

# Rhode Island Department of Education

## Supplemental Educational Services 2011-2012 Service Summary Information

*This table provides a brief synopsis of the provider's proposed program, adapted from Basic Program Information completed by the provider as part of its 2011-2012 Rhode Island SES application.*

1. Program Name	Club Z! In-Home Tutoring Services, Inc.
2. Provider Contact Information	Name: <b>Todd Walden</b> Address: <b>1800 Mineral Spring Avenue, #127</b> City: <b>North Providence</b> State: <b>RI</b> Zip: <b>02904-3927</b> Phone: <b>401.751.0470</b> Fax: <b>401.429.6221</b> E-mail: <b>twalden@clubztutoring.com</b> Website: <b>www.clubztutoring.com</b> Hours of Operation: <b>Mon through Fri – 9AM to 9PM (EST)</b>
3. Subject Areas Covered	<p><i>Please list all core academic subject areas addressed in working with students, with a minimum of reading/language arts and/or mathematics.</i></p> <p> <input checked="" type="checkbox"/> Reading  <input checked="" type="checkbox"/> Writing  <input checked="" type="checkbox"/> English language proficiency  <input checked="" type="checkbox"/> Mathematics  <input type="checkbox"/> Science  <input type="checkbox"/> Other: _____         </p> <p><i>Provide the title(s) of the specific curricula used by the program.</i>  <b>Club Z! utilizes (GRADE &amp; GMADE) published by Pearson Education as its core curriculum.</b></p>
4. Program Description	<p><i>Provide a brief (3 sentences maximum) description of the program offerings that parents could use in their initial search for providers.</i></p> <p><b>Club Z! offers two programs of tutoring, one-on-one in-home tutoring or small group instruction (no more than 6 students per group at secure public locations) instructed by highly qualified certified teachers and degreed professionals in reading/language arts and mathematics. Club Z! provides monthly progress reports in the student's native language and supplies all materials needed, such as workbooks, pens and pencils. Students completing the Club Z! SES program show an average of one year of growth!</b></p> <p><i>Please also indicate which keywords best match the program offerings:</i></p> <p> <input checked="" type="checkbox"/> Individual tutoring  <input checked="" type="checkbox"/> Small group interaction  <input type="checkbox"/> Computer Assisted Tutorial  <input type="checkbox"/> Distance Learning via Technology         </p>

<b>5. Grade Levels Able to Serve in 2011-2012</b>	<i>Please list the grade levels to be served in the 2011-2012 academic year which for purposes of SES is September 1, 2011 until August 31, 2012.</i> <b>K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12<sup>th</sup> grade.</b>
<b>6. Location of Service</b>	<i>Check the location(s) that best describes where services are delivered to students.</i> <input checked="" type="checkbox"/> School <input checked="" type="checkbox"/> Business <input checked="" type="checkbox"/> Place of religious worship (e.g., church, synagogue, mosque, temple) <input checked="" type="checkbox"/> Community center <input type="checkbox"/> On-line <input checked="" type="checkbox"/> Other: <b><u>In the student's own home (contingent upon contractual agreement with each LEA) and/or public libraries or other public facilities determined on a per-case basis.</u></b>
<b>7. Transportation</b>	<i>If service delivery is not at the student's school, is transportation provided? If yes, is there a separate fee?</i> <b>No. Provider does not provide any transportation because the tutor travels directly to the student's own home, contingent upon contractual agreement with each LEA, or to a secure, public location that is convenient to the family.</b>  <i>Provide information about accessibility to public transportation from the site.</i> <b>Provider's small group sessions are always held at locations easily accessible by public transportation.</b>
<b>8. Service Area</b>	<i>Please indicate the LEA(s) in which the program is able to provide services for the 2011-2012 school year.</i> <input checked="" type="checkbox"/> Central Falls School District <input checked="" type="checkbox"/> Pawtucket School District <input checked="" type="checkbox"/> Providence School District <input checked="" type="checkbox"/> Metropolitan Regional Career and Technical Center <input checked="" type="checkbox"/> Rhode Island School for the Deaf
<b>9. Time of Service</b>	<i>Check the time(s) that best describe when services are delivered to students.</i> <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Weekends <input checked="" type="checkbox"/> Summer <input checked="" type="checkbox"/> Other: <b><u>Academic breaks and holidays.</u></b>
<b>10. Duration of Services</b>	<i>How often are services provided?</i>  <b>School Year</b> Length per session (in minutes): <b><u>60 to 240</u></b> Number of sessions per week: <b><u>1 to 5</u></b>

