

Sylvester Harris Sr.:

I am pleased to inform you that Jude Family Learning Center has been granted probationary approval status by the Michigan Department of Education (MDE) to be a provider of supplemental educational services (SES) under Section 1116(e)(4) of Title I of the *Elementary & Secondary Education Act*, as amended by the *No Child Left Behind Act of 2001*. The list of approved providers for the 2011-12 academic year will be posted on MDE's website at [www.michigan.gov/mde-ses](http://www.michigan.gov/mde-ses). Please read the attached information regarding your probationary status as a new state-approved SES provider.

Each local school district or public school academy with a Title I school that has failed to make adequate yearly progress for three or more consecutive years will provide parents with a list of approved SES providers in their area. Each district will contact you, the provider, to begin negotiating an SES contract.

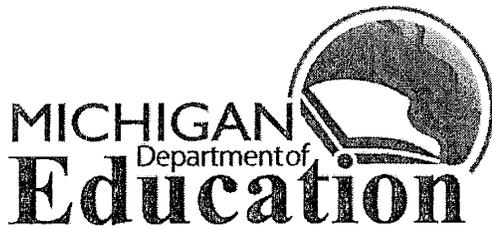
In addition, MDE is required to develop and implement methods for monitoring the quality and effectiveness of the SES provided. To meet this requirement, MDE is currently engaged in a formal evaluation of currently approved providers. MDE will be required to withdraw approval if a provider fails for two consecutive years to contribute to improved academic achievement for the participating students.

All newly approved SES providers in Michigan must attend an orientation session. Within the next 30 days you will receive a separate communication with the date and time of the orientation session.

Your probationary status will be reviewed after the completion of the 2011-12 academic year. Providers that have met the probationary requirements will be granted full approval status. Those that have not met the probationary requirements will be considered on a case by case basis. This may result in either an additional year of probation or removal from the state approved SES provider list. There is no appeal process; all decisions made by MDE are final.

Thank you for your interest in working with students who need additional educational opportunities in order to improve their academic skills. If you have any questions regarding SES, please contact Greg Olszta, SES Consultant, at 517-241-4715 or [MDE-SES@michigan.gov](mailto:MDE-SES@michigan.gov).

Mark Coscarella, Assistant Director  
Office of Education Improvement & Innovation



## OFFICE OF SCHOOL IMPROVEMENT

### SUPPLEMENTAL EDUCATIONAL SERVICES PROBATIONARY STATUS INFORMATION

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#### **2011-12 PROBATIONARY STATUS - IMPORTANT!**

All newly approved SES providers are placed on probationary status for one year.

#### ***During the Probationary Period, Providers Must:***

- a) Attend the SES new provider orientation session presented by the Michigan Department of Education
- b) Participate in any other school district or State sponsored SES training that is mandatory for new providers

#### ***During the Probationary Period, Providers are subject to:***

- a) All applicable local, state, and federal laws, policies and agreements related to the provision of supplemental educational services
- b) This includes, but is not limited to:
  - o Title I, Part A, Section 1116
  - o United States Department of Education (USED) SES Non-Regulatory Guidance of January 14, 2009
  - o Michigan's Assurances and Code of Ethics for SES providers
  - o Contracts with individual school districts or public school academies (PSAs)

**Failure to meet any of the above requirements will lead to immediate corrective action, leading up to and including removal from the state approved SES provider list.**

At the conclusion of the probationary year, each newly approved SES provider will go through a final review process for determination of status.

In order to be granted full approval (non-probationary) status, providers must:

- a) Have met all requirements above or have a valid explanation, if a requirement is not met.
- b) Provided services for eligible students
- c) Be free of any corrective action or pending corrective action

The MDE will review provider status and decide on one of the following options:

- a) Full approval
- b) An additional year of probation
- c) Removal from the state approved SES provider list

**All decisions made by the MDE are final. There is no appeal process.**

**Please note that being placed on the Approved List does not guarantee that an SES provider will be selected by parent(s)/legal guardian(s) to provide services.**



## Office of Education Improvement & Innovation

Supplemental Educational Services  
Application Review Consensus 2011-2012

Entity Name: Jude Family Learning Center

Criterion	Consensus Score	Min Score Needed	Min score Met?	Comments
1	30	20	Yes	None
2	15	10	Yes	Aligned w/MLCE lessons. Growth charts. Positive behavior effort; many parents letters
3	10	7	Yes	198 research studies; peer review 26.
4	10	7	Yes	ELA Math aligned
5	7	7	Yes	Not directly related to programs. NCLB act.
6	7	7	Yes	pre/post evaluate current skills
7	10	7	Yes	Letter req suggestions. Every 2 weeks
8	4	3	Yes	None
9	0	-	-	-
<b>Application Total</b>	<b>93</b>	<b>Met Min in all Criteria?</b>	<b>Yes</b>	

Hourly Rate Calculation			
\$2000 ÷	\$40.00	= 50	40
Per pupil Allocation	Maximum fee per hour	Calculated hours of instruction	Minimum number of hours required for student to achieve their individualized learning goals

Is the total application score 85 or greater?	Yes
Did the application met the minimum in each criterion?	Yes
Is the hourly rate calculation sufficient?	Yes
Does the applicant entity ever lower the hourly rate to guarentee each student receives a specific # of service hours?	n/a
Is the application recommended for approval?	Yes

## SECTION A. BASIC PROGRAM INFORMATION

Please enter the requested information in the spaces provided. Be sure to read all notes, as they provide important information regarding each category.

**IMPORTANT NOTE: Once approved, providers must operate within the information identified in this application.**

Changes in application information may be requested in writing to MDE prior to the beginning of the application process in subsequent years. The request must include the rationale for the changes. All changes must receive written approval from MDE prior to implementation and will be determined on a case by case basis. This includes, but is not limited to, information changes in the following categories:

- Tutor qualifications
- Grade level
- Hourly rate
- Maximum and minimum number of students
- Curriculum
- Service session information
- Tutor/Student ratio
- Service area

**Instructions : Complete each section in full.**

1. Federal EIN, Tax ID or Social Security Number:

2. Legal Name of Entity:

Jude Missionary Baptist Church

3. Name of Entity as you would like it to appear on the Approved List:

Jude Family Learning Center

4. Entity Type:

- For-profit  
 Non-profit  
 Michigan corporation  
 Corporation organized in another state  
 Individual

5. Check the category that best describes your entity:

- Business  
 Child Care Center  
 Community-Based Organization  
 Educational Service Agency (e.g., RESA or ISD)  
 Faith-Based Organization  
 Institution of Higher Education  
 Other (specify):  
 School District (LEA, ISD)

Provide Michigan (or other state) Corporation ID number

NOTE: An LEA or an ISD that is identified for Improvement, Corrective Action, or Restructuring as a district is NOT an eligible applicant.

6. Applicant Contact Information (Only the two individuals listed on this application will have access to the information contained within the application)

Name of Contact: \*

Mr.  Ms.

First Name: Sylvester

Last Name: Harris Sr.

Phone: \* ( 313 ) 925 - 9988 e.g. ( xxx ) xxx - xxxx

Fax: \* ( 313 ) 925 - 8890 e.g. ( xxx ) xxx - xxxx

Street

Address: 9105 Van Dyke

\*

City: \*

Detroit

\* Mi

Zip: \* 48213

State:

E-Mail: \* judembc53@yahoo.com

Website

7. Local Contact Information (This contact information will be published)

Name of Contact: \*

Mr.  Ms.

First Name: Choyce

Last Name: Harris

Phone: \* ( 313 ) 925 - 8890 e.g. ( xxx ) xxx - xxxx

Fax: \* ( 313 ) 925 - 8890 e.g. ( xxx ) xxx - xxxx

Street

Address: 9105 Van Dyke

\*

City: \*

Detroit

\* MI

Zip: \* 48213

State:

E-Mail: \* choyceharris@yahoo.com

Website:

**8. SES History:**

Is the applicant entity a current or past approved SES provider in Michigan under applicant entity name or any other name?

Current SES provider?  Yes Provide entity name:

Past provider?  Yes List previous provider company name(s):

Jude MBC Family Learning Center

Is the applicant entity a current or past approved SES provider in any other state?

Yes  No

If yes, list the state(s) in which entity has been an approved SES provider:

Has the applicant entity ever had any official action taken against it by any state, including but not limited to a formal warning, prohibition of service, or removal from a state-approved SES provider list, or other approval as a provider of educational services to state or local educational agencies (LEA)?

Yes  No

If yes, explain:

Have any other individuals associated with or providing support to this applicant entity ever been an SES provider that had any official action taken against them by any state, including but not limited to a formal warning, prohibition of service, or removal from a state-approved SES provider list, or as a provider of other education related services to a state or LEA?

Yes  No

If yes, explain:

**9. Service Area:**

List the intermediate school district and each individual district in which you agree to provide services. Enter "Statewide" ONLY if you agree to provide services to any district in the State of Michigan. By indicating that you will serve a specific district (or all districts, if you indicate "Statewide"), you agree to provide services to any student in that district whose parent(s)/legal guardian(s) select you as their provider within minimum and maximum capacity. Additionally, you may only enroll students from the districts identified in this application, and you may not add additional districts once the application is approved.

Statewide

- Intermediate School Districts and Individual School District Choices
- University Preparatory Academy
- Hamtramck Academy
- Marvin L. Winans Academy of Performing Arts
- Woodward Academy
- City of Harper Woods Schools
- Highland Park City Schools
- Hamtramck Public Schools
- Detroit City School District

**10. Conflict of Interest Disclosure:**

Are you or any member of your organization currently employed in any capacity by any public school district or public school academy (charter school) in Michigan, or do you serve in a decision making capacity for any public school district or public school academy in Michigan (i.e. administrative staff, school board member)?

Yes  No

What school district are you employed by or serve:

In what capacity are you employed by or do you serve (position title):

A school or school district may apply to become an approved SES provider. However, the administration of the SES program by the school or district must be separate and distinct from the school or district's SES provider entity. In effect, the school or district's SES provider entity must function and behave as if it were an outside organization. A potential conflict of interest, even if disclosed, may be reason to deny the application or to deny the approval of the applicant to serve one or more districts requested in the application.

11. Place of Service:

Check the location(s) that best describe(s) where you intend to deliver services to students. If you select "Via Technology," please use the Criteria 2 narrative to identify the type of technology used, describe where the students will access the service and whether it is distance learning. Describe how the session will be facilitated and monitored.

- Community Center
- LEA Facility (Checking this box does not guarantee space will be available in district buildings to offer tutoring. SES Providers must work with each district to gain access to school facilities. Space in school buildings varies by district).
- Place of Business
- Place of Religious Worship (e.g., church, synagogue, mosque, temple)
- Student's Home
- Via Technology (site-based)
- Online
- Other (specify):

12. Transportation:

Do you provide transportation? (If "yes", Districts will require additional insurance.)

