easier for parents/families. 100 Scholars does not offer transportation.

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Academic Advantage

Academic Advantage specializes in tutoring for grades K-12 students in English-language arts (including reading) and mathematics. Every tutorial is tailored to fit each student's individual needs and learning abilities. We administer a pre-test and post-test to each student, which we use to create an individualized student learning plan and plan specific achievement goals for that child. The post-test allows us to measure the success of our tutoring program. For the last several years, Academic Advantage has served over 15,000 students through the No Child Left Behind (NCLB) program, making us one of the largest and most respected tutoring programs in the country. Tutoring takes place in public libraries, school sites, a place of business, community centers, community college, non-public schools, place of religious worship, and at a public school/district. Parents are responsible for the transportation of their children. Academic Advantage works around our students' schedules. We make it very convenient for our very families, including working parents, as we have tutors available 7 days a week, year round, for before school, late afternoon, evening or weekend sessions. Each student will receive a minimum of 25 hours per subject in either one-on-one or small group tutoring (no more than 10 students per tutor). Students may select one or two subject areas we offer (math and reading). Due to district funding however, the subjects and number of hours of tutoring will vary. We are proud to say that of all the students that received tutoring from Academic Advantage during the 08/09 and 09/10 school years, over 76% of them increased their scores from pretest to post-test. Student scores from pretest to post-test in Reading/English Language Arts showed an average increase of 42.28%. Student scores from pretest to post-test in Mathematics showed an average increase of 40.31%. The assessment and all learning materials are paper-based, and the student is not responsible for providing any type of material or equipment. The Academic Advantage offers two types of tutorial models: a one-on-one version (Reading/English Language Arts and Mathematics) and a group instruction mode (Reading/English Language Arts, Mathematics). Typically, we only offer one of these modes in any given district. However, in districts in which we offer both models, parents/guardians will have the opportunity to select which model will work best for their children. Students in our one-on-one and group programs take the pre- and post-test utilizing Scantron's Achievement series. The Achievement Series assessments use a student's performance on the pretest to identify the specific Illinois Learning Standards in which that student is deficient. For our one-on-one program, a student's performance on these assessments is then directly linked to instructional materials using software called Skills Connection and netTrekker d.i. Skills Connection and netTrekker d.i are organized according to specific state standards. Tutors in our group program are trained to take the targeted Illinois Learning Standards identified by the pre-test and then arrange the curriculum so that each standard is addressed through our instructional materials. Students who receive group tutoring in Reading/English Language Arts also use Core K12 Education-SideStreets (in grades 1-8), CoreK12 Prospects (grades 9-12) and Skills Connection and netTrekker d.i (grade K) as instructional materials.

Achieve High Points

An effective provider in the SES market for 4+ years, Achieve HighPoints (AHP) is an online math tutoring program for students in grades 3-12. Aligned to the Illinois mathematics curriculum, AHP reinforces classroom learning and helps students retain what is taught in a 1:1 tutor: student ratio. Students go online for 3-4 one hour sessions per week. Since we are online there are not the usual time and transportation barriers found with traditional tutoring. NO ILLINOIS WINTERS TO CONTEND WITH. Students work from any internet-enabled computer whenever it is convenient for them. If needed we will provide an available free laptop for program use. Regardless of a district's Per Pupil Allocation (PPA), Achieve HighPoints will provide a minimum of 30 hours of tutoring (spread over 12-15 weeks) to students with no additional cost to parents or school districts. If agreed to by the local school district, Achieve HighPoints will allow students to have unlimited access to our learning platform even after the funding has been spent. Students can tutor until the end of the school year at no cost to parents or the school district. The process starts with students taking a curriculum-based assessment at their grade level to identify their strengths and challenges. Based on the results of the assessment, an Individual Learning Plan is created specifically for that student. Students using our platform experience an average 15 point increase in pre and post-testing. That's like going from a 78 to a 93. 83% of our students reported that their math grades went up in school. In our home state of Georgia, 67% of students passed/exceed the state math test with AHP-- 15% higher than the average SES tutor. Numerous students have gone from F's and D's to B's and A's with Achieve HighPoints. Without high rent or tutor salaries to pay, we can serve just 1 student per school district. We reach students that others cannot afford to teach, including students in remote or rural areas. Under certain circumstances we may be able to assist families with the reimbursement of an internet connection for up to \$30 per month for 4 months. Students can attend online tutoring sessions before and after-schools hours, 7 days a week between 07:00am to 11:30pm. For those times outside of school, i.e. holidays, weekends, vacations, etc. the program is available 24/7 for twelve months a year. This flexibility has proven very desirable for the SES students we currently tutor in our other 16 states. Should a student need additional coaching on a specific topic we have live tutors available online for conferences with students and parents. These virtual math tutors all have degrees in Math or related fields. Our virtual tutors/instructor staffs are available on weekends to parent for phone-conference to cater to the needs of working parents. Our program is not geared to serve LEP students.

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All Children Can Learn

All Children Can Learn (ACCL, Inc.) uses a direct instruction model for teaching (Baumann, 1984; Carnine, 1994). This model employs four basic steps: 1. Show the students the skill; 2. Watch the students use the skill and reinforce their efforts and their accuracy; 3. Provide students with multiple opportunities to use the skill; and 4. Extend their use of the skill to additional problems and contexts. At each step, teachers will be explicit in information about the skill as well as identifying which step of the four is being employed. The four steps will serve as an agenda for each class session. In this way, students will have conscious awareness of the process that is being used repeatedly to add new skills to their learning repertoires. Pretest data about each child will be employed (reading assessment via DORA and math assessment via DOMA). Learning materials will be provided by the program and are aligned with Illinois Learning Standards in math and reading. Students do not need to bring any materials to the program. Students will be served in no higher than a 1:12 ratio for instruction. Students will receive a maximum 45 minutes of instruction in math and 45 minutes of instruction in reading during each session. The number of sessions per week will be determined by parent choice. There will be a culmination program for families at the end. A child will receive a minimum of 30 hours of instruction per subject. The student may receive services in just one subject or both and is dependent on available funding. Students with disabilities will be served by use of adjusted assignments, adjustments to the physical setting, and the use of non-written materials and responses. Services will be provided to students before school and/or after school at libraries, non-public schools, public schools, and community centers. Services are also available on weekends and during summer months. The staff member holds a Masters of Arts in Multi-categorical Special Education, a Bachelor's of Science in Political Science; and a Type 39 substitute certificate with 15 years of substitute teaching experience, and is a state-approved paraprofessional. Once per week or every third session, students will be assessed individually using short probes. For reading, the weekly probe will consist of reading aloud from a grade level passage for one minute. The score is the number of words correctly read. Importantly, students will graph their own progress, again raising their awareness and investment in their own learning and progress. For math, the weekly probe will consist of computation problems, completed individually, during a two minute session. The score is the number of accurate digits recorded in answers. Importantly, students will graph their own progress, raising their awareness and investment in their own learning and progress. Students will be served by the ACCL director at the school in which they are enrolled, or at a nearby facility, providing familiarity to parents and students, access to learning materials, and a safe environment. Parents will pick up students or students will walk home as they would follow the regular school day.