	<p><b>Summer</b>  Length per session (in minutes): <b><u>60 to 240</u></b>  Total number of sessions: <b><u>1 to 5</u></b></p>						
<b>11. Type of certification of instructors</b>	<p>List the type(s) of certification, if any, of instructors who will provide tutorial services in the program.  <b>Instructors are licensed teachers and/or degreed professionals with a minimum of 60 college credit hours.</b></p>						
<b>12. Student/ Instructor Ratio</b>	<p>List the ratio of instructors to children in the program.  Students for every 1 instructor: <b><u>6</u></b></p>						
<b>13. Group Size</b>	<p>What is the expected average group size of students? <b><u>3 - 5</u></b>  What is the largest group size of students? <b><u>6</u></b>  What is the smallest group size of students? <b><u>1</u></b></p>						
<b>14. Specific Student Populations Served</b>	<p>If the organization has expertise to provide Supplemental Educational Services to any of the following groups, please check the corresponding box(es). Include detailed information in the application narrative and program section.</p> <p><input checked="" type="checkbox"/> Low-income students  <input checked="" type="checkbox"/> Minority students  <input checked="" type="checkbox"/> Migrant students  <input checked="" type="checkbox"/> Limited English proficient students  If selected, indicate the particular language(s):  <b><u>Spanish primarily, but Club Z! makes every effort to accommodate students and parents/guardians in all languages.</u></b></p> <p><input checked="" type="checkbox"/> Students with disabilities  If selected, indicate the particular disabilities in the table below. Please provide the qualifications and/or experience that program staff have working with students with each disability indicated in the space provided. For definitions, see the Rhode Island special education regulations (<a href="http://www.ride.ri.gov/Special_Populations/State_federal_regulations/">www.ride.ri.gov/Special_Populations/State_federal_regulations/</a>).</p> <table border="1" style="width: 100%;"> <tr> <td><input checked="" type="checkbox"/> autism spectrum disorder Tutor Qualifications/Experience: <b>see below*</b></td> </tr> <tr> <td><input checked="" type="checkbox"/> deaf-blindness Tutor Qualifications/Experience: <b>see below*</b></td> </tr> <tr> <td><input checked="" type="checkbox"/> deafness Tutor Qualifications/Experience: <b>see below*</b></td> </tr> <tr> <td><input checked="" type="checkbox"/> emotional disturbance Tutor Qualifications/Experience: <b>see below*</b></td> </tr> <tr> <td><input checked="" type="checkbox"/> hearing impairment Tutor Qualifications/Experience: <b>see below*</b></td> </tr> <tr> <td><input checked="" type="checkbox"/> intellectual disability Tutor Qualifications/Experience: <b>see below*</b> <input type="checkbox"/></td> </tr> </table>	<input checked="" type="checkbox"/> autism spectrum disorder Tutor Qualifications/Experience: <b>see below*</b>	<input checked="" type="checkbox"/> deaf-blindness Tutor Qualifications/Experience: <b>see below*</b>	<input checked="" type="checkbox"/> deafness Tutor Qualifications/Experience: <b>see below*</b>	<input checked="" type="checkbox"/> emotional disturbance Tutor Qualifications/Experience: <b>see below*</b>	<input checked="" type="checkbox"/> hearing impairment Tutor Qualifications/Experience: <b>see below*</b>	<input checked="" type="checkbox"/> intellectual disability Tutor Qualifications/Experience: <b>see below*</b> <input type="checkbox"/>
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<p><b>15. Coordination</b></p>	<p><i>Provide a brief description of the ways the program will coordinate and collaborate with the child's classroom teacher so as to provide the highest levels of academic congruence. This description should include any specific coordination on behalf of students with Individualized Education Programs (IEPs) and students with Personal Literacy Plans (PLPs), if applicable.</i></p> <p><b>At the onset of the program, Club Z! coordinates a meeting with the student's parent(s)/guardian(s), applicable classroom teacher(s) and appropriate school district personnel to develop an individual Student Learning Plan (SLP). At this time, input from all parties, school district documentation of student performance, academic needs, Personal Literacy Plans (PLPs), IEP and/or 504 plans (where applicable) and Club Z! pre-assessment results are utilized to develop an SLP with specific, measurable, timely, relevant and realistic agreed-upon academic goals and objectives that can be attained within the timeframe allotted by the per pupil allocation of funds. Once tutoring commences, Club Z! maintains consistent communication with the classroom teacher(s) through the use of phone or personal conferences, written communication, and/or email to ensure that tutorial sessions are aligned with classroom instruction and the goals and objectives developed in the SLP. In addition, the classroom</b></p>									