- Yes
- No
- At select sites only

13. Subject Areas:

Check all that apply.

- English language arts
- Mathematics
- Science
- Social studies

Providers must offer tutoring in English Language Arts and/or math. Newly approved providers may offer additional tutoring in science and/or social studies. Previously approved providers wishing to add tutoring in science or social studies must have submitted a written request to MDE detailing the elements of the instructional design and connections to Michigan's content standards for these subjects.

14. Grade Levels:

List each grade to be served. The program described must address each of the grade levels indicated.

- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

Note: Applicants proposing to serve grade levels 7-12 and to provide tutoring in math and science to grade levels 7-12 will receive 5 bonus points to be added to the total score. NOTE: Both math and science must be proposed for grades 7-12 in order to receive bonus points!

15. Minimum Number of Students:

Indicate the minimum number of students needed in order to provide services in each district. 5

16. Maximum Number of Students:

Indicate the maximum number of students that may be enrolled in each district. This number should allow the applicant entity to maintain quality service and results. 100

17. Specific Student Populations:

Indicate which sub-groups the applicant entity will be qualified to serve:

- English Language Learners (ELL)
- Yes
- No

If yes, in which language:

Students with Disabilities:

- Yes
- No

If yes, which disabilities:

18. Session Information:

Ideally, how many days per week would a student be scheduled for services?

- 2 days

Ideally, for how long each day would a student receive services (in minutes)?

120 minutes

How many hours are required for a student receiving tutoring in your program to achieve their individualized learning goals?

40 hours

*Applicants must ensure that the maximum hourly rate identified in number 19 of this application is low enough to allow for the number of hours required to achieve individualized learning goals or that this number is equal or lesser than the guaranteed number of service hours you identify in number 18.*

#### 19. Hourly Rate:

List the maximum fee per hour of instruction, per student. \$40.00

**The MDE does not allow approved SES providers to charge fees outside of the maximum fee per hour of instruction, per student identified above.** The hourly rate should include the cost for all program expenses including, but not limited to: facility expenses, administrative costs, assessment materials, salaries, equipment, software and instructional materials.

**Once approved, providers may not exceed the maximum hourly rate indicated above during the academic year identified in this application.** Changes in hourly fees may be requested in writing to the MDE prior to the beginning of the application process in subsequent years. The request must include the rationale for the change in the charges. Any increase in rates or fees must receive approval from the MDE prior to implementation.

Does your program ever lower the hourly fee to guarantee each student receives a specific number of service hours?

Yes  No

If yes, what is the guaranteed minimum number of service hours each student receives: 50

*Applicants must ensure that the maximum hourly rate you identify in this section is low enough to allow for the number of hours required to achieve individualized learning goals you identified in number 18 or that this number is equal to or lesser than the guaranteed number of service hours you identified here in number 19.*

#### 20. Tutor/Student Ratio:

Indicate the maximum number of students who will be assigned to each tutor per session. Student/tutor ratios should fall within the following ranges:

- 1-5 students: 1 tutor for non-computer based instruction
- 1-8 students: 1 tutor for computer based instruction in a classroom or lab setting
- 1-30 students: 1 tutor for online instruction with an off-site facilitator

- 5 students: 1 tutor—Non-Computer based instruction
- 8 students: 1 tutor—Computer-based instruction (classroom setting)
- 0 students: 1 tutor—Online instruction (off-site facilitator)

#### 21. Program Summary:

Please summarize your program in a narrative form. The description should be 1,000 characters or less and include the following information::

- Your approach or model of instruction, including assessment and goal-setting procedures;
- The structure of a standard tutoring session including length of sessions, frequency of sessions, length of sessions and student /teacher ratio;
- The instructional materials that will be used; and
- Tutor qualifications.

*Please note that this summary will be used by the MDE and/or by the LEAs you serve to describe your services to parent(s)/legal guardian(s) and/or to the public. The MDE reserves the right to edit your description for space considerations, but will not edit for spelling errors or typos. It is highly advised that you proofread your program description carefully.*

**Minimal rewards, up to a total of \$20.00 per student annually, are allowed for attendance or achievement, but may not be advertised in the program description. Technology-based providers that allow students to keep computers at the completion of services may not disclose this information in the program summary.**

Jude Family Learning Center (JFLC) provides research-based supplemental instruction to students in grades K-12. The Michigan Curriculum Frameworks, Grade level Content Expectation (GLCEs), High School Content Expectations(HSCEs), Star Math and Reading Assessment (SRSMA), and teacher narrative provide the basis for lessons development. SRSMA, a research based program is used for pre and post testing.

JFLC students attend, two-hour sessions, two days a week. Time is spent in a small group with a 1-5 adult to student ratio. Time is also spent in the computer lab with an individualized program, or games that will support and reinforce learning. JFLC requires all staff to provide documentation as evidence of high school graduation, degrees, and/or teaching certifications. Tutors are certified teachers or highly qualified tutors meeting NCLB guidelines. The primary location is Jude Family Learning Center; 9105 Van Dyke; Detroit, Michigan 48213.

## SECTION B. CRITERIA

**Instructions:** All responses must comply with stated word or character limits, where applicable. Figures such as tables, charts, graphs can be uploaded at the end of the application, but such information will be counted toward page limits. Text and figures beyond the stated page limit will not be considered and should not be submitted with the application. All references must be cited. Use American Psychological Association (APA) citation style when referencing your research and provide a reference list that includes every in-text citation. The Reference List should be uploaded in the online application, Section E. Information on APA citation style may be found at the website of the Cornell University Library at the URL:  
<http://www.library.cornell.edu/resrch/citmanage/apa>

**Applications that contain plagiarized information will not be considered.**

**Criterion 1 (30 points):**  
**Financial Soundness and Management Structure**

**Rationale:** The No Child Left Behind Act of 2001 (NCLB) Section 1116(e)(12)(B)(iii) requires providers to be financially sound. Your application will be evaluated on your ability to demonstrate financial soundness and sound management structure through a review of financial and licensure documentation.

**Required Documentation:** Attach the following documents which will be used to determine that your entity is financially sound. **ALL of these items are required.**

- **Cash-on-Hand:** Applicants must provide evidence that there is enough cash-on-hand to support the business for at least six months. Examples of sufficient evidence are: savings account or checking account statements, notarized letters from investors identifying the investment amount available, evidence of an available line of credit or loan from a financial institution. The amount identified should be enough to cover all projected revenue and expenses for **at least six months for the maximum number of students per district** identified in the application. Narrative text that states the money is available is not sufficient evidence of cash-on-hand.  
**NOTE:** Tax documents are not considered evidence of cash-on-hand. Applications submitted with tax documents as evidence of cash-on-hand are considered incomplete and will not be reviewed.
- **Cash Flow:** Applicants must provide an organizational cash flow that accounts for and details all **monthly projected revenue and expenses for at least twelve months, ending in June 2012.**
- **Expense Minimum:** Applicants must provide a comprehensive list of expenses necessary to serve the **the minimum number of students per district** identified in the application (See Section A, "Basic Program Information" #15).
- **Expense Maximum:** Applicants must provide a comprehensive list of expenses necessary to serve the **maximum number of students per district** as identified in the application (See Section A, "Basic Program Information" #16).
- **Corporate Organization:** Applicants must provide a copy of their business license, if applicable, and formal documentation of corporate legal status as a corporation organized in Michigan or another state (must include copy of certificate of incorporation identifying the state issued corporation ID number), and if relevant, proof of 501(c)(3) tax-exempt status).
- **Insurance:** Applicants must provide a copy of their liability insurance or a recent quote (60 days or less from date of application submission) from an insurance agency that reflects your intent to obtain general liability insurance (Note: the cost of insurance should be included in the cash-flow document and also in the comprehensive list of expenses for the minimum and maximum number of students per district);  
**NOTE: individual school districts may require additional professional liability insurance coverage.**
- **Billing and Payment:** Applicants must provide sample invoices and other business documents for tutoring services identifying that a management structure related to billing and payment for tutoring is in place.
- **Financial Narrative:** Applicants must provide a one-page narrative explaining how the financial documents listed above represent a strong business plan.

The financial documents should only identify revenue and expenses for the Michigan applicant entity. If the applicant entity is part of a national franchise, for instance, only the revenue and expenses directly related to this Michigan applicant entity should be identified in the financial documents. Likewise, if the applicant operates other businesses, the costs associated with these businesses should not be included in the budget. Revenue associated with other businesses may be a viable contribution, but should have sufficient documentation.

**Criterion 2 (15 points):**  
**Demonstrated Record of Effectiveness in Increasing Student Academic Achievement**

**Rationale:** Providers must have a demonstrated record of effectiveness in increasing the academic proficiency of students in subjects relevant to meeting the state academic content and student achievement standards [NCLB Section 1116(e)(4)(B)]. In addition, an applicant must provide evidence that its instructional methods and content are aligned with state academic content and student academic achievement standards, and are of high quality, research-based, and specifically designed to increase the academic achievement of eligible children (Final Title I Regulations of October, 2008).

**Evaluation:** Your application will be evaluated on your ability to demonstrate your record of effectiveness in Michigan and/or other state(s) in increasing academic achievement, particularly for low-income and/or underachieving students, in the subjects and grade levels in which you intend to provide services. Data that provides evidence of a positive impact on Michigan state assessments will provide the applicant with the opportunity to enhance the score for Criterion 2.

If you have served students as a SES provider in other states but not in Michigan, provide data documenting your effectiveness in those states.

If you have not served students as an approved SES provider, the requirements apply to the instructional program

that you propose to use in Michigan.

Evidence that will be considered includes:

- Data that demonstrate a positive impact on national, Michigan, another state's, and/or district assessments;
- Data that demonstrate a positive impact on other independent, valid and reliable assessments (e.g., provider-administered assessments, teacher-administered content area assessments);
- Data that demonstrate a positive impact on course grades;
- Data that demonstrate positive feedback from customers (e.g., parent(s)/guardian(s), students, LEAs) related to the effectiveness of the instructional program)
- Data that demonstrate a positive impact on other indicators (e.g., student attendance, student behavior/discipline, retention/promotion rates, graduation rates).
- Feedback from constituent groups (parent(s)/guardian(s), students, LEAs) about the effectiveness of the proposed delivery model, the instructional program in the intended subject areas and grade levels, particularly for low-income and/or underachieving students.

**Narrative (limit 7,880 characters):** Cite and reference available research studies (as appropriate) and **provide data** that indicate the instructional program has a positive impact on the academic achievement of students in the subjects and grade levels in which you intend to provide services, particularly for low-income and/or underachieving students.