ATS Project Success

ATS Project Success offers eligible K-12 students a minimum of 30 hours per subject in English language arts (including reading) and/or mathematics. We offer services online in the comfort and safety of the student's home with a loaned, pre-programmed computer and dial-up Internet service at no cost. The family home must have an analog telephone in order for the student to be able to be a part of the program. While our materials are in English, we offer translators in Hmong and Spanish to assist students. For students with disabilities we offer the ability to change frequency of the sessions as well as the length of session. The student is first assessed in the program to determine his/her starting level. Based on the number of hours of subject-specific tutoring a student is eligible for, a timeline for the expected gain is established for the student after the initial assessment. Next, we set and adjust the curriculum to provide activities at the appropriate level. Students are encouraged to work a minimum of 15 minutes during each session, spending at least two hours each week on the program in order to complete four to five activities. The student sets his/her own schedule to work on the self-paced program with the assistance of a tutor. Each tutor works one-on-one with their assigned students, through weekly online monitoring of student progress and weekly telephone calls to the student and parents (English/Spanish/Hmong). The program is available 24 hours a day, 7 days a week. Transportation is not required, as services are provided online in the student's home. Program coordinators and tutor coordinators review the information and monitor the student on a weekly basis. The tutor has the ability to modify content based on the student's individual needs. For example, the tutor can increase passage reading time or assign a customized course. The posttest score will be the result of the gain the student has made in instructional level. All tutorial staff are high school graduates and either have an Associate's degree, 60 semester hours or 90 quarter hours, or successful completion of an assessment measuring knowledge of reading, writing, and math. Most tutorial staff are degreed and certified in the subject area being taught or have passed the Michigan Subject Area Test for Teacher Certification. Also, 26% of our staff has at least three years experience tutoring SES students in the program. When hired, tutors complete a 60-hour training program, which includes training in curriculum and working with at-risk students. Tutors engage in professional development throughout the school year.

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AU Tutoring

Alternatives Unlimited (AU) focuses on instruction in math and reading. We utilize the Target Teach instructional program published by Evans Newton, Inc. Our use of the Target Teach curriculum, combined with our interactive hands-on pedagogical approach, has resulted in significant math and ELA achievement gains for the students we serve. Based on our pre and post assessments, nearly all of the students that completed our ELA and math instructional programs (93% and 93.4% respectively) in 2009/2010 made gains in their ELA and math skills. Before beginning our program, students take the Target Fundamentals pre-assessment. This assessment has been created by the developers of our curriculum and learning activities, Evans Newton, Inc. Student responses are entered into a computer-based Target Assessment program, which scores each student's assessment and generates a report of the student's academic strengths and academic gaps requiring remediation. These results are used to create each student's individual learning plan. Following the program, the students take a post-assessment to indicate the progress made during the program as well as areas still requiring remediation. Students may be tutored in our program either in-person or through the use of a computer. We offer a minimum of 30 hours per subject in reading or math using a maximum 5:1 student to teacher ratio for in person tutoring or a one-to-one student to teacher ratio for online tutoring. Services are available for students with special needs and for those in bilingual programs. Our school site services are generally provided before and/or after school two hours daily, two days a week or 4 hours on Saturday. Our online schedule can be created to fit each individual family's needs. In addition, we also offer services during the summer. We provide services at the school or online with a computer. If tutoring takes place at a school site, parents may be responsible for transporting their student following each session. All of our staff are either teachers who are certified to work in the school district or are qualified personnel who have undergone a background check, fingerprinting and extensive AU training. Portfolios are kept on the progress of each student and Parent Assisted Learning (PAL) packets are sent home to create the school-to-home connection. These packets can be sent home in both English and Spanish. We provide all of the materials for each student's tutoring. Students who choose our online program are supplied with a computer, headset and internet service for use in their home. We provide accommodations and modifications for students with disabilities to ensure they have access to and are successful in our instructional program: extra time for completion of work, dividing of work into smaller units, changes in physical environment in which tutoring takes place, non-written presentation of material and responses to that material, and materials in Braille for blind or limited-sight students. We provide instruction in both Spanish and English. While we have bilingual tutors to work with Spanish speaking students, and PAL packets can be in both Spanish and English, our curriculum and materials are provided in English.

Cambridge "Bright Stars"

Cambridge provides a minimum of 20 hours of tutoring per subject in Reading and Math. Tutoring is conducted at the student's school twice a week, two hours per session, for ten weeks, with an instructor. All materials — including math books and reading books — are supplied by Cambridge at our expense. Cambridge has a maximum student: instructor ratio of 15:1 and averages four to six students per class. Parents are responsible for picking up children after the program. Whenever possible, Cambridge also makes sure that the tutoring schedule does not conflict with other after school programs. Students take a pre-test to measure current skill levels. The pre-test is used as the basis for a student's Individualized Tutoring Plan (ITP). All tutoring follows that tutoring plan. At the conclusion of the program, a post-test shows how each student has improved. Teachers are certified and have at least three years of classroom teaching experience. While written materials are in English, we have bilingual teachers who are fluent in English and Spanish for LEP classrooms. For some students with disabilities, we can provide a specially trained teacher to accommodate for scheduling and format of classes. Cambridge has served over 10,000 students. Based on a Chicago Public School survey in August 2005, Cambridge: 1. Increased elementary students' skill levels in math and reading by over one full grade level. 2. Increased high school students' ACT scores by over two grade levels (3.29 points). 3. Received a 95% parent approval rating. In the 2008 "Supplemental Educational Services Program: Year 5 Summative Evaluation", Cambridge was ranked in the top five for value-added in both reading and math for all SES providers.

