

DeKalb Community Unit School District #428

Supplemental Education Services Application

Parent/Guardian: In order for your child to be eligible to receive Supplemental Educational Services (SES), he/she must come from a low-income family and attend a Title I school identified to offer SES. As there is a limited number of spaces available in the SES program, the district cannot guarantee that all students will be able to participate. Please review the provider information. If you need assistance in selecting a provider, you may consult with your child's school or with the providers. Once you have decided on a provider for your child, please complete the following information:

School Name: _____

Student Name: _____ Grade: _____

Address: _____ City: _____ Zip: _____

Date of Birth: ____/____/____ Student SIS Number, if known: _____

Check if the student receives either of the following services: ELL IDEA

SES Provider Requested: (See provider list)

1st Choice: _____

2nd Choice: _____

3rd Choice: _____

Parent Contact Information:

Parent/Guardian Name: _____ Email Address: _____

Address: _____ City: _____ Zip: _____

Daytime Phone Number: _____ Evening Phone number: _____

I understand that the district will enter into an agreement with the provider, and I will be notified of a time to meet with the provider to set goals for my student. I understand that the district will regularly inform me and the student's teacher(s) of the student's progress. I will sign and return an individual learning plan for my student and a parent survey sent to me by the provider at the conclusion of services. I understand that if funds are insufficient to cover the supplemental educational services for all of the students who choose to participate. Participation will be based on prioritized academic need as defined by the district.

I give permission to the school district and the Illinois State Board of Education to disclose pertinent information included in this form about my child to the service provider. Information shall be limited to what is needed to operate the SES Program. Information concerning the identity of students receiving SES shall not be disclosed to the public with the permission of the parent/guardian of the student. The confidentiality of all student records shall be maintained in the compliance with applicable state and federal laws.

By signing below, I also grant permission for my child named above to receive Supplemental Educational Services from the provider listed above.

Signature of Parent/ Guardian

Date

DeKalb Community Unit School District #428

Aplicación de Servicios Educativos Suplementarios

Padre/Tutor: En orden de que su hijo califique para recibir Servicios Suplementarios de Educación (SES), él/ella deberá de venir de una familia de bajos ingresos y asistir a una escuela de Título I identificada para ofrecer SES. Como hay un número limitado de lugares disponibles en el programa SES, el distrito no garantiza que todos los alumnos puedan participar. Por favor revise la información proporcionada. Si usted necesita asistencia al seleccionar al proveedor, usted podrá consultar con la escuela de su hijo o con los proveedores. Una vez que usted haya decidido a su proveedor para su hijo, por favor llene la siguiente información:

Nombre de la Escuela: _____

Nombre del Alumno: _____ Grado: 9 10 11 12

Dirección: _____ Ciudad: _____ Código Postal: _____

Fecha de Nacimiento: ____/____/____ Numero SIS del Alumno: _____

Marque si el alumno recibe alguno de los siguientes servicios: ELL IDEA

SES Proveedor Peticionado: (Vea la lista de proveedores)

1^{ra} Opción: _____

2^{da} Opción: _____

3^{ra} Opción: _____

Información de Contacto del Padre:

Nombre del Padre/Tutor: _____ Correo Electrónico: _____

Dirección: _____ Ciudad: _____ Código Postal: _____

Teléfono Durante el Día: _____ Teléfono Durante la Noche: _____

Yo entiendo que el distrito entrara a un arreglo con el proveedor, y yo seré notificado del horario para reunirme con el proveedor para establecer metas para mi alumno. Yo entiendo que el distrito me informara regularmente y al maestro del alumno del progreso realizado. Yo firmare y regresare un plan de aprendizaje individual para mi alumno y un cuestionario para padres que me mandara el proveedor al culminio de los servicios. Yo entiendo que si los fondos son insuficientes para cubrir los servicios educacionales suplementarios para todos los alumnos que decidan participar. La participación será basada en necesidad académica optimizada como es definida por el distrito.

Yo doy mi permiso al distrito escolar y al Consejo de Educación del Estado de Illinois de facilitar información pertinente incluyendo la de esta forma acerca de mi hijo al proveedor de servicios. La información deberá de ser limitada a lo que es necesario para operar el Programa de SES. La información pertinente a la identidad de alumnos que reciben SES no deberá de ser facilitada al público sin el permiso del padre/tutor del alumno. La confidencialidad de todos los archivos de los alumnos deberá de ser mantenida en acuerdo con las leyes del estado y federales.

Al firmar abajo, yo también doy permiso para que mi hijo mencionado previamente reciba Servicios Educativos Suplementarios del proveedor previamente mencionado.

Firma del Padre/Tutor

Fecha

DeKalb Community Unit School District #428
Supplemental Education Services/ Servicios Educativos Suplementarios
Provider Names and Descriptions/ Nombre de los Proveedores y Descripción

Una copia de la lista de proveedores en español estará disponible en la escuela de su hijo.

Por favor llame para pedir una copia.

1 to 1 Tutor, LLC (aka: Tutor Owl)

Tutor Owl provides a high quality, research-based online program proven to increase students' math skills.