- Use American Psychological Association (APA) citation style when referencing your research and provide a Reference List that includes every in-text citation. The Reference List should be uploaded in Section E. Information on APA citation style may be found at the website of the Cornell University Library at the URL: <http://www.library.cornell.edu/resrch/citmanage/apa>

If you intend to serve students with disabilities or students with limited English proficiency, cite and reference available research studies (as appropriate) and **provide data** that indicate the positive impact your program is expected to have on the academic achievement of those student population(s).

JFLC tutorial program has been effective in improving the reading and math capabilities of low income and under achieving students. Data generated by the Renaissance Learning Star Reading and Star Math, demonstrates the effectiveness of the program. When student test scores from the beginning of the program are compared to ending test scores, an increase is shown. Both reading and math scores improved. (See growth charts). Growth charts show an increase in test scores for both elementary and secondary students. The Pretest Mean in reading for a second grade student was 2.2. While the posttest mean for this student was 2.88. The pretest mean in reading for one of the high school students was 9.15 and the posttest mean was 9.81. Math test scores had similar results. One of the students initially scores 2.2 on the math test and scored 2.88 on the posttest. Another student tested at grade 11.15 on the pretest but scored at 11.80 on the posttest.

During the program, we receive positive feedback from parents and students. Many parents express their gratitude through phone calls, emails, and through direct conversations during evaluations (See letter attached). They commend on changes they saw in their children's attitude towards learning and their confidence in their ability to learn. Students were so proud of their growth and accomplishments, that they brought in A and B tests that we posted on a bulletin board in the center.

Throughout the program, tutors also notice positive impacts on student behavior and effort. As students attend the JFLC tutorial program, they build meaningful relationships with tutors and program administrators. They feel more comfortable as they work in the nurturing and safe environment provided at JFLC. Participants are more willing to try to tackle learning objectives that challenge them. They do their best because they know that the staff of JFLC cares about them. Students are proud to share success stories experienced during their school day.

The JFLC supports growth and achievement by providing weeks of tutoring (content) as well as coaching (socio-psychological support). A reading area is available for students to engage in independent reading. Students take advantage of this comfortable area, reading appropriate books, magazines, and newspapers before and after tutorial sessions. Some do reading work assigned by their teachers. JFLC staff members provide counseling and coaching when students seem distracted.

### Criterion 3 (10 points):

#### Evidence of a High Quality, Research-Based Instructional Program Designed to Increase Academic Achievement

**Rationale:** By definition, SES is tutoring and other enrichment services that are high quality, based on research, and designed to increase student academic achievement [NCLB, Section 1116(e)(12)(C)(2)]. According to the U.S. Department of Education (January 14, 2009), the major focus of NCLB is to utilize only those educational practices that have evidence to suggest that they will increase academic achievement (see *Federal Supplemental Educational Services Non-Regulatory Guidance*). In addition, an applicant must provide evidence that its instructional methods and content are aligned with state academic content and student academic achievement standards, and are of high quality, research-based, and specifically designed to increase the academic achievement of eligible children (Final Title I Regulations of October, 2008).

**Evaluation:** The application will be evaluated on the applicant's ability to demonstrate that the instructional program is (1) high quality and research-based, designed to increase student academic achievement; (2) aligned to Michigan content standards (e.g., Grade Level Content Expectations, High School Content Expectations, Course/Credit Content Expectations and/or the Michigan Curriculum Framework) for the grade levels the applicant proposes to serve. You must describe the findings of any academic research that support major elements of your instructional program. See also, the Michigan Department of Education website for the Common Core State Academic Standards: [http://www.michigan.gov/mde/0,1607,7-140-6530\\_30334\\_51042-232021--00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_30334_51042-232021--00.html)

Major elements must include:

- Instructional strategies;

- Time on task;
- Special instructional materials;
- Use of technology; and
- Other relevant program components.

**Narrative (limit 7,880 characters):** Clearly and specifically explain the ways in which the instructional program is (1) high-quality and research-based, and designed to increase student academic achievement; (2) aligned to Michigan content standards for the grade levels the applicant intends to serve.

Describe the findings of any academic research that supports the major elements of the instructional program. Major elements must include instructional strategies, time on task, special instructional materials, use of technology, etc. Cite and reference available research studies (as appropriate) and provide data that supports your position and findings. Use APA citation style as described in Criterion 2.

JFLC offers a high quality, research-based curriculum, but also an environment where students may proceed at different paces to accommodate their learning styles. The Tutorial program offers interpersonal and intrapersonal learning support in a supportive learning environment. The program provides an opportunity for students to learn through discovery by building on their strengths based on the theory of multiple intelligences (Gardner).

The Tutorial program is prescriptive and targets specific objectives. JFLC uses a scientifically based research assessment tool called Renaissance Learning Star reading and Star Math. The research shows the effectiveness of the assessment tool. It includes experimental and quasi-experimental studies which provide strong evidence of effectiveness. 198 Scientific Reach Studies which support the effectiveness of Renaissance Star Reading program has been performed. (See Criterion 3 Chart Renaissance Learning Tools are Proven Effective by 198 Scientific Research Studies. Research on the Renaissance Star Reading program meets the requirements of scientifically based research as required by NCLB. These research studies are available in several journal articles, university websites, or at Renaissance Learning [www.renlearn.com](http://www.renlearn.com).

Students receive direct instructions that incorporate instructional strategies for reading and math. Reading strategies used identify concepts and skills in word recognition, comprehension, and vocabulary. Activities and hands-on manipulative such as letter tiles are used to teach word recognition. At the early levels, rhyme rhythm and repetition are used. Structural analysis and root words are also used to improve word recognition. Content and high frequency sight words are taught within the content of each book or chapter. Students reread familiar texts to improve reading fluency and build confidence. Instructors provide concrete examples to assist students in understanding new skills. Word analysis skills are taught and reviewed in an explicit and systematic manner based on the need of the child. Reading comprehension includes literal and interpretive skills. These methods were selected and adapted from Michigan standards for Reading (BT) and Reading Specialist endorsement (BR). The Michigan BT and BR standards are aligned with international Reading Association (IRA) and National Council of Teachers of English (NCTE) standards. When teaching vocabulary, tutors focus on the meanings of words, types of words, and figures of speech. Computer games and activities are used to strengthen vocabulary and reinforce learning. In a journal article, authors Bottino, Ferline, Ott, and Tavella, discuss how computer games can help children tackle various cognitive tasks. They feel that various software features can strengthen strategic and reasoning skills and have many educational potentialities. (Bottino, Ferline, Ott, & Tavella).

In the JFLC math program, students are taught number sense and numeration, geometry, measurement, probability and statistics, and algebra through instructional strategies which focus on math vocabulary, computation, analysis, and application of mathematical concepts. Problem solving cards, hands-on activities, manipulative, written responses to mathematical situations, word problems, and crossword puzzles, are some of the tools used to teach these standards. Research is beginning to show that when manipulative are used effectively, they can be beneficial in teaching students mathematics concepts. Manipulative instructional strategies can be helpful when teaching all students including those with disabilities (Allsopp & Witzel).

In both reading and math lessons, tutors use: Guided Practice-teacher demonstrates behavior as students work on similar activity, Modeling-teacher demonstrates the desired outcome as students watch, application-students are given homework or complete an independent activity to practice the skill, Problem solving-students use the current skill and perhaps a previously taught skill to solve story problems, Drill and Practice-additional practice with basic math facts, Evaluation-instructor evaluates student work on the current skill and determines whether additional practice is needed on whether the student has mastered the skill, Closure-students are each asked to explain the skill.

In tutoring sessions, time is spent teaching the lesson, learning, investigating, and demonstrating what was learned. Computer software is used to reinforce sight words and math facts. Students enjoy playing math and reading games on the computer as they strengthen their math and reading skills. Other instructional material used includes manipulative, headphone sets so that children can listen to tapes as they read stories, and various math and reading games.

When students begin the program, they are tested on the STAR Reading and Math program. Tutors view the assessments and evaluations from their teachers to create

individual educational plans for each student based on STAR Reading and Math objectives and state standards. Research shows that flexible instructional practices and individualized learning plans are the key to student achievement in contemporary education. James Keefe and John Jenkins, educators and authors, believe that personalized instruction is a critical issue. They discuss several strategies to assist schools in restructuring curriculums for personalized instruction (Keefe & Jenkins).

**Criterion 4 (10 points):**

**Evidence of an Instructional Program and Content Consistent with State Standards and LEA Program(s) – Connection to Content Expectations**

**Rationale:** NCLB Section 1116(e)(5)(B) requires applicants to demonstrate that the instruction they provide and the content they use "are consistent with the instruction provided and content used by the local educational agency and state, and are aligned with state student academic achievement standards." According to the U.S. Department of Education (January 14, 2009), instructional content and methods need not be identical to those of the LEA, but they must "share a focus on the same state academic content and achievement standards and be designed to help students meet those standards" (*Federal Supplemental Educational Services Non-Regulatory Guidance, p.15*). In addition, an applicant must provide evidence that its instructional methods and content are aligned with state academic content and student academic achievement standards, and are of high quality, research-based, and specifically designed to increase the academic achievement of eligible children (*Final Title I Regulations of October, 2008*).

**Evaluation:** The application will be evaluated on the applicant entity's ability to demonstrate the instructional program's connection to specific state content standards (e.g. Grade Level Content Expectations, High School Content Expectations, Course/Credit Content Expectations and/or the Michigan Curriculum Framework) for the grade levels the applicant intends to serve.

**Narrative (limit 1,970 characters):** Describe how the instructional program connects to specific Michigan content standards. The applicant entity must **provide sample student learning objectives and demonstrate alignment** to specific state content standards (e.g. Grade Level Content Expectations, High School Content Expectations, Course/Credit Content Expectations and/or the Michigan Curriculum Framework) for the grade levels the applicant intends to serve. See also, the Michigan Department of Education website for the Common Core State Academic Standards: [http://www.michigan.gov/mde/0,1607,7-140-6530\\_30334\\_51042-232021--\\_00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_30334_51042-232021--_00.html) Cite and reference available research studies (as appropriate) and provide data that supports your position and findings. **Use APA citation style as described in Criterion 2.**

The tutoring provided at JFLC is aligned with the Michigan Curriculum framework, Grade Level Content Expectations (GLCEs), and the High School Content Expectations (HSCEs). The program materials, objectives and assessment tools parallel state academic standards. The assessment tool used, Renaissance Learning, Inc. STAR Reading and Math, is supported by scientific research. State certified teachers use state standards, LEA, and STAR Reading and Math outcomes to provide high quality instructions.

Once students are tested, personalized instruction plans are created for each student based on star Reading and Math objectives and state benchmarks. The reading goals of Star Reading include the following outcomes:

. Practice previewing, scanning, and evaluating nonfiction to construct meaning  
 . Listen to, read, and discuss a wide range of reading materials to expose students The Michigan English Language Arts content strands and benchmarks read:

"Selectively employ the most effective strategies to construct meaning, such as generating questions, scanning, analyzing, and evaluating for specific information..."