	<p>teacher(s) receive monthly progress reports outlining the student's academic achievement and areas in need or further improvement. The progress report includes spaces for the instructor to document the student's current level of understanding as well as what the next instructional steps will be. The progress report also provides a space for the instructor to objectively document whether the student has met the goal, is proficient in the goal or still needs improvement. All reports are directly related to the progress of the student's goals as set forth in the Student Learning Plan (SLP).</p>
<p><b>16. Student Assessment and Parent/School Communication</b></p>	<p><i>How will student achievement be measured, how often and with what assessment instrument(s)? Please indicate the form, format and frequency of communication about student need and student progress with the school district, classroom teacher, and the parent/guardian and student.</i></p> <p><b>Club Z!</b> uses the Kaufman Test of Educational Achievement II (KTEA II), the Reading and Math Level Indicators (RLI, MLI) and the Group Reading and/or Mathematics Assessment and Diagnostic Evaluation (GRADE &amp; GMADE) published by Pearson Education as the pre-assessment for each student to determine both their areas of academic strength and areas in need of improvement. Throughout tutoring, trained <b>Club Z!</b> instructors monitor student academic progress through the use of demonstration, shared demonstration, guided practice, and independent practice of particular skills. When students have demonstrated at least 70% accuracy on independent practice the <b>Club Z!</b> instructor moves on to the next skill to be addressed. Parents/guardians of students enrolled in <b>Club Z!</b>'s one-on-one in-home tutoring receive updates on their child's progress at the conclusion of each session, while parents/guardians of students enrolled in small groups may schedule weekly conferences with their child's instructor. At the conclusion of supplemental educational services, a post-assessment is conducted on each student using the same instrument used as the pre-assessment to determine the student's academic growth over the course of the program. <b>Club Z!</b> supervisory and instructional staff frequently communicates with appropriate school district personnel regarding the school/district curriculum and initiatives to be certain that the instruction provided is aligned with Rhode Island Academic Standards for both English/Language Arts and Mathematics. In addition, <b>Club Z!</b>'s instructors maintain ongoing communication with the student's classroom teacher(s) to ensure tutorial sessions are continually aligned with classroom instruction and that the student's needs are being met. <b>Club Z!</b> also utilizes criterion-referenced and norm-referenced testing tools and data disseminated by the student's school/district(s) when available. This enables our instructors to be certain that tutorial instruction serves as a highly effective intervention strategy that supplements that which is being taught in the classroom. In addition, parents/guardians, classroom teacher(s), and appropriate school district personnel receive monthly written progress reports outlining the student's progress toward the goals and objectives of the Student Learning Plan (SLP).</p>