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Center of Higher Development

Center of Higher Development (COHD) is a 501 (C) (3) organization that provides computer training, career readiness skills, practical life skills, and educational resources via technology. Our mission is to eliminate the Digital Divide in low-income communities in greater Chicago-land area. COHD is an onsite program providing on-line tutoring within the public school facility, utilizing the school computer lab. Through research and consulting of educational experts, COHD created a strong curriculum that is aligned with ISBE standards and personalized for your child. Our program begins with a pretest to assess your child's academic strengths and weaknesses. The results are evaluated and used as an outline for developing a personalized learning plan based on your child's problematic areas. COHD uses a post test to measure academic growth. In addition to academic improvement and success we help students develop a positive attitude toward learning, self confidence and the necessary skills to become effective problem solvers and independent learners. COHD provides a minimum of 30 hours per subject in reading and math. We have a maximum of 10 students per instructor ratio. Typically, our schedule is two to three sessions a week at two hours per session after school. All of our staff have at least an Associate's degree in Education with a concentration in Reading or Math with a minimum of two years' teaching experience. We provide all equipment and materials that the student will need. Because our tutoring is done at the child's school, parents are only responsible for transporting the child home afterward. For our students with disabilities we offer extended time to complete their work and we divide large assignments and test into smaller segments. We also can adjust the room setting and provide special material such as large print, books and calculators. Lastly, we also allow for non-written presentations of instruction as well as non-written student responses.

ChiTutorsz

The Chi Tutorsz model of instruction is a combination of online and face-to-face tutoring, and it begins with a diagnostic test. The diagnostic test reveals student strengths and weaknesses in reading and/or math, and this leads to the creation of an individual learning plan that will guide the tutoring each child receives. At the close of the program, a post-assessment is administered that shows student mastery of topics as well as topics leading to further instruction at the schools. Chi Tutorsz uses Compass Learning's Odyssey program, which has been proven effective in increasing student achievement over time. It has been used nationwide to improve student scores on state assessments, in credit and grade recovery, remediation, and with Limited English Proficient students (LEPs), students with disabilities, and special education populations. A recent independent study conducted in Michigan examined the effect of Compass Learning System's Odyssey program at three elementary schools on Michigan Educational Assessment Program (MEAP) scores. Results indicated that while all students showed impressive gains, African American students and students from economically disadvantaged backgrounds showed exceptionally high increases. We offer a minimum of 30 hours in reading and/or mathematics. Our student teacher ratio is 5 to 1. The recommended schedule for delivery of services is a minimum of 4 hours per week per student. The preferred location of services is onsite at the student's school; however, we do provide services at community centers, libraries, and churches. The majority of our tutoring staff is composed of certified, highly qualified Illinois teachers. We also employ college students that are pursuing a degree in Education. They must have completed a minimum of 60 semester or 90 quarter credit hours with a minimum GPA of 3.0. We provide all instructional materials and equipment needed including a computer with Internet access. The Chi Tutorsz program utilizes a web-based curriculum with in-person instructor guidance. We offer two options for delivery of our services: 1) Web-based instruction on-site at schools (where available), with the instructor providing small group instruction in-person, which limits parent transportation responsibilities to getting children home after the tutoring; 2) For the convenience of working families who cannot accommodate on-site after school tutoring sessions, we also offer our web-based program in students' homes with live tutors supporting students via phone and Internet. Our services are offered before school, after school, weekends, and during the summer. In addition, we provide services at the following offsite locations: libraries, private schools, community centers, and churches. For ESL/ELL students, we provide bilingual tutors that speak and write both Spanish and English fluently. We also have materials in Spanish.

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Club Z!

Club Z! has provided tutorial services in both reading and mathematics since 1995, has tutored over 100,000 students in the No Child Left Behind Program (NCLB) and specializes in working with economically disadvantaged students, students with disabilities, and English Language Learners students with IEP's and Section 504 plans. Parents who select Club Z! will be pleased to know that our instructional model allows for no more than nine (9) students per one (1) instructor. The effectiveness of the Club Z! program has been repeatedly demonstrated through numerous independent studies. Nearly all students showed improvement in academic skills as measured by Club Z! assessments in reading and math. Many of these students showed statistically significant improvement. Upon being selected as a student's SES provider, Club Z! administers a diagnostic assessment to pinpoint the student's academic deficiencies in reading and/or math. After the assessment has been administered and scored, Club Z! personnel meet with the parent(s)/guardian(s), classroom teacher(s), and appropriate school district personnel to formulate an Individual Learning Plan (ILP) that will best suit the student's needs while at the same time be fully aligned with the Illinois Educational Standards. Club Z! offers flexible scheduling to accommodate working parents, including before school, after school, on weekends and during summer and other academic breaks. Club Z! does not provide transportation because all sessions take place at locations convenient to families and easily accessible by public transportation. Club Z! tutorial sessions can be held at public and non-public schools/district sites (where applicable), community center, library, place of religious worship, community college, or other public location directly after regular school hours, at times convenient for working parent (s)/guardian(s). Students are grouped by age, grade, and academic needs. All instructional materials and curriculum are provided by Club Z! All tutors are certified teachers, degreed professionals or paraprofessionals and have successfully completed extensive background checks. Tutoring sessions are provided at times convenient for parents/guardians and average between 1 to 2 hour sessions, 2 to 4 times per week dependent on student need. The length of the Club Z! program entails a minimum of 30 hours of instruction per subject, in reading and/or math, depending upon available district funds. In the case of students with disabilities, Club Z! will provide accommodations such as allowing extra time to complete a task, adjust the tutoring setting, simplify or modify instructional materials and/or provide additional equipment for instruction as necessary. With respect to LEP students, while our materials are in English, Club Z! utilizes bilingual tutors to ensure effective tutoring can take place in Spanish, French, German, Italian, Haitian Creole and American Sign Language. In addition, instructors 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 and effectively communicating with their families.