"Select, read, listen to, and respond thoughtfully to both classic and contemporary texts..." JFLC students are also assessed using Star math.

The annual goals for math are also based on LEA, state standards, and objectives recommended by Star Math.

The annual goals include the following outcomes:  
 . Understand place value in hundred thousand and millions  
 . Convert fractions to decimals to percents and vice versa

The Michigan math content standards read:

. "Investigate and develop an understanding of the base-10 place value system."

. "Recognize equivalent representations of a number, especially fractions, decimals, and percents, and translate freely among representations."

**Criterion 5 (10 points):**

**Evidence of an Instructional Program and Content Consistent with State Standards and LEA Program(s) – Staff Qualifications**

**Rationale:** NCLB Section 1116(e)(5)(B) requires applicants to demonstrate that the instruction they provide and the content they use "are consistent with the instruction provided and content used by the local educational agency and state, and are aligned with state student academic achievement standards." According to the U.S. Department of Education (January 14, 2009), instructional content and methods need not be identical to those of the LEA, but they must "share a focus on the same state academic content and achievement standards and be designed to help students meet those standards" (*Federal Supplemental Educational Services Non-Regulatory Guidance, p.15*). In addition, an applicant must provide evidence that its instructional methods and content are aligned with state academic content and student academic achievement standards, and are of high quality, research-based, and specifically designed to increase the academic achievement of eligible children (*Final Title I Regulations of October, 2008*).

**Evaluation:** The application will be evaluated on the applicant entity's ability to demonstrate that there is a process for ensuring staff is qualified to deliver the required program, content and instruction, and there is a plan for ongoing professional development and supervision. This section should include:

- Clearly defined instructor qualifications
- Evidence that instructors possess the minimum of a high school diploma
- Evidence that a systematic plan for professional development is in place that includes the following:
  - Instructional strategies
  - Focus on student learning

- o Assessment & communication of progress to students, parents, and LEAs
- o Documentation of tutoring sessions and student progress
- o Differentiation of instruction based on diagnosed student needs
- o Feedback to students and employees

**Narrative (limit 1,970 characters) :** Describe the process for ensuring staff is qualified and describe plans for ongoing professional development and supervision. The plan must be detailed and specific.

JFLC requires all staff to provide documentation as evidence of high school graduation, degrees, and/or teaching certifications. These documents are copied and kept of file. JFLC consists of assessment consultants, certified tutors, a computer lab coordinator, and a business manager/director. Tutors are certified teachers who work at local schools. They are aware of state standards and U.S. Dept. of Education instructional content and methods as they use them in their classrooms daily. These highly qualified instructors use their knowledge and experience when instructing students in the NCLB program at JFLC. To evaluate students and monitor their progress, instructors use the Star Reading and Math software program. Initial student evaluations consist of feedback from student's teachers, parents, and a report generated through Star Reading and Math. These reports show the student's grade level and objectives that the student should work on. Tutors are able to diagnose needs and each individual student, create an individualized education plan (IEP), and develop differentiated instruction to meet individual student needs. Each time a student is tested, results are shared with students, parents, and teachers. In addition to these computer generated progress reports, tutors follow up with parents and students through written biweekly reports. These reports document tutoring session attendance, objectives worked on, and student progress.

#### Supervision Plan

All staff will receive annual training and updates on the NCLB Act 2001 as well as current trends in literacy and mathematics education. In addition, staff members will attend at least one local and/or regional conference in either mathematics and/or reading. The program director will randomly observe tutorial sessions. Lesson plans will be reviewed and tutors will be provided with necessary resources. Monthly staff meetings will focus on improving the delivery of instruction to students.

#### Criterion 6 (10 points):

**Evidence of an Instructional Program and Content Consistent with State Standards and LEA Program(s) – Assessment of Student Need**

**Rationale:** NCLB Section 1116(e)(5)(B) requires applicants to demonstrate that the instruction they provide and the content they use "are consistent with the instruction provided and content used by the local educational agency and state, and are aligned with state student academic achievement standards." According to the U.S. Department of Education (January 14, 2009), instructional content and methods need not be identical to those of the LEA, but they must "share a focus on the same state academic content and achievement standards and be designed to help students meet those standards" (*Federal Supplemental Educational Services Non-Regulatory Guidance, p. 15*). In addition, an applicant must provide evidence that its instructional methods and content are aligned with state academic content and student academic achievement standards, and are of high quality, research-based, and specifically designed to increase the academic achievement of eligible children (*Final Title I Regulations of October, 2008*).

**Evaluation:** The application will be evaluated on the applicant entity's ability to demonstrate that a specific process is used to assess student need, identify skill or knowledge gaps, and prescribe an instructional program based on the student's individual needs. The applicant must:

- Provide evidence an objective assessment is in place;
- Describe the frequency of objective assessment administration
- Provide evidence of a systematic process to analyze the results of the objective assessment

**Narrative (limit 1,970 characters) :** Describe the plan to assess student academic need, identify skill or knowledge gaps, and prescribe an instructional program based on the student's individual needs. Provide detailed evidence of a comprehensive, systematic process for analyzing results to identify student needs, skill or knowledge gaps, and prescribing an instructional program based on student needs

JFLC uses Star Math and Reading software to assess students' grade level and specific learning objectives which are aligned to the Michigan Department Education (MDE) standards. An IEP is created for each student based on these objectives. Students are then placed in groups of five based on their academic grade level.

Below, Star Math and Reading Objectives are aligned with Michigan Grade Level Content Expectations:

\*Phonemic awareness, ability to hear, identifies, and manipulates individual sounds/ R.WS.00.01 Demonstrate phonemic awareness by the wide range of sound manipulation.

\*Phonics, the relationships between letters and the sounds of spoken language/ R.WS.01.03 Understand the alphabetic principle that sounds in words are expressed by the letters of the alphabet.

\*Vocabulary, determine meaning using individual words and learning strategies/ R.WS.05.07 in context, determine the meaning of words and phrases using strategies and resources including analogies, content glossaries, and electronic resources.

\*Math oral vocabulary/ M.UN.00.01 Know and use common words for parts of the day (morning, afternoon, etc.) and relative time (yesterday, tomorrow, last year, etc.).

\*Perform activities which require written and verbal responses to mathematical situations/ A.PR.07.02 Represent direct proportional and linear situations using verbal descriptions.

\*Apply math skills in story problems/ M.PS.02.10 Solve simple word problems involving length and money.

Tutors prescribe instruction based on the student's individual needs. These instructional strategies are consistent with those used by local educational agencies. They are:

- . Starting the new objective, introduction of new skill.
- . Guided Practice, teacher demonstrates behavior as students work on similar activity.

- . Modeling, teacher demonstrates the desired outcome as students watch.
- . Application, students are given homework or complete an independent activity.
- . Problem solving
- . Drill and Practice
- . Evaluate the current skill.
- . Closure; explain the skill in their words.
- . Time is spent in the computer lab with an individualized program or game activities that will support and reinforce learning.

**Criterion 7 (10 points):**  
**Evidence of an Instructional Program and Content Consistent with State Standards and LEA Program(s) – Communication Plan**

**Rationale:** NCLB Section 1116(e)(5)(B) requires applicants to demonstrate that the instruction they provide and the content they use "are consistent with the instruction provided and content used by the local educational agency and state, and are aligned with state student academic achievement standards." According to the U.S. Department of Education (January 14, 2009), instructional content and methods need not be identical to those of the LEA, but they must "share a focus on the same state academic content and achievement standards and be designed to help students meet those standards" (*Federal Supplemental Educational Services Non-Regulatory Guidance*, p.15).

**Evaluation:** The application will be evaluated on the applicant entity's plan for communicating student progress to LEA(s)/teacher(s) and to parent(s)/guardian(s). The applicant must:

- Provide evidence that written progress reports occur regularly;
- Provide evidence that communication between the applicant and the stakeholders is documented;
- Describe the process for obtaining parent feedback related to their child's instructional goals.
- Describe how the processes may address parent reluctance or non-responsiveness to the applicant's efforts to engage and communicate with the parent about instructional goals and the child's progress.

**Narrative (limit 1,970 characters):** Describe the plan for obtaining parent feedback related to identification of specific instructional goals and communicating student progress to LEA(s)/teacher(s) and to parent(s)/guardian(s). Programs offered by Jude Family Learning Center are designed for ongoing monitoring for effectiveness. Renaissance Star Programs offered by Jude Family Learning Center are designed for ongoing monitoring for effectiveness. Renaissance Star Reading and Math assessment (SRSMA) software programs are used for pre and post testing. These programs generate diagnostic reports on the student's math and reading skills (see reports). Written progress reports (see copy) are given every two weeks to parent (s)/guardian(s) and LEA(s) /teacher(s) by most convenient communication method agreed upon.

Following pre-test results, parents are given a copy of the diagnostic report, student evaluation form (see attachment), and a letter to be given to the student's teacher(s) requesting suggestions to be considered when preparing the individualized Education Plan (IEP).

The objectives generated by SRSMA are consistent with the GLCE. These objectives, along with teacher(s) student evaluation and parents concerns, are used by JFLC Staff to create an IEP for each student. Meetings are held with parents to discuss the goals and objectives set for the student in the IEP. Once these goals and objectives are agreed upon, documentation is signed and copies are retained and distributed to parents, LEA(s) teacher(s). Every two weeks written progress reports are mailed to parent(s)/guardian(s) and teacher(s) regarding students' progress. Parent(s) are asked to review report, and discuss with the tutor avenues towards higher achievement. Recommendations maybe conveyed at this time. Progress reports must be returned by teacher(s) and parent(s) with signature and feedback. Parents will receive updates as requested, and are welcome to observe tutorial sessions.

JFLC provides at risk students the opportunity to regain confidence and enthusiasm to learn. We will strengthen basic skills by a minimum of 20% increasing the ability for students' to master core objectives in reading and math. A post academic test will be performed using SMSRA to evaluate the students' achievement and documentation will be retained and mailed to parents, LEA(s) teacher(s).

**Criterion 8 (5 points):**  
**Fluency and Mechanics**

**Rationale:** By definition, SES is tutoring that is high quality, based on research, and designed to increase student academic achievement [NCLB, Section 1116(e)(12)(C)(2)]. According to the U.S. Department of Education (January 14, 2009), the major focus of NCLB is to utilize only those educational practices that have evidence to suggest that they will increase academic achievement (see *Federal Supplemental Educational Services Non-Regulatory Guidance*).

**Evaluation:** The application will be evaluated on the applicant entity's ability to demonstrate that entity leaders have a basic understanding of basic mechanics and grammar, and the ability to communicate effectively with parents, districts and employees.