Using Brainchild ISAT Achieve! We tutor students in 2nd through 12th grade in Math with a minimum of 30 hours of instruction. (Please note we are not a test preparation program. Although we reference "ISAT," we are an academic achievement program.) During tutoring, students interact with tutors on a 1:1 ratio via computer communications in "real time" – they can hear each other and see what each one is doing on the computer screen. Students communicate with tutors through a headphone and microphone and on the cyber whiteboard, provided without charge by our company. Since there is no in person contact with Tutor Owl and the student, the student can log into the computer program from anywhere at the prearranged time.

Tutor Owl has been providing online tutoring in mathematics since 2007. During this time, we have provided services to over 700 students, most of whom were low-income students performing below grade level. We have worked with students of varying ethnicities, students with a disability, and English Language Learners. During the 2007-2008 school year, our students' average overall academic increase was 26%.

Our curriculum is researched-based and aligned to the Illinois Learning Standards. Our program starts with an online assessment to determine students' math skill gaps. From the pre-test, we work with parents and school to create an individual learning plan, which tutors use to provide targeted instruction. At program's end, students take a post-test that identifies the precise skills and subject areas of student growth attained during our program.

Typically, tutoring takes place in students' homes. This eliminates the need for parents to transport students to and from a tutoring location. In addition, parents are encouraged to observe the tutoring session, and a tutoring session maybe arranged by working parent(s) to take place with an adult member of the family present. For students who do not have a computer and/or internet service at home, Tutor Owl will attempt to make arrangements with the student's school or a local community site, such as a library, place of religious worship, and non-public schools to get the student access to a computer. Tutor Owl provides all materials needed for our services to include if needed, a computer and internet service. Our lessons and tests are available in both English and Spanish. In addition we modify our instruction to accommodate students with special needs and/or disabilities.

Tutor Owl hires only tutors who have a minimum of a college degree. Many of our tutors have a Master's degree. Most of our tutors have experience teaching Title I, low achieving, English Language Learners, and/or disabled students. Our tutors are trained in Tutor Owl policies, procedures, and our curriculum. Tutors are also trained in methods of instruction and teaching culturally diverse 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.

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.

ATS Educational Consulting Services

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.

Baggage Net School, Inc.

The educational program consists of an instructional management system supported by standards-based assessment tools for grades 1-12. The program begins by with an assessment in each subject area. After the assessment's scoring, an individual learning plan is created and from that the results are used to compile a set of lessons that will meet the targeted educational needs of the individual student. Each lesson is built on a three tier system: guide, practice, and assessment. Students read through the guide a specific subject and then use that information to work through sets of practice problems. After they feel proficient, they take the lesson's assessment. The post-assessment takes the form of a composite of the achievement of each individual lesson and assessment.

We offer a minimum of 30 hours per subject in reading and/or math. The ratio of instructors to children is 1-to-1. Ours is a computer-based tutoring program; therefore, the tutoring program is available to the student at any time they care to log in to their computer. However, students who have questions can contact a live tutor via our toll-free Hotline from 12pm to 8 pm Monday through Friday. Any lesson may be revisited at any time and at any place to increase a student's mastery of that subject or skill. There is no set time a student must work on their lessons. If they have something else to do or get tired of working, they can log off the system. When they return to the program, they will be able to continue from the same place they left. The whole system of computer and tutor operates year-round. All of our tutors have a minimum of a bachelor's degree and are retired or current teachers.

For our LEP students, we prefer for tutors who have experience and certification with ESL populations. We have tutors who are fluent in Spanish. Our teaching materials provided on the laptop are only available to students in English; therefore a student should have some knowledge of English.

The program is provided on a free pre-installed laptop to the student at the beginning of the program. No internet access is required. To access the toll-free hotline, the student only needs access to a phone. Since the services are provided on a pre-installed laptop, no special transportation is required for participation.

Brain Hurricane, LLC

Brain Hurricane uses a direct-model of instruction where students are engaged in constructivist activities that are aligned with state standards and have been demonstrated to raise student performance in reading and math. Depending on the per-student allocation, we provide between 30-60 hours of tutoring. Our maximum group size is 12 students, but typical groups are between 3-5 students. We typically provide service two days per week for two hours at school sites, although days, times, and locations vary depending on the program. Our staff members meet the requirements of paraprofessionals under the No Child Left Behind Act of 2001, and many of our instructors have advanced degrees and/or teacher certifications. Brain Hurricane provides all instructional materials, including lessons and manipulatives.

Brain Hurricane provides service to LEP students whose native language is Spanish. We provide instructors who are fluent Spanish speakers, and while most of our materials are in English, we do have some materials for the youngest children we serve that are in Spanish. Additionally we provide services to students with disabilities. We work with school to provide the appropriate modifications and accommodations as dictated by the student's IEP or 504 plan, and uphold the spirit of this by minimizing the impact of their disability and by maximizing their access to our general education curriculum. Specifically, we provide assignments that are smaller in length and give more time for the completion of those assignments. We provide materials in non-written formats and provide opportunities to respond in non-written manners, and we make adjustments in the physical setting of our tutoring. We typically provide services at school sites to minimize the need to transport students.