D.K.Y. Developers

D.K.Y. Developers, RLLP, and staff, are able to offer an exemplary, instructional program based on years of experience gained from teaching young pre-school children to college and adult students. As educators, we are able to build and administer programs based on pedagogical concepts and educational research. Our integrative approach underlies research that indicates students learn best when they can see and realize the practicality of their studies. Our instructors integrate and apply what students learn in their daily classes into the tutoring sessions. This integrative approach allows instructors to enhance, review, and teach new concepts, which opens the door to more teachable moments for students. The transition offers students a better understanding of the material and how it can be related to school and their environment. Our multi-leveled programs are differentiated, personalized, aligned to Illinois State Learning Goals, and targeted to meet the educational, developmental and social needs of students. Students will receive traditional and integrated instruction, which offers students optional pathways to learning. Students are given a pre-test to gather information on their abilities and strengths, and a post-test to determine their growth. These pre-and-post-tests also help us evaluate how effective our instruction has been. Our program is a 30-hour program. Students enroll in one course only for a minimum of 30 hours; they may select from Math, Science, or Reading/Language Arts. Our programs are held on site in school districts and off-site. In Grades 9-12 Journalism activities or "Writing for the Media" will be integrated and applied to Math, Reading, and Science. Journalism is a very rigorous academic program that cuts across curricula. Students will acquire excellent reading, comprehension, analytical, math, technical and scientific skills. All instructional materials are furnished. Students are required to bring a pencil or pen and a notebook or folder. Our services to students with disabilities will include making assignments simpler and shorter, using other presentations besides written work, and allowing for student responses other than written. Although our materials are in English, we will make a bi-lingual tutor available to our Spanish speaking students. Our ratio is ten (10) students per one instructor. All instructors retained by D.K.Y. Developers, RLLP must have completed sixty semester hours or ninety quarter hours in education, and may have an Associate's Degree, a Bachelor's Degree or a Master's Degree. Our programs offer flexible scheduling, generally our programs will start in the afternoon after the regular school day ends. FALL & SPRING: PM session will meet two-hours each day for four days after the school day ends. SUMMER sessions will meet in the morning, four days per week. Transportation is not provided.

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Educate Online

Educate Online has served more than 56,000 SES students since 2002. Students typically log on to our secure website from home while a teacher logs on from another location. In some circumstances, students may be able to participate through computer lab facilities in a school (whether the school's own lab, or a lab created by Educate Online). Using headsets and a shared desktop, they can work together effectively. Educate Online has more than 13,000 online lessons accessible on our secure website. Educate Online provides computers and internet access to families who need them to participate in the program. Educate Online computers are shipped with security software embedded that only allows access to our website. Families incur no costs with the Educate Online program. Since students take sessions from home, transportation is not required. Educate Online offers a minimum of 24 hours in reading or math. Parents are encouraged to schedule at least 2 to 4 one-hour sessions per week, but may choose the schedule that works best for their family. Sessions are offered seven days a week, after school and on weekends year-round. Sessions are delivered by state-certified teachers. Teachers may work with up to three students at a time, but each student logs on to his or her own virtual classroom, so their experience is entirely one-on-one. An online version of the California Achievement Test is administered at the beginning of Educate Online programs to determine each student's individual skill gaps and provide a baseline measure upon which to determine each student's program progress. Results of the pre-test are used to develop a student learning plan that is an individualized prescription to address that student's specific skill gaps. At the conclusion of the program, a post-assessment test will be administered to identify mastery and areas of continuing need for instruction. Educate Online can serve LEP and Special Needs students, assuming their ability to perform necessary computer functions. While our materials are all in English, we do have Spanish-speaking teachers who will work with students to learn the material. For our students with disabilities, we can make some accommodations: extended time to complete assignments or tests and the ability to have non-written communication between the student and teacher. Our experienced prescription monitors will incorporate available IEPs and 504 plans into their personalized learning plans.

Empowerment Learning

Empowerment Learning has been providing SES since 2006. We provide high quality instruction generally in either reading or math to students in Kindergarten through 12th grade, however both may be offered if funding is available. Where one subject is available, parents will decide, which subject their child will be tutored in. Our program helps students improve academically. In the 2007/2008 school year, our Reading students showed an average gain of 75% and our Math students showed an average gain of 35%. All instruction takes place in person and instruction never takes place via a computer. We tutor in small groups and one-on-one (parents choose). We administer a pre-test and a post-test to measure program effectiveness. As well, our trained instructors monitor students daily and create monthly progress reports. We offer a minimum 30 hour per subject in reading and/or math. Typically, 1 instructor for no more than 8 students (Small Group) or 1 instructor to every 1 student (Individual Tutoring, parents select either small group or individual instruction. WE PROVIDE ALL LEARNING MATERIALS AND EQUIPMENT NECESSARY TO PARTICIPATE IN OUR PROGRAM; STUDENTS AND THEIR FAMILIES NEVER HAVE TO SUPPLY ANY MATERIALS OR EQUIPMENT. Material is provided in Spanish for Spanish speaking students along with Bilingual tutors. Students with disabilities will be provided with extended time to complete assignments, shorter lessons, modified lessons, non-written materials and responses, specialized equipment, and alternative physical settings. We ensure our services are available to students with working parents by offering year-round instruction before school, after school, on Saturdays, and during the summer. Depending on students' scheduling conflicts and developmental considerations such as student age, our students typically receive tutoring twice a week in 2-hour sessions. Empowerment Learning seeks to minimize the need for transportation by providing services at students' schools. When no space is provided at students' schools, we provide tutoring at nearby non-public schools, places of religious worship, community centers, and libraries. We are sensitive to students' transportation challenges when we are selecting a tutoring site; we attempt to find places that are within walking distance from students' schools and/or on mass transit routes. For students who are transported to school by school bus, we may be able to provide transportation through a contract with a school bus company. Effective educators are at the core of our successful model of instruction. We only employ trained educators who are committed to providing individualized instruction to meet students' educational needs. We employ tutors who hold, at a minimum, a Bachelor's degree. Empowerment Learning administrators hold, at a minimum, a Bachelor's degree and some hold Master's degrees in Education. The CEO holds a Master's degree in Special Education and Education Administration and has taught students with disabilities.