**Narrative:** No additional narrative should be submitted for this criterion. The narrative supplied for criteria 1-7 will be used to demonstrate fluency and mechanics and as a basis for scoring Criterion 8.

**Criterion 9 (5 points):**  
 Applicants proposing to serve grade levels 7-12 and provide tutoring in math and science both to grade levels 7-12 will receive 5 bonus points to be added to the total score. Bonus points do not apply to the minimum points required in each criterion.

**Rationale:** By definition, SES is tutoring that is high quality, based on research, and designed to increase student academic achievement [NCLB, Section 1116(e)(12)(C)(2)]. The goal of SES is to increase eligible students' academic achievement in a subject or subjects that the State includes in its ESEA assessments under Section 1111 of the ESEA, which must include reading/language arts, mathematics, and science, as well as English language proficiency for students with limited English proficiency (LEP). *Non-Regulatory Guidance, Supplemental Educational Services*, January 2009. Michigan's experience is that there is a great need for improved achievement in mathematics and science, particularly at the middle and high school grade levels.

**Evaluation:** 5 Bonus Points will be added to the total application score for those applicants proposing to serve grade levels 7-12 and provide tutoring in **mathematics and science both**, for grade levels 7-12. Bonus points do not apply to the minimum points required in each criterion. In order to receive Bonus Points, the provider must propose to offer mathematics and science, and **all** of the grade levels 7-12.

**Narrative:** No additional narrative should be submitted for this criterion. Information about meeting this criterion will be obtained from Section A, numbers 13 and 14.

#### SECTION C. ASSURANCES

By electronically submitting the SES provider application, I certify that I have read and understand each of the following statements, agree to be held accountable for the content of each, and understand that the MDE may invoke disciplinary action at any time, up to and including removal from the Approved List, based upon evidence that I have violated any of these Assurances.

1. The applicant entity certifies that the instructional program described in the application is the instructional program that will be offered to students.
2. The applicant entity certifies that the instruction and content that will be offered is secular, neutral, and non-ideological.
3. The applicant entity is responsible for payment of all payroll taxes and other business expenses or fees.
4. The applicant entity will be available to provide services in a district as required by the district's enrollment procedures or contract.
5. The applicant entity will serve all qualified eligible children whose parent(s)/guardian(s) register for services from the applicant entity, on a fair and equitable basis and in accordance with the terms specified in the application.
6. The applicant entity will promptly notify the district, in writing, within three business days, if it does not meet its minimum or exceeds its maximum number of students.
7. The applicant entity will provide parent(s)/legal guardian(s) of children receiving services, and district personnel, information on students' academic progress in an understandable format and language on a regular basis consistent with this application.
8. The applicant entity will provide evidence to the district (before services are delivered) that individuals providing services to children have successfully completed fingerprinting and criminal background checks as required in the district contract.
9. The applicant entity will not disclose to the public the identity of any student eligible for or receiving SES without the written permission of the parent(s)/guardian(s). All public requests for student information should be directed to the district.
10. The applicant entity ensures that the entity is financially sound and agrees to notify the MDE and district, in writing within ten business days, if and when it is no longer financially sound.
11. The applicant entity agrees to follow all applicable Federal, state, and local health, safety, employment, and civil rights laws at all times. This includes, but is not limited to, provision of occupancy permits and fire marshal reports to districts, if requested.
12. The applicant entity will not discriminate on the basis of race, national origin, sex, or disability in accepting students and providing students with SES under Title I (in general, a provider may not, on the basis of disability, exclude a qualified student with disabilities or a student covered under Section 504 if a student can, with minor adjustments, be provided SES designed to meet the individual educational needs of the student).
13. The applicant entity will provide services consistent with the qualified student's individualized education program under the Individuals with Disabilities Education Act (IDEA) if the student is covered under IDEA or Section 504 of the Rehabilitation Act of 1973 if the entity proposes to serve such students.
14. The applicant entity will comply with the MDE Standards for Monitoring SES Providers. The applicant entity agrees to make all documents available to the MDE or district for inspection/monitoring purposes, and participate in site visits at the request of the MDE or the district.
15. The applicant entity agrees to notify MDE and applicable district(s), in writing, of any change in the contact information provided in this application within ten business days.
16. The applicant entity further ensures that it will provide written notification to MDE, when SES will no longer be provided, thirty days prior to termination of services.

**SECTION D. SES PROVIDER CODE OF ETHICS**

By electronically submitting the SES provider application, I certify that I have read and understand each of the following statements, agree to be held accountable for the content of each, and understand that the Michigan Department of Education (MDE) may invoke disciplinary action at any time, up to and including removal from the approved list, based upon evidence that I have violated any of section of the SES Code of Ethics.

1. Providers must accurately and completely describe services to consumers in terms that are easy to understand. Reading level for informational materials should be no higher than eighth grade.
2. Providers must create and use promotional materials and advertisements that are free from deception. Deception may include, but is not limited to, misrepresentation through implied or stated endorsement for the provider by a school district, school building or its staff or representatives.
3. Providers must not misrepresent to anyone the location of a provider's program or the approval status of a program. If the location of services is dependent upon a minimum student enrollment or the approval of a district, the provider shall indicate the applicable contingencies in its marketing materials.
4. Providers must not publicly criticize or disparage other providers.
5. Providers must not engage in false advertising about other providers' programs.
6. Providers must comply with each district's enrollment procedures.
7. Providers must not distribute a district enrollment form that has the selected provider's name pre-printed as part of the form. The provider may not modify or alter the district enrollment form in any way.
8. Providers must not encourage or induce students or parents to switch providers, once enrolled, without approval by the district. Providers may not create or distribute enrollment change forms for this purpose.
9. Providers must maintain a system of addressing consumer grievances and concerns and must immediately report any grievances to both the district and MDE.
10. Providers must not charge districts more than the maximum hourly rate identified in the application, nor charge districts any additional fees.
11. Providers must not make payments or in-kind contributions to a district, exclusive of customary fees for facility utilization or transportation.
12. Providers must not compensate district employees in exchange for access to facilities, registration, to obtain student lists, or to encourage any district employee to violate district policies or procedure including conflict of interest.
13. Providers must not solicit or accept an exclusive arrangement with any district or school (including, but not limited to, an exclusive right to conduct in-school assemblies or other marketing activities).
14. Providers may not seek access to individual classrooms or interrupt instructional time during the school day for any reason.
15. Providers may not employ any SES-eligible or enrolled student.
16. Each parent of an eligible student who is hired by a provider must have a written job description and must be compensated on the same basis as all other employees of the provider who perform similar work. No parent may receive any commission or other benefit related to the enrollment of their child in a provider's program, nor may a parent be subject to any employment action by the provider on account of the parent's selection of an SES program for their child.
17. Any school personnel employed by an SES provider shall not recruit students to a provider's program, engage in marketing activities on behalf of a provider, or otherwise promote or encourage students to enroll in a specific provider's program. This restriction does not apply to school districts that are approved SES providers. Please see #20 below for specific guidance regarding marketing and recruiting in school districts that are approved SES providers.
18. Providers shall not employ any district employees who currently serve in the capacity of Principal, Assistant Principal, building SES Coordinator, or district SES Coordinator.
19. Providers shall not employ any individuals, including teachers, parents or community leaders, who have any decision-making authority over a school district or school site. The sole exception shall be in school districts that are considered rural and where there are few providers.
20. Where a school district or a school is also an approved provider of SES, district personnel assigned SES provider responsibilities shall avoid all conflicts of interest or favoritism, including the following:
  - a. Individuals employed by the district for this purpose shall not present marketing or recruitment information on any occasion unless all other providers approved for the schools served are offered the same opportunity to present information or recruit students.
  - b. The district shall ensure that the individual has no greater access to parents and students at provider fairs, school assemblies, and other, similar occasions than is afforded to all other providers. "Access" means the amount of speaking time available, the space used, and any other resources allocated to providers.
  - c. Individuals serving as an approved SES provider shall have duties that are entirely distinct from those of any other district employee

- who performs oversight with respect to the provision of SES. This prohibits the district SES provider from duties such as serving as the district's liaison to all SES providers within a school or schools, or assigning students to other providers.
21. Before or during the registration period, providers must not distribute any objects (such as gift cards, money, pencils, balloons, candy, Frisbees, tote bags, etc.) to parents or students. Informational program materials should be printed on paper.
  22. Before or during the registration period, providers must not verbally or nonverbally promise or reference any objects or rewards that will be provided upon registration, program completion or as student rewards during the provision of services.
  23. Informational program materials, including the 150-word program summary, must not verbally or non-verbally promise or reference any objects or rewards that will be provided upon registration, program completion or as student rewards during the provision of services.
  24. During the provision of SES, providers may not exceed a total of \$20.00 per student annually for rewards. These rewards may not be identified in any written informational material or identified verbally to parents until AFTER enrollment.
  25. Technology-based providers may not advertise computers as a reward for program completion. Students may keep computers at the cessation of tutoring services, but providers must fully disclose information about the computers as detailed in the MDE Policy of December 15, 2008. This information may not be included in any written informational material or identified verbally to parents until AFTER enrollment. Computers are not subject to the \$20.00 annual cap on rewards.
  26. Providers must not attempt to influence or bias parents when performing an evaluation of the provider's services and achievement of the student's individualized learning goals.
  27. A provider shall not use information provided by parents of SES-enrolled students for any commercial purpose without securing the parent's prior written consent for the intended use of the specified information, except that a provider may use parental contact information to communicate about SES with the parents of students served by that specific provider in any prior year.
  28. Providers must serve substantially all students registered and immediately communicate to the district any students who cannot be served or who drop out of the program.
  29. Providers may not solicit confidential information on minor students without the written consent of parents and/or the school district. This includes, but is not limited to, collecting student or parent information such as addresses, phone numbers, or email addresses.

## SECTION E.

Reference List:	<a href="#">SES APP REFERENCElist2011-12.pdf</a>
Business License:	<a href="#">SES Article of Incorporation PDF 2011-2012.pdf</a>
Insurance or Insurance Quote:	<a href="#">Insurance Certificate 2011.pdf</a>
Cash Flow:	<a href="#">Rev-Exp NCLB 11-12-max.pdf</a>
Expense Minimum:	<a href="#">Exp List - min 11-12.pdf</a>
Expense Maximum:	<a href="#">Exp List - max 11-12.pdf</a>
Evidence of Cash-on-Hand:	<a href="#">Cash on Hand Evidence Final 2011.pdf</a>
Billing and Payment:	<a href="#">Invoices Billing &amp; Pymt Doc. 2011-12.pdf</a>
Financial Narrative:	<a href="#">SES Budget Narrative 11 12.pdf</a>
Tables, Charts and Graphs to Support Criteria (optional), and Reference List:	<a href="#">SES Provider Application Supporting Documents PDF 2011-12.pdf</a>



*Choyce G Harris*

choyceharris@yahoo.com \* 313-925-8890 \* 313-506-5709

April 29, 2011

Regarding: Financial evidence for Jude Family Learning Center

To whom it may concern:

I will loan Jude Family Learning Center up to \$30,000.00 if needed to meet their financial obligation during the first six (6) months of operations for its tutorial service.