Daekyo America, Inc. (aka: E. nopi)

Daekyo developed the program by using its 30 years of experience in teaching math to students on an individual one-on-one basis in a student's home. We have developed a curriculum that is consistent with state adopted academic content standards, has K-12 curriculum frame work, and has integrated instructional materials. The E.nopi Math program is structured with 23 levels. Each level

contains eighteen Basic Thinking Math booklets and twelve Critical Thinking Math booklets. Each booklet contains a Performance Assessment that will determine whether the student will progress to the next booklet, or need additional review.

Daekyo developed E.nopi Reading to serve the needs of non-readers, emergent readers, and advanced readers for grades K-8. Non-readers focus on motor skills, grouping and sequencing. Emergent readers focus on building a foundation in phonics and decoding, as well as basic skills and concepts. Intermediate readers focus on word analysis, comprehension, vocabulary skills, fluency, technique recognition, as well as writing structure. Advanced readers focus on advanced text analysis as well as learning to write fluently and proficiently in the five writing styles. The program consists of eight levels. All levels contain twenty booklets, and each booklet is divided into four lessons. Instructors will administer diagnostic tests in which student data will be collected and carefully analyzed to assess the student's strengths and weaknesses. Once the student analysis has been finalized, the instructor will assign a specific level to each student. The level assigned is his or her starting level of E.nopi Math or E.nopi Reading in which the student works at his or her own pace. This level represents the student's current level of mathematical reasoning and understanding and as well as the knowledge of the English-language arts.

The E.nopi program will offer a minimum of 30 hours in Math or Reading. The ratio of instructors to students will be at least 8-1. The delivery of services will take place at certain school sites within the district. Each district will be able to choose a schedule of either Monday-Wednesday or Tuesday-Thursday for 1-1/2 hours each day; services will be offered after school during the school year. The start and end times will be coordinated with the specific school so the usual transportation will be available for each student; E.nopi will not be providing transportation for students. All instructional materials and equipment will be provided by E.nopi. Service will be offered for Spanish and Korean speakers. To try to meet the needs of students with disabilities we will accommodate in matter of time, physical setting and equipment.

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 session. 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.

Grade Cracker, LLC

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).

Innovadia

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.

L.E.A.P.S 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.

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.

Reach for Tomorrow, Inc.

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

Sylvan Learning offers three opportunities for students to participate in our programs. Students may attend the Sylvan Center (DeKalb), 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.

KCI Enterprises may provide transportation based on number of students participating in each school; when such transportation is not available, parents will be responsible for transporting the students.

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 Center (DeKalb) 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. Schedules may vary to accommodate the school's calendar, for example during the summer months.

The Achievement Academy, LLC

The Achievement Academy has provided Supplemental Educational Services to over 3,000 students in grades K-12 since 2006. We provide in-person, hands-on tutoring in Reading and Math for students in grades K-12. Our curriculum is PLATO® Learning, a top-rated, web-based learning system that is aligned with the Illinois Learning Standards. Our tutors communicate regularly with parents/families and send monthly, written progress reports to them. We have a strong record of success with all students. For example, in the 2008-2009 school year, of the 106 students in 8th grade who received Math and Reading tutoring from us, this group demonstrated an average 21.06 point gain in Math and 26.8 points in Reading. The 11th grade students showed an average 34.7 point gain in Math and a 35.75 point gain in Reading. Studies show that using our PLATO® curriculum for at least 30 hours resulted in improvements of 30 – 60% in achievement standards.

The Achievement Academy will provide each of our students with AT LEAST 30 HOURS OF TUTORING in Reading and/or Math. The Achievement Academy will tutor students in a respectful, supportive learning environment in small groups, with no more than 10 students per instructor. When students require extra attention, instructors are available to work with students one-on-one. The Achievement Academy offers tutoring after school, on Saturdays, and during the summer. For weekday sessions (Monday through Friday), students typically receive between two and three sessions per week, and each session lasts between one-and-a-half to two hours. On weekends, students receive one session that, depending on the age of the student, can last up to four hours. We work closely with working parents to arrange tutoring sessions that work with their schedules. We offer tutoring at students' schools, libraries, places of religious worship, or community centers.

The Achievement Academy's tutors are highly qualified, state certified teachers, and have an average of 15 years of experience in education. The Achievement Academy provides all necessary equipment and materials for our tutoring sessions. Typically, we provide tutoring at locations that have computers with Internet access. For sites that do not provide computers with Internet connections, we provide laptops and a projector.

Our tutoring sessions are customized to help each student build on his or her strengths and meet their specific challenges. We tutor

students with limited English proficiency (specifically students who speak Spanish), and have Spanish-speaking staff available to speak with parents. Tutoring sessions occur at students' schools, nearby libraries, or community centers. We offer free transportation to and from the tutoring site and the student's home on Saturdays and from the student's school to the student's home on weekdays.

Since all tests in Extra Learning 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.

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