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Gateway Center for Education

- 1) Gateway offers individualized tutoring programs for students in grades K-12 in Reading/Language Arts or Math. We offer a small student: tutor ratio of 5:1, which allows us to give direct instruction to each student, reinforcing classroom lessons and filling skill gaps.
- 2) Our program begins with an invitation to the student and family for an optional initial consultation with the tutor to identify areas for improvement. Students then take the Comprehensive Assessment Program, a standardized test that determines current skill gaps. With input from parents/guardians and schools/LEAs, Gateway designs an Individual Learning Plan (ILP) outlining program goals directly correlated to the Illinois state learning standards.
- 3) All of our tutors meet the minimum state requirements to be an SES tutor. Tutors undergo rigorous training prior to their initial tutoring session with students, including reading and math tutoring strategies and policies, and special needs tutoring strategies (such as ADHD). Tutors also undergo weekly reviews (for at least three months), administered by local lead teachers and supplemented remotely via email/phone by the Director of Education/Senior Staff. Monthly in-house training is also required for all tutors to refresh/supplement initial training. Spot training may also be administered during senior staff site visits.
- 4) Our only facility requirement is space to meet, preferably at the students' schools. This helps with transportation issues as the tutoring takes place at the school the students attend. If a school site is not available, we may use a Public Library or, if possible, our Tutoring Facility in Steger, IL. When services are offered at students' school only transportation home is required of parents; if services are offered at other sites, parents are responsible for taking students to and from the location. We do not currently use computers/technology/software in tutoring.
- 5) We provide all materials and supplies, including books, paper, pencils, etc. We utilize consumable materials. Gateway believes in "going green", we recycle materials whenever possible.
- 6) We communicate with parents/guardians, teachers/schools and LEA personnel via written and verbal communication at least monthly. All receive ILP, all test scores and progress reports.
- 7) All students in our program take a pre- and post-assessment using the Comprehensive Assessment Program (CAP). We compare pre- and post-test data to measure the program's precise effectiveness on student learning in specific skill areas.
- 8) The program is set up for each student to attend a minimum of 30 hours in an integrated reading and math program. Typically our program involves one to four sessions per week for 1 to 3 hours before and after school, on weekends, and during the summer.
- 9) Our services to Limited English Proficient (LEP) students, at the parents' choice, can either be totally in the native language, totally in English or begin with the native language with an emphasis towards moving towards the English language. Our services to Spanish-speaking students include a bilingual teacher who translates our English materials into Spanish as well as some supplemental materials in Spanish. Gateway attempts to provide similar services for LEP students in German, French, Italian, and Farsi when available when teachers and materials are available.
- 10) Gateway accommodates students with special needs on an individual basis. Extended time to complete assignments and/or tests, breaks during instruction and/or testing are allowed. Special seating and adjusted student grouping is allowed. Gateway may also provide written copies of orally presented materials, verbal, and/or written directions. Gateway will make every effort to provide a tutor who is proficient in sign language when required. Gateway allows students to respond and to receive information in a non-written form. Gateway does not provide large print or Braille materials, calculator, word processor, or augmented communication devices, but will integrate these devices for students who bring them to the tutoring sessions if the tutor is proficient in assisting the student while using these devices.

Grade Plus Tutors

Our tutoring program has individualized one to one instruction, systematized and sequenced lesson plans, and problem based learning for students in Grade K to 12 in Reading, Math or Science. We conduct an assessment test at the beginning of the program, which helps us identify the student's area of strength and weakness, on the basis of which we prepare the Learning Plan, in association with teachers and parents. The length of each tutoring session is 1.5 hours and the weekly frequency is 2-3 sessions. We provide a minimum of 30 hours of tutoring per subject to each student, in any one of the subjects i.e. Reading, Math or Science. We offer services before & after school, weekends & during the summer. All the tutoring sessions are 1-on-1 with a live online tutor. The instructional material is developed by our Curriculum team & include electronic teaching materials and advanced contents; charts, graphs, pictures and many more. Our program has the advantages of a self-paced program supported by full interaction and focused attention of experienced teachers. Our lessons are conducted at the student's home and are very flexible in order to fit into the schedule of working parents. For those students, who do not have computer & Internet connection, we provide the same free of cost. All our teachers have a post graduate degree in their subjects and a relevant amount of teaching experience. Tutor's feedback is collected at each step and the student's progress is monitored and reported to parents and teachers at the end of the month. We are able to serve low performing students, students with disabilities, English language learners and students in Spanish with equal diligence since our tutors are trained rigorously to be able to tackle students with different needs. For example while dealing with bilingual students we choose teachers who are fluent in both Spanish as well as English so that instruction is imparted effectively. We have taught a considerable number of Spanish students over the years. Our Program has tutored more than 450 students in the last two years. Out of these, 154 were tutored in English who scored an average of 34% in Pre- Assessment test, and 65% in the Exit test; 172 students were tutored in Math who scored 41% average in the Pre Assessment Test and 85% in the Exit Test; and 124 students were tutored in Science who scored 46% and 82% in Pre-Assessment and Exit tests respectively. At the end of every tutoring session, student is given a feedback form to ensure the tutoring session was helpful.