I have attached a copy of my financial statement as evidence to the ability to follow through on this commitment. Anyone having questions regarding this matter please feel free to contact me at the above phone numbers or email address.

Sincerely,

A handwritten signature in cursive script that reads "Choyce G. Harris".

**Choyce G. Harris, Director  
Jude Family Learning Center**

Jude Family Learning Center  
List of Expenses - Maximum  
2011-2012

**Expenses:**

Direct Instruction	
3 teachers @\$35/per hr.	
2 teachers @\$25/per hr	
5 teachers @\$20/per hr	53,040
Training	1,020
Legal and Professional Fees	1,200
Advertisement	738
Liability Insurance	627
Incentives and Awards	2,000
Maintenance and Repairs	888
Meals	1,122
Salaries	
Director @ \$22,500	
1 Janitor @ \$10/per hr	
1 Cook @ \$10/per hr	
1 Secretary @ \$10/per hr	
1 Security Guard @ \$10/per hr	31,866
ADP Payroll Services	1,200
Employer Taxes	
FICA & Medicare @22% of Salaries and Direct Instruction	18,679
Postage and Delivery	492
Printing	108
Computer and Internet	660
Rent Expense	7,650
Equipment Repairs	996
Office Supplies	1,140
Telephone Expense	1,200
Travel Expense	600
Utilities	2,868
Program Expense (instructional materials)	
Books	350
Software	2,000
Paper	150
Pencils and pens	50
Misc. Instructional Materials	150
<b>Total Expenses</b>	<u><u>\$ 130,794</u></u>

Jude Family Learning Center  
List of Expenses - Minimum  
2011-2012

**Expenses:**

Direct Instruction	2,600
2 teachers @\$25/per hr	400
Training	150
Legal and Professional Fees	90
Advertisement	100
Incentives and Awards	150
Meals	
Salaries	2,400
Director @ \$2,400	
Employer Taxes	1,100
FICA & Medicare @22% of Salaries and Direct Instruction	24
Postage and Delivery	54
Printing	168
Computer and Internet	600
Rent Expense	120
Office Supplies	300
Telephone Expense	120
Travel Expense	
Program Expense (instructional materials)	150
Books	500
Software	75
Paper	25
Pencils and pens	75
Misc. Instructional Materials	<u>75</u>
<b>Total Expenses</b>	<b><u>\$ 9,201</u></b>



# CERTIFICATE OF LIABILITY INSURANCE

OP ID: HG

DATE (MM/DD/YYYY)  
04/28/11

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

**IMPORTANT:** If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Cambridge Underwriters Ltd. P.O. Box 511077 Livonia, MI 48151-7077 Heather M. Grefke	734-525-0927 734-525-0612	CONTACT NAME: Heather M. Grefke PHONE (A/C No, Ext): 734-525-2449 E-MAIL ADDRESS: hgrefke@cambridge-pc.com PRODUCER CUSTOMER ID#: JUDEF-1	FAX (A/C No): 734-525-0612
INSURED Jude Family Child Care Center Ms. Choyce Harris 9105 Van Dyke Detroit, MI 48213	INSURER(S) AFFORDING COVERAGE		NAIC #
	INSURER A: Philadelphia Insurance Co.		23850
	INSURER B:		
	INSURER C:		
	INSURER D:		
	INSURER E:		
	INSURER F:		

COVERAGES CERTIFICATE NUMBER: REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	GENERAL LIABILITY			PHPK701386	04/27/11	04/27/12	EACH OCCURRENCE \$ 1,000,000
	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY						DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000
	<input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR						MED EXP (Any one person) \$ 5,000
							PERSONAL & ADV INJURY \$ 1,000,000
							GENERAL AGGREGATE \$ 2,000,000
							PRODUCTS - COMP/OP AGG \$ 2,000,000
	AUTOMOBILE LIABILITY						COMBINED SINGLE LIMIT (Ea accident) \$
	<input type="checkbox"/> ANY AUTO						BODILY INJURY (Per person) \$
	<input type="checkbox"/> ALL OWNED AUTOS						BODILY INJURY (Per accident) \$
	<input type="checkbox"/> SCHEDULED AUTOS						PROPERTY DAMAGE (Per accident) \$
	<input type="checkbox"/> HIRED AUTOS						\$
	<input type="checkbox"/> NON-OWNED AUTOS						\$
	UMBRELLA LIAB						EACH OCCURRENCE \$
	<input type="checkbox"/> EXCESS LIAB						AGGREGATE \$
	<input type="checkbox"/> OCCUR						\$
	<input type="checkbox"/> CLAIMS-MADE						\$
	DEDUCTIBLE						\$
	RETENTION \$						\$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY						WC STATUTORY LIMITS OTH-ER
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH)						E.L. EACH ACCIDENT \$
	If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. DISEASE - EA EMPLOYEE \$
							E.L. DISEASE - POLICY LIMIT \$

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

## CERTIFICATE HOLDER

## CANCELLATION

FOR INFORMATIONAL PURPOSES ONLY

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE  
Heather M. Grefke

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**Jude MBC Family Center / SAMPLE**

Vendor # 11346

**Billing Summary Sheet**

Invoice # JMBC018 Invoice Month: March, 2008  
 Invoice Date: \_\_\_\_\_

Student ID	Last Name	First Name	Total Hourly	Hourly Rate	Fees	Student Total
12345	Doe	Alicia		\$40.00		\$0.00
123456	Doe	Ashanti		\$40.00		\$0.00
123457	Doe	Johnny	6.00	\$40.00		\$240.00
54321	Doe	Eugene	8.00	\$40.00		\$320.00
89520	Doe	Jeffrey	8.00	\$40.00		\$320.00
456987	Doe	Katrina	8.00	\$40.00		\$320.00
23654	Doe	Robert	8.00	\$40.00		\$320.00
356987	Doe	William	8.00	\$40.00		\$320.00
75213	Doe	Dorian	8.00	\$40.00		\$320.00
53214	Doe	Derrick	4.00	\$40.00		\$160.00
95123	Doe	Jasmine	2.00	\$40.00		\$80.00
12357	Doe	Shaquell	6.00	\$40.00		\$240.00
56387	Doe	Ramah	8.00	\$40.00		\$320.00
326547	Doe	Mariah	4.00	\$40.00		\$160.00
96325	Doe	Robert	4.00	\$40.00		\$160.00
32156	Doe	Willie	4.00	\$40.00		\$160.00

<b>Student Total:</b>	14	86.00	\$	-	\$ 3,440.00
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**SUPPLEMENTAL EDUCATION SERVICES (SES)  
RECORD OF ATTENDANCE 2009-2010**

PROVIDER: Jude MBC Family Learning Center MONTH OF: April, 2009

**SAMPLE**

INVOICE# JMBC017 INVOICE DATE: May 02, 2009  
STUDENT'S NAME: Johnny STUDENT #: 23456

SERVICE LOCATION: Jude Family Center (School Site)  
(Site Name) (circle one)

INSTRUCTOR'S NAME: \_\_\_\_\_

Each day, record attendance to the nearest quarter of minutes (.25, .50, .75, 1)

1	2	3	4	5	6	7
TIME IN: 4:30	TIME IN:	TIME IN:	TIME IN:	TIME IN:	TIME IN:	TIME IN:
TIME OUT: 6:30	TIME OUT:	TIME OUT:	TIME OUT:	TIME OUT:	TIME OUT:	TIME OUT:
<b>2</b>						
8	9	10	11	12	13	14
TIME IN: 4:30	TIME IN:	TIME IN:	TIME IN:	TIME IN:	TIME IN: 4:30	TIME IN:
TIME OUT: 6:30	TIME OUT:	TIME OUT:	TIME OUT:	TIME OUT:	TIME OUT: 6:30	TIME OUT:
<b>2</b>					<b>2</b>	
15	16	17	18	19	20	21
TIME IN:	TIME IN:	TIME IN:	TIME IN:	TIME IN:	TIME IN:	TIME IN:
TIME OUT:	TIME OUT:	TIME OUT:	TIME OUT:	TIME OUT:	TIME OUT:	TIME OUT:
22	23	24	25	26	27	28
TIME IN:	TIME IN:	TIME IN:	TIME IN:	TIME IN:	TIME IN:	TIME IN:
TIME OUT:	TIME OUT:	TIME OUT:	TIME OUT:	TIME OUT:	TIME OUT:	TIME OUT:
29	30	31	Total Hours	PLEASE NOTE: Information must be legible and accurate.		
TIME IN:	TIME IN:	TIME IN:	<b>6.00</b>			
TIME OUT:	TIME OUT:	TIME OUT:				

Total hours of attendance: 6.00 X Hourly rate: \$40.00 = Total \$240.00

Registration/Testing Fees: \_\_\_\_\_ + Total: \_\_\_\_\_ = \_\_\_\_\_  
(copy total to Summary Sheet)

I certify, under penalty of perjury, that the above information is true and correct.

Signature of Provider: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

Memo: \_\_\_\_\_

# Jude MBC Family Center

Invoice No. JMBC020

9036 Van Dyke  
 Detroit, Michigan 48213  
 Choyce G. Harris 313-506-5709 / 313-925-8890  
 Fax 313-862-0542 / 313-925.8890

## INVOICE

**Custom**

Detroit Public Schools - SES-		Date	
Ms. , Program Supervisor		Bill Month	April,2009
3011 West Grand Boulevard, Suite 450		P.O.#	
Fisher Building, 4th. Floor		Contact #	
Detroit	State MI	ZIP	48202
		Vendor #	

DESCRIPTION	Hours	RATE	AMOUNT
Tutoring 12 Students	122	\$40.00	\$4,880.00
<div style="border: 1px solid black; border-radius: 10px; padding: 10px; display: inline-block;">SAMPLE</div>			

SubTotal \$4,880.00

**Payment**

- Cash
- Check
- Credit Card

**TOTAL** \$4,880.00

Expires \_\_\_\_\_

"Making A Difference One Child At A Time"

*Please Note: Invoices must include a Record of Attendance form for each student listed on your Billing Summary form that received service for Bill Month/Billing Period that you are invoicing for. Invoices that do not balance or are not completed according to our procedures, will be return to you for corrections. Please submit all invoices by the 10th. of the following month.*

Thank You!