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Grade Cracker

GradeCracker's vision is "High Quality Education Anywhere, Anytime". At GradeCracker, we firmly believe that getting quality education should not be limited by the factors such as place and time. Hence, our online tutoring facility delivers the instructions to you; where you want, when you want. We use ISAT Achiever! assessment test to assess the student's strengths and weaknesses and develop Student Learning Plans. We communicate the results of this Assessment Test along with our proposed Student Learning Plan to the parents/guardians, student, and schoolteacher. Their approvals as well as suggestions are requested before we proceed in commencing our tutoring program. The tutoring program strictly follows the learning plan. We use the same, ISAT Achiever! for our post assessment. The key features of our instructional program include one to one live tutoring, flexible time-tables, experienced tutors, and state aligned curriculum. These key features are very well supported by our methodology of rigorous monitoring of student's progress and active involvement of teachers and parents at each milestone of the student's tutoring plan. Also, if the student does not already have a computer/laptop and/or Internet, we provide him both for free of cost. The student can keep the computer/laptop after the tutoring program ends. Being an online provider, students attend the tutoring sessions from the comfort of their home and avoid transportation hassles. It suits working parents as they don't have to worry about altering their schedule to fit the tutoring timings. Instead, we fit our tutoring timings according to parents' schedule. Similarly, students with disabilities don't have to worry about commuting. Our tutors are experienced with all of them having a college degree and most of them have more than 3 years of teaching experience. Before going live, the tutor undergoes a training process (20 hours over 2-3 weeks). Student is not required to buy any additional learning material. The instructional material provided by us free of cost, is aligned with Illinois Standards of Learning. Each student will be provided a minimum of 30 hours of tutoring in Reading, Math or Science. The student can only choose one subject to receive help in. We cater to students in grade K to 12. A standard tutoring session will be for 90 minutes, 2 times to 3 times per week, before & after school, during summer & weekends. To teach ELL students we use dual language program approach. In this well researched and established method, we teach in the students' second language, with specially trained bilingual teachers & Spanish language materials. The program has been specifically designed to suit the needs of students with disabilities. To make the tutoring session available at their home, we divide the lesson plans in easily understandable parts, we deliver tutoring session through chat (if requested), we provide all the tutoring sessions in a recorded format and we make the student either write or draw the responses on the electronic whiteboard (as preferred by the student).

Growing Scholars

Growing Scholars Educational Center, LLC, is located in Fairview Heights, Illinois. Additional information about our center can be found on www.growingscholarscenter.com. GSEC provides tutoring in math and/or reading to students in grades K-12 for a minimum of thirty hours in each subject. An Individual Learning Plan is developed for each student based on diagnostic pre testing in math and/or reading. The ILP determines what specific instruction is needed in math and/or reading and the child's academic grade level. Our program provides an over-arching pre and post assessment through the Achieve Test. It also includes informal and formal observations, as well as end of the unit assessments to test for student knowledge of concepts taught. Each unit has an end of the unit assessment that must be passed with 80% accuracy or better if not, re-teaching takes place. At the end of math and/or reading instruction the success of the program will be measured by the student's academic growth. We will provide services at a variety of locations to accommodate parents. GSEC will set up contacts with the public library, local churches, community centers, non-public schools, community colleges or our business to accommodate parents that can not participate in the public school location. Our primary location will be the school site in order to limit the need for travel. In limited circumstances, we may be able to offer student transportation through a contract with a school bus company. It will be our goal to limit bus transportation; that is why we typically offer our first choice of service before school (3 days a week for one hour) or after school (2 days per week for 1 ½ hours to two hours). We are open to other scheduling options at the request of parents or districts. Our primary choice only requires GSEC to provide transportation for two days. Parents will be responsible for before school transportation. We have the capacity to provide service from August to June, and at other cited locations as agreed upon by both GSEC, families and providing school district. June through August, we will provide services at our facility site and off school sites to accommodate families if school site locations are not available. Growing Scholars' curriculum is aligned with Illinois Learning Standards. Through individual and small group instruction, with a student-to-teacher ratio no greater than five-to-one, we are designed to help students develop fundamental skills that provide a strong foundation for learning more advanced concepts and content. Students are not required to bring any materials. Growing Scholars provides a binder to house workbooks and other resources used from our Options Publishing and Houghton Mifflin reading and math curriculum. The program also provides games, articles, newspapers and reading books to correlate with skills taught in the instructional curriculum. We will offer services to LEP students by offering Spanish language materials and bilingual tutors. We will serve students with disabilities by providing alternative settings, teaching in smaller units and times, alternative technology, alternative physical setting, and/or oral rather than written material and responses. Our staff is highly qualified and consists of certified teachers, administrators, and MBA business associates. It is our intent to provide services to the greatest number of students and minimize the need for transportation. Tutorial services will be provided at the school site for one hour per day for three days a week (before and after school) or one hour and a half to two hours for two days a week after school only. We will also offer services at our Fairview Heights location for working families that can not commit to before or after school services at the school site. Accommodations will be made for each working family according to their needs.

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Innovadia Online Tutoring

We provide individualized, one-on-one tutoring in a safe online environment. There is no transport cost involved as the classes are conducted online at the student's home and hence can easily be accommodated into working parent's schedules. Before the start of the tutoring program, the students take an assessment test, which may be taken either offline or online. On the basis of the results of the test, we formulate an Individualized Learning Plan, which is being followed by the tutor. At the end of the tutoring program, we take a post assessment test, which indicates the mastery level achieved the student. Each student will be provided with tutoring in either of the subjects, Math, Reading or Science. Our tutoring program includes minimum 30 hours of tutoring in the subject, i.e. Reading, Math or Science. We cater to students in grade K to 12. A standard tutoring session will be for 90 minutes, 2 times to 3 times per week. The tutoring program is available between 8 am to 10 pm, all 7 days in a week, 365 days a year. The virtual classroom has a whiteboard where the tutor and students can share their problems and work on the lessons. It has a tools panel (pen, graphs, eraser, etc) to facilitate the learning process. The student and tutor communicate through chat. All our classes are conducted online, & to enable a student to attend the tutoring program, we provide an Internet enabled computer to the students, who do not have it already. All the instructional material is provided by us, as a part of the tutoring program. The student is not required to provide anything. The instructional material is aligned with Illinois Standards of Learning. Our program concentrates on mastery level achievement. This means that each skill is taught and assessed based on the ability of the student to understand and show evidence of scoring 80% or above on skill assessments. Our program over the last three years has serviced more than 500 students throughout US. 30 out of them took ISAT and 25 were able to clear it. Of the 70 high school students tutored in California last year, 91% were able to successfully clear the CAHSEE (California High School Exit Exam). Similar results have been observed in other states as well. To teach ELL students we use the dual language program approach. In this well researched and established method, we teach in the students' second language, with specially trained bilingual teachers who teach students in their native language. We use Spanish in our dual language program. In our program our instructions are delivered online and therefore students with disabilities having problem traveling can easily avail our services from their homes, under their parents care. For students with disabilities, we offer extra time to complete the lesson plan. The whole lesson plan is divided into smaller units. Being an online provider, students attend the tutoring sessions from the comfort of their home. Our tutors are experts in their subjects with most of them having a post graduate degree and valuable experience in teaching, thus we are assured that their instructions will help the student to improve academically.

Laureate Learning Center

Laureate Learning Center, Inc.'s (LLCI) research-based program has a proven record of raising the achievement of students in grades 2-12 in Language Arts, Math and Science. LLCI instructional methods are research-based and have been proven to be effective in practice by ours and other instructional programs. Students begin by taking a diagnostic test ,and the results of that test are used to create an Individual learning plan,which then guides the instruction . Each student will receive a minimum of 30 hours per subject in Math, Language Arts and/or Science. The LLCI ratio for small group face-to-face tutoring is 1:6,and the ratio for online is 1:10. We offer our services year round Monday-Friday, 4pm-8pm, and on Saturday 10:00am-2:00pm either as small group in-person classes or online. LLCI will use libraries , non public schools and community centers for in-person sessions or the student's home for online services via virtual classroom. LLCI will offer tutorials online via internet and will offer sessions on Saturdays when convenient for working parents. Students will also be able to use their user id and password to access our tutorial services from all Public Libraries.We are unable to provide transportation for students, but hope that the large number of options and/or service delivery will help parents with their transportation issues. LLCI requires the majority of our tutors to be state certified teachers with at least a Bachelor's degree. LLCI has a Spanish translator on staff available to translate company documents into Spanish and will hire translators for additional languages on an as-needed basis. Laureate Learning Center has teachers on staff specifically certified and trained to work with students with special needs and to ensure effective development of learning plans for SWDs. Students will receive instructional materials from Compass Learning and Brainchild Mechanic Achiever's (ISAT) curricula with access to tutor via telephone when question(s) arise after or before sessions. Students whose first language is Spanish will receive a teacher who is fluent in Spanish. Modifications will be provided to IDEA Students and will include such things as: abbreviated work, frequent breaks, a certified teacher that is highly qualified in all disciplines. Note: IEPs will take precedence over any and all modifications.

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Leaps Learning

L.E.A.P.S Learning has provided tutorial services to students through the No Child Left Behind program, since 2006. We have demonstrated success with all students, including Limited English Proficient and students with disabilities. We offer high quality instruction in Reading (Phonics, Language Arts, Vocabulary, Fluency, and Comprehension) or Mathematics (Basic Facts, Computation, Problem Solving, Algebra, and Geometry). Overall, students in our SES programs have demonstrated a 21-39% increase in state standardized testing in both Reading and Mathematics. Upon student enrollment, we conduct pre-assessment testing to determine initial placement in our program. Based on results from a multiple-choice diagnostic assessment for either Reading or Mathematics, an Individual Learning Plan (ILP) is created for each student. We continuously offer midpoint assessments to make sure the students are meeting his/her goals, as identified on his/her ILP. We end using a post assessment to measure the overall growth of the student's academic achievement. Our instructional strategies and materials are research-based, aligned with Illinois Learning Standards (ILS) in reading or mathematics, and have been proven to provide significant growth, using direct instruction, serving students in grades K-12. We primarily instruct in small groups of 1-10 students per instructor; however, we offer 1 on 1 instruction. Each student's program hours are specified on his/her ILP, we offer 30-40 program hours per student. The majority of our tutors are state certified teachers with at least two years of experience working with Title I students. All instruction takes place in person at students' public schools, nearby libraries, community centers, churches, non-public schools, community colleges, and/or other district-approved locations suitable for providing quality tutoring services. Instruction is offered year-round, after school and on weekends, on a schedule that accommodates students with working parents. We provide tutoring services from last bell until 6pm on weekdays and 8am-6pm on weekends. During the summer, we provide instruction 8am-6pm, Monday-Sunday. Our instructional sessions range from 1 to 2 hour tutorial sessions for each student, two to three times a week. We do not provide transportation to tutoring locations. Using the Continental Press and Frank Schaffer curriculum materials, LEAPS provides a wide range of manipulative and supplemental materials for our tutors to incorporate in lessons. This includes the following: Continental Press and Frank Schaffer materials, small white boards, ILS-based books, writing utensils, paper/construction paper, scissors and other supplies needed for lessons, student portfolio books and resource books that contain standards based supplemental materials used to reinforce daily lessons. Our curriculum reflects the National Reading Panel Principles and the National Mathematics Advisory Panel. Each tutor has a laptop with internet access to retrieve copies of each student's ILP and daily lesson plans. In accordance to each district and state's requirements, criminal background checks and a TB screening are required of all instructors prior to providing any tutoring services through our programs. Our instructional strategies and materials are research-based, aligned with Illinois Learning Standards (ILS) in reading or mathematics, and have been proven to provide significant growth, using direct instruction, serving students in grades K-12. Our company will provide services to students that are LEP, specifically Spanish speakers. We will provide a bi-lingual tutor to assist them in any translation with the curriculum and throughout the program. For the students with disabilities, we can adjust the time, physical environment, and the curriculum into smaller segments. Our services are offered after school for the convenience of the students for a maximum of one to one and a half hours after school, eliminating the need for transportation to the program.

Learning Solutions/ Sylvan Learning Center

Sylvan tutoring offers in-person, small-group instruction to meet individual student needs. The Sylvan tutoring program first assesses each student and the results are used to create a personalized learning plan for each student's reading or math instruction. All Sylvan tutoring programs are tied to state standards to help students learn skills found on standardized state tests. Teachers provide instruction on learning objectives, motivate students, and reward them for their achievements and efforts. Each child receives individual attention from teachers who just love to teach. This type of face-to-face interaction ensures students will have their questions and needs addressed quickly. We require all instructors to have a minimum of a Bachelor's degree. Sylvan reading teachers are required to have teaching certification in reading. Sylvan math teachers are required to have a minimum of a Bachelor's degree in math or have a Bachelor's degree in a math-related field, and teaching certification is highly preferred. We average over a year worth of grade equivalency growth within 36 hours of instruction for 92% of students in math and 85% of students in reading. While our materials are in English, Sylvan can provide bilingual teachers to provide instruction in Spanish for students with limited English proficiency. We will also make accommodations for students with disabilities, such as providing extended time to complete assignments, shortening assignments, accommodating special seating needs, making equipment and technology accommodations, and by allowing non-written presentation of the lessons and responses from the students. Sylvan will communicate with parents by providing progress reports every step of the way. The students attend in 8:1 student-teacher ratios. Classes are held in the public schools or non-public schools immediately after school or on Saturday mornings to minimize the need for transportation. We also offer instruction at our center in the evenings and on Saturdays to allow for more flexibility in scheduling. We also may provide instruction at libraries or places of worship. We also could provide classes during the summer. We do not provide transportation to or from classes. Students typically attend two to three days per week for one to two hours sessions per day. Students will receive at least 30 hours of instruction per subject in reading and/or math. Sylvan provides all of the books and materials needed for instruction.