# Jude Family Learning Center 2011 - 12 Projected Cash Flow

Fiscal Year Begins - July 11  
Cashflow based: Maximum Students (100)

REVENUE	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	12 month Total
Est. hours of service @ 50/hr						7,577	7,577	7,577	7,577	7,577	7,577	7,577	53,040
Tutoring Revenue						1,020							1,020
Personal Investor	1,700	1,700	1,800	1,800	1,800	1,800	18,300	9,000	9,000	9,000	42,000	42,000	200,000
<b>TOTAL REVENUE</b>	<b>\$1,700</b>	<b>\$1,700</b>	<b>\$1,800</b>	<b>\$1,800</b>	<b>\$1,800</b>	<b>\$11,500</b>	<b>\$18,300</b>	<b>\$46,000</b>	<b>\$51,000</b>	<b>\$46,000</b>	<b>\$51,000</b>	<b>\$51,000</b>	<b>\$263,600</b>
<b>EXPENSES</b>													
Direct Instruction						7,577	7,577	7,577	7,577	7,577	7,577	7,577	53,040
Training						1,020							1,020
Legal & Professional Fees									300	300	300	300	1,200
Advertisement	108	109	134	134	134	59	59						738
Liability Insurance						627							627
Incentives and Awards							148	148	148	148	148	148	888
Maintenance & Repairs							187	187	187	187	187	187	1,122
Meals							4,061	4,061	4,061	4,061	4,061	4,061	31,866
Salaries	1,250	1,250	1,250	1,250	1,250	1,250	200	200	200	200	200	200	1,200
ADP Payroll Services							3,113	3,113	3,113	3,113	3,113	3,113	18,679
Employer Taxes							82	82	82	82	82	82	492
Postage and Delivery							18	18	18	18	18	18	108
Printing							55	55	55	55	55	55	600
Computer & Internet							1,275	1,275	1,275	1,275	1,275	1,275	7,650
Rent							83	83	83	83	83	83	996
Equipment Repairs							95	95	95	95	95	95	1,140
Office Supplies							100	100	100	100	100	100	1,200
Telephone Expense							100	100	100	100	100	100	600
Travel Expense							478	478	478	478	478	478	2,868
Utilities													0
<b>Program Exps/Instructional Materials</b>													
Books						350							350
Software						500		1,000	500				2,000
Paper						150							150
Pencils & pens						50							50
Misc. Instructional Materials						150							150
													0
													0
<b>MONTHLY EXPENSES</b>	<b>\$1,692</b>	<b>\$1,692</b>	<b>\$1,717</b>	<b>\$1,717</b>	<b>\$1,717</b>	<b>\$1,439</b>	<b>\$18,256</b>	<b>\$18,572</b>	<b>\$19,372</b>	<b>\$17,872</b>	<b>\$17,872</b>	<b>\$18,874</b>	<b>\$130,794</b>

### Jude Family Learning Center SES-REFERENCE LIST

Adams, D., Hamm, M. (2008). Differentiated Instruction for K-8 Math and Science: Activities and Lesson Plans. Eye on Education.

Allsopp, D. & Witzel, B. (November 2007). Developing Strategy and Reasoning Abilities with Computer Games at the Primary School Level.

Bottino, Ferline, Ott, & Tavella (December 2007). Developing strategic and reasoning abilities with computer games at primary school level. *Journal Computers & Education* V49,14 ; Elsevier Science Ltd. Oxford, UK . doi>10.1016/j.compedu.2006.02.003

*Computer & Education*, v49, n4, 1272-1286.

Connolly, T., Stansfield, M., & Hainey, T. (May 2007). An Application of Games-Based Learning within Software Engineering. *British Journal of educational Technology*, v38, n3, 416-428.

Jenkins, J. & Keefe, J. (Jan 2008). *Personalized Instruction: The Key to Student Achievement*. Rowman & Littlefield Education.

Gardner, Howard (1985). *Frames of Mind the Theory of Multiple Intelligences*.

Renaissance Learning [www.renlearn.com](http://www.renlearn.com)

### Growth Report

STAR Math®: Thursday, 04/19/07, 11:52 AM

Pretest Dates: 10/1/2005 to 7/31/2006  
 Middle Family Learning Center

Posttest Dates: 10/1/2005 to 7/31/2006  
 Sorted By : Student Name

#### Class: Advance Math Class

Student Name	Class	Teacher	Test Date	Grade Placement	SS	GE	PR	PR Range	NCE
Latoya S	Advance Math Class	Link, Angela	10/17/2005	11.15	512	2.7	1	1-1	1.0
			5/22/2006	11.80	677	5.1	7	4-14	18.9
Clyde C.	Advance Math Class	Link, Angela	10/13/2005	10.14	632	4.2	5	2-8	15.4
			5/31/2006	10.89	786	7.6	35	23-46	41.9
Yves J	Advance Math Class	Link, Angela	11/30/2005	11.29	560	3.3	1	1-1	1.0
			5/31/2006	11.89	709	5.7	12	7-19	25.3
Edward	Advance Math Class	Link, Angela	6/21/2006	11.96	403	1.8	1	1-1	1.0
			7/27/2006	11.99	603	3.7	2	1-4	6.7
Paul	Advance Math Class	Link, Angela	11/22/2005	11.27	467	2.3	1	1-1	1.0
			5/31/2006	11.89	665	4.8	6	4-10	17.3
Tukeyo	Advance Math Class	Link, Angela	11/21/2005	11.26	663	4.8	6	4-11	17.3
			3/9/2006	11.62	705	5.6	11	6-18	24.2
Chanel C	Advance Math Class	Link, Angela	11/22/2005	10.27	716	5.8	16	9-26	29.1
			1/10/2006	10.43	826	10.8	51	32-70	50.5
Jerrell	Advance Math Class	Link, Angela	10/11/2005	7.13	689	5.3	20	13-32	32.3
			1/12/2006	7.43	746	6.3	38	24-52	43.6
Brittany	Advance Math Class	Link, Angela	10/11/2005	8.13	732	6.1	28	17-41	37.7
			12/15/2005	8.34	752	6.5	32	21-46	40.1
Davonia	Advance Math Class	Link, Angela	10/11/2005	7.13	755	6.5	44	29-58	46.8
			12/15/2005	7.34	787	7.6	63	41-68	51.6
<b>Growth Summary</b>									
0 Students	Grade Placement	SS	GE	PR	NCE				
Pretest Mean	9.97	613	3.9	7	18.3				
Posttest Mean	10.36	726	6.0	20	32.0				
Change	0.39	113	2.1	13	13.8				

GE Column reflects the growth between pretest and posttest

Criterion 2 Support Document  
 Growth Chart Summary Grade Placement – Pretest Mean and Posttest Mean

Growth Report

Page 5

STAR Name: Sunday Jackson, 1152 All

Pretest Dates: 10/12/2008 to 10/12/2008

Posttest Dates: 10/12/2008 to 10/12/2008

Jude Family Learning Center

Star ID: Student Name

Star

Star	Grade	SS	GE	PR	NCE	Pretest Mean	Posttest Mean	Change
1152 All	1.00	350	1.4	5	16.3	107.00	124.00	17.00
	1.00	350	1.4	5	16.3	107.00	124.00	17.00

Growth Summary

13 Students  
 Grade SS GE PR NCE  
 Placement

Pretest Mean 1.00 350 1.4 5 16.3

Posttest Mean 1.00 374 2.4 22 30.4

Change 0.00 24 1.0 17 17.1

CRITERION 2 SUPPORT DOCUMENT  
EMAIL FROM PARENT

**Tutoring Program**

**Karen E. Owens <Karen.Owens@MolinaHealthCare.Com>**

Thursday, April 19, 2007 12:30:54 PM

To: JudeMBC53@yahoo.com

Dear Mrs. Harris

I would like to commend you for the excellent tutoring program that you administer at the Jude Family Center. My nephew has been attending the program now for 2 years. He initially came into the program with test scores showing that he was reading at 5th grade level and doing math at 4th grade level. Those scores have consistently improved.

He was just tested last week at his high school, Finney High, and I was told that he tested with a reading score of 9th grade level and math score of 6.8 grade level. I know that those scores were not attained by the instructions of the teachers at Finney High School alone. His teacher went on to say how he had improved the most of those students she had tested. I told her that he has been receiving one on one tutoring at Jude for two years now and the improvement in his test scores are the results of his hard work along with the dedication of his tutors at Jude.

I appreciate the time, support and efforts of the staff and yourself. In addition to the tutoring, I can say that Ramah has picked up some life skills, mentoring and a greater appreciation for learning. These are just a few of the things that he has shared with me.

I highly recommend and support this program. I hope that he will continue with this program throughout his high school years.

Sincerely,

Karen Owens  
313-882-3572

*Karen E. Owens  
Sr. COB Coordinator  
Molina Healthcare of Michigan  
ph# (866)449-6828 ext 155711  
Karen.Owens@Molinahealthcare.com*

CRITERION 2 SUPPORT DOCUMENT

GE Column reflects the growth between pretest and posttest

Pa

Growth Report

STAR Reading® : Thursday, 04/19/07, 10:10 AM

Posttest Dates : 10/1/2005 to 9/1/2

Pretest Dates : 10/1/2005 to 9/1/2006  
Jude Family Center

Sorted By : Student Name

Class : STAR Reading Class

Student Name	Class	Teacher	Test Date	Grade Placement	SS	GE	PR	PR Range	NCE	II
Anthony	STAR Reading Class	Teacher, STAR Readir	11/1/2005	2.20	67	0.7	3	1-4	10.4	F
			5/25/2006	2.88	91	1.3	2	1-5	6.7	F
Taj-Raz	STAR Reading Class	Teacher, STAR Readir	11/21/2005	8.26	474	4.3	6	4-10	17.3	F
			3/7/2006	8.62	586	5.5	14	8-20	27.2	F
Jasir e	STAR Reading Class	Teacher, STAR Readir	10/17/2005	7.15	525	4.9	15	9-23	28.2	F
			3/30/2006	7.69	712	6.5	34	23-45	41.3	F
Kenneth	STAR Reading Class	Teacher, STAR Readir	10/17/2005	9.15	518	4.8	8	5-11	20.4	F
			5/4/2006	9.81	601	5.7	12	8-17	25.3	F
Jerrell	STAR Reading Class	Teacher, STAR Readir	10/11/2005	7.13	484	4.4	10	7-17	23.0	F
			5/30/2006	7.89	594	5.6	19	9-29	31.5	F
Davonta	STAR Reading Class	Teacher, STAR Readir	10/11/2005	7.13	644	6.0	32	21-41	40.1	F
			12/15/2005	7.34	780	6.9	47	35-58	48.4	F

Growth Summary

6 Students	Grade Placement	SS	GE	PR	NCE	IRL
Pretest Mean	6.84	452	3.9	10	23.2	3.5
Posttest Mean	7.37	561	5.3	17	30.1	4.3
Change	0.54	109	1.4	7	6.8	0.8

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TYPE OF RESEARCH	INDEPENDENT RESEARCH		RENAISSANCE LEARNING INTERNAL RESEARCH	TOTALS
	GOVERNMENT/ UNIVERSITY/ RESEARCH FIRM	SCHOOL		
Experimental and Quasi-Experimental	46	6	5	57
Correlational and Case Studies	30	86	11	127
Product Foundation White Papers	n/a	n/a	16	16
Reliability and Validity Assessment Research	3	1	13	17
Independent Reviews	26	n/a	n/a	26
<b>TOTALS</b>	<b>105</b>	<b>93</b>	<b>45</b>	<b>243</b>

**Total Independent Research Studies and Reviews = 198**  
**Total Peer Reviewed Studies = 26**

# Criterion 7 Support Document

## Diagnostic Report

STAR Math®: Thursday, 04/27/06, 06:43 PM  
Test Date: 1/31/2006

Page 1

Jude MBC Family Learning Center

**Carlos** Teacher: **Diane**  
Grade: **6** Class: **Beginning Math Class** ID:

This report presents diagnostic information about the student's general skills in mathematics, based on the student's performance on a STAR Math test.