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Reach for Tomorrow

Since all tests in Extralearning Online are criteria referenced, these internal tests will be used to determine student growth during the SES program. Initially, each student will be given a subject level/school level assessment (Elementary Language Arts, Middle School Math, High School Math, etc.) for Science, Math, and/or Language Arts. This will identify the highest grade level in which the student is demonstrating mastery. Based on these scores, the student will be given a pretest for Science, Math, and/or Language Arts, in the lowest grade level in which they are not demonstrating proficiency. They will then be placed into those courses. For each course, in each grade level, in which the student completes work, they will also be given a post test (in a different version). That criterion referenced post test will show the student's level of mastery in that course (in percentages). That will be compared to the student's pretest score, and be used to establish growth within the course. For every course which the student is assigned, there will be a pretest and a post test, so that multiple assessments will occur for each student throughout the course of the SES program, providing the State of Illinois with the percentage improvement for that student, in that subject area, for that grade level, for every course in which they work. Each student will be offered at least 30 hours per subject of online enrichment under SES, but this can be extended at no cost to the parents or district at the option of RFT. Each student will receive 1:1 instruction using this web based program, as teachers and classroom paraprofessionals are used solely as proctors to assist. The "teaching" is done by the program; however, RFT will train and hire local teachers and approved paraprofessionals only to manage the classroom activities. There will be an adult proctor with each group of no more than 12 students; in any given classroom at least one of the proctors will be a certified teacher. The intended locations are school computer labs, but if these are unavailable due to district policies, then RFT will use local libraries, community centers, or other locations that contain Windows based PCs and Internet access. These same teachers/paraprofessionals who work for the school system and who are trained and monitored daily by RFT staff will always manage the academic program regardless of location. RFT staff have more than 20 years of experience in using this program in classrooms throughout the nation as part of an alternative program or as part of regularly scheduled classes. In 2007 middle school students improved their math skills by 3 grade levels after 35 hours and their English language arts by 1.25 grade levels. The RFT program uses local teachers assisted by paraprofessionals, conducts sessions at the local school or suitable site with computers and Internet access, combines text books, streaming videos, and interactive games to meet the needs of every learning style, and provides additional access to a live tutor online above and beyond the Supplemental Services hours. For working parents RFT will coordinate times and locations for groups to accommodate their needs. RFT will not provide transportation. For Spanish speaking students we will hire a local teacher approved in the district to serve these students. We agree to make every attempt to hire a teacher that speaks the native language of the student if available in the district. The materials are written in English, but we will hire a local Spanish speaking teacher to manage these sessions. In the same manner for students with disabilities the program permits extended time to complete lessons and tests, each assignment and testing modules are divided into smaller sections, and since this program is delivered via a computer and Internet we are able to provide adjustments to the physical setting.

Sylvan Learning/ KCI

Sylvan Learning offers three opportunities for students to participate in our programs. Students may attend the Sylvan Center, their school or another location using the Ace it! Tutoring Program, or participate via the internet with Sylvan Online. There are some common elements in both of these programs. Sylvan Learning offers individual or small-group instruction to meet student needs. The Sylvan Learning programs start with criteria- and norm-referenced assessments to identify each student's specific learning needs. Sylvan Learning uses the results to create a learning plan to guide each student's reading and/or math instruction. Common elements include 34 hours of instruction in one subject area, at one time, according to parent preference, maximum of 8:1 student-teacher ratio, all textbook and classroom materials, snacks, and ongoing communication with parents and district educators. Sylvan Learning reading and mathematics programs are tied to Illinois State and District Standards to help students learn skills that are on standardized tests. Prior to accepting a child for tutoring, Sylvan Learning management visits with school personnel and/or parents to determine the best educational plan for meeting LEP students and/or students with disabilities' needs. While all of our materials are in English, Sylvan hires teachers who speak fluent Spanish to assist students' learning needs. For students with disabilities we offer shorter assignments, more time to finish assignments and changes to the physical setting in which the tutoring takes place (an online option for homebound). Each child's placement is reviewed by management to provide appropriate accommodations or modifications. Sylvan Learning's Motivational Program is designed to maximize student participation. The motivational program can lead to students' increased self-confidence, consistent attendance and program completion.

Sylvan Center Program (and Online) To maintain the high quality associated with the Sylvan Learning programs, instructors must possess minimally a Bachelor's degree. Additionally, tutors teaching the Academic Reading programs are certified teachers and tutors teaching the Sylvan Math must pass a rigorous area competency test administered by Sylvan. It is preferred that instructors have previous teaching experience, and/or specialized educational certifications and membership in professional educational organizations. The Sylvan Learning tutoring program at Sylvan Centers hours may vary from 1-3 hours according to age. Tutoring hours for students attending a Sylvan Learning Center are available year-round M-F, 9 am - 8 pm, Saturdays, 9 - 5 pm, Sundays, 1 - 5 pm.; in general parents can schedule tutoring time within those hours. Tutoring sessions for Sylvan Online are built on one-hour increments. Schedules vary based on each child's location of their computer and internet system. KCI Enterprises may be able to assist in providing computers and internet availability for delivery of program.

Students in Ace it! Tutoring Program To maintain the high quality associated with the Ace it! Tutoring program, instructors must possess minimally a Bachelor's degree. It is preferred that instructors have previous teaching experience, and/or specialized educational certifications and membership in professional educational organizations. Students in schools or other locations using Sylvan's program called Ace it! Tutoring typically receive tutoring three days a week in 1.5 hour sessions per day before or after school, depending on the school's schedule.