### Score Summary

SS	GE	PR	PR Range	Below Average	PR and PR Range		Above Average	NCE	Recommended Accelerated Math® Library
				1	Average 50	99			
378	1.6	1	1-1					1.0	Grade 1

This student's Grade Equivalent (GE) score is 1.6. His math skills are therefore comparable to those of an average first grader after the sixth month of the school year. Carlos also achieved a national Percentile Rank (PR) of 1. This score is in the below-average range and means that Carlos scored higher than 1% of students nationally in the same grade. The PR Range indicates that, if this student had taken the STAR Math test numerous times, most of his scores would likely have fallen between 1 and 1. It reflects the amount of statistical variability in a student's PR score.

This student's math skills are well below average for his grade. Carlos would benefit from additional math instruction each day. Carlos may also need more time with concrete models of concepts and procedures. Move on to new material only after Carlos has had successful experiences at the current level. Avoid needless repetition of simple math operations and concepts.

These scores suggest that Carlos can likely count to 10. He can also add and subtract numbers with sums to 10. These are big steps for young students! Next, Carlos should begin to learn to count to 100. This may be easier if he first learns to count to 100 by tens (for example, 10, 20, 30... etc). He can also begin to learn to add and subtract numbers with sums to 18.

At this stage, Carlos needs to:

- \* Learn to count to 100 by tens
- \* Learn the meaning of the ones and the tens place
- \* Use both names and numbers for two-digit numbers
- \* Over-practice adding and subtracting numbers for sums to 18
- \* Begin to learn to add and subtract two-digit numbers without regrouping

The bar charts below reflect Carlos's level of proficiency within the Numeration and Computation objectives in STAR Math. The solid black line is pointing to the math skills Carlos is currently developing.

### Numeration Objectives

Ones	Tens	Hundreds	Thousands	Hundred Thousands	Fractions & Decimals	Advanced Concepts I	Advanced Concepts II

### Computation Objectives

Addition & Subtraction Basic Facts to 10	Addition & Subtraction Basic Facts to 18, No Regrouping	Addition & Subtraction with Regrouping	Multiplication & Division Basic Facts	Advanced Computation with Whole Numbers	Fractions & Decimals I	Fractions & Decimals II	Percents, Ratios & Proportions	Multiplication & Division of Mixed Numbers

If you are using the Accelerated Math® management software system with Carlos, assign the Grade 1 library. He will likely move through the first part of this library quickly. The second part of the Grade 1 library should be very suitable for Carlos.

These recommendations rely on analysis of the student's performance on one STAR Math test. Please combine this information with your own knowledge of the student, and use your professional judgment when designing an instructional program.

# Criterion 7 Support Document

## Diagnostic Report

STAR Reading® : Saturday, 01/07/06, 01:53 PM  
 Test Date : 10/11/2005

Page 1

Jude MBC Family Learning Center

**Joshua** Teacher : Teacher, STAR Reading  
 Grade : 7 Class : STAR Reading Class ID :

This report presents diagnostic information about the student's general reading skills, based on the student's performance on a STAR Reading test.

SS	GE	PR	PR Range	Below Average	Average 50	Above Average	NCE	IRL	ZPD
453	3.9	8	5-13				20.4	3.8	3.0-4.4

This student's Grade Equivalent (GE) score is 3.9. His reading skills are therefore comparable to those of an average third grader after the ninth month of the school year. Joshua also achieved a national Percentile Rank (PR) of 8. This score is in the below-average range and means that Joshua scored greater than 8% of students nationally in the same grade. The PR Range indicates that, if this student had taken the STAR Reading test numerous times, most of his scores would likely have fallen between 5 and 13. It reflects the amount of statistical variability in a student's PR score.

These scores indicate that Joshua is probably reading books and other texts entirely independently. He is comfortable with a wide range of reading material, including fiction and nonfiction. He can read chapter books with few or no illustrations.

Students at this level grow fastest in their reading when guided to select longer and more difficult books.

For optimal reading growth, Joshua needs to:

- \* Practice reading unfamiliar material, especially expository text
- \* Read for a total of at least 60 minutes every day
- \* Continue to tackle more challenging texts
- \* Select a wide range of reading materials to improve reading rate and expand vocabulary
- \* Continue to develop listening comprehension

This student's reading level is below the 25th percentile for his grade placement. The following actions might be useful:

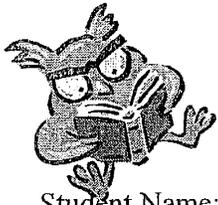
- \* Provide instructional help with unfamiliar materials, especially non-narrative text
- \* Communicate clear goals for reading success and adjust these regularly
- \* Provide paired reading tutoring to increase instructional reading levels
- \* Increase both silent and oral reading practice time
- \* Further assess the nature of the reading difficulty

This student's Zone of Proximal Development (ZPD) for independent fiction is 3.0 - 4.4. If Accelerated Reader(R) Reading Management Software is being used in your classroom or school, Joshua should be encouraged to select books with reading levels in the ZPD. These books will provide optimal reading challenge without frustration. The ZPD, however, is approximate. Success at any reading level also depends on the student's interest and prior knowledge of a book's content.

The following techniques will also help ensure the student's continued growth in reading:

- \* Adjust the level of books read so that Joshua maintains an average score of 85 percent or higher on Accelerated Reader Reading Practice quizzes.
- \* For read-aloud activities and paired reading, increase the level of books read by one to three grade levels.
- \* Use the Accelerated Reader At-Risk or Diagnostic Report and Student Record Report for more in-depth analysis of the student's reading ability.
- \* Teach Joshua how to select books based on book reading level and point value.
- \* Help Joshua establish a book reading level, minimum percent correct, and point goals for each week and marking period.
- \* Establish goals for reading progressively more difficult books.

Printed with Draft Mode preference off.



Criterion 7 Support Document

JUDE FAMILY LEARNING CENTER  
9105 VAN DYKE \* DETROIT, MICH. 48213 \* 313-925-8890  
Supplemental Educational Services (SES)

Student Progress Report

Student Name: \_\_\_\_\_ ID # \_\_\_\_\_ Schools: \_\_\_\_\_

From: \_\_\_\_\_ To \_\_\_\_\_ Issue Date: \_\_\_\_\_ Attendance: \_\_\_\_\_

Reading	Tutor:
Annual Goal:	
Reporting Progress:	
Parent(s) / Teacher(s) Feedback	

\_\_\_\_\_  
Parent's / Teachers' Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Approved Supplementary Educational Services Provider Signature

\_\_\_\_\_  
Date



**CRITERION 7 SUPPORT DOCUMENT**  
**JUDE FAMILY LEARNING CENTER**  
**Tutorial Program**

9105 Van Dyke \* Detroit, Michigan 48213 \* (313) 925-8890 \* Fax (313) 925-8890

**STUDENT EVALUATION FORM**  
 To be completed by teacher

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

School's Name: \_\_\_\_\_ Teacher's Name: \_\_\_\_\_ Teacher's phone: \_\_\_\_\_

This is an evaluation sheet that was created to keep an open connection between the student's teacher and the student's tutor. Please complete the following form and return the completed form to the student so they may give this information to the tutor. This will enable tutor to develop an Individualized Education Plan (IEP) that will assist the teacher in the student's academics problem areas. Thank you for your time.

Please check the appropriate box:

**MATHEMATICS**

**LANGUAGE ARTS (reading, English, phonics, etc.)**

**Current Curriculum:** \_\_\_\_\_  
 \_\_\_\_\_

**Student's Strengths:** \_\_\_\_\_  
 \_\_\_\_\_

**Student's Weakness:** \_\_\_\_\_  
 \_\_\_\_\_

**Other comments or concerns:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

I authorize **JUDE MBC FAMILY CENTER** to communicate with my child's teacher.

Parent's signature: \_\_\_\_\_ Date: \_\_\_\_\_

If you have any question please contact Jude MBC Family Center @ (313) 925-8890

# Articles of Incorporation (1)

<b>MICHIGAN DEPARTMENT OF LABOR &amp; ECONOMIC GROWTH BUREAU OF COMMERCIAL SERVICES</b>	
Total Fees: \$0.00 (FOR FILING USE ONLY)	Charge ADJUSTED PURSUANT TO TELEPHONE AUTHORIZATION This document is effective on the date hereon, without a subsequent effective date sufficient days after receipt hereof to elapse as provided.
<b>FILED</b> JUN 08 2007 by Administrator Bureau of Commercial Services	
Date (Info): 12/17/94-1 05:23:07 Code: 8635 Act: 610.39 (1) 12/03	
Name: Jude Missionary Baptist Church Address: 1836 West Dyer City: Detroit State: Michigan ZIP Code: 48211	

\* If this document will be returned to the sender and address you enter above, if left blank document will be mailed to the registered office.

## CERTIFICATE OF AMENDMENT TO THE ARTICLES OF INCORPORATION

For use by Ecclesiastical Corporations

(Please read instructions and restrictions on the last page)

Pursuant to the provisions of Act 327, Public Acts of 1931, the undersigned persons, execute the following Certificate:

1	The present name of the corporation is <p style="text-align: center;">Jude Missionary Baptist Church</p>
2	The identification number assigned by the Bureau is <p style="text-align: center;">760-166</p>
3	Article <u>6, 7</u> of the Articles of Incorporation is hereby amended to read as follows. (Any article being amended is required to be set forth in its entirety.) Please see attachment
4	The necessary number of members as required by statute voted in favor of the amendment at a meeting held on the <p style="text-align: center;">20th</p> day of <p style="text-align: center;">May 2007</p>
5	The following is a copy of the Call for the Meeting: (The call notifying the members of the meeting should be copied here using the verbiage as it appeared in the church's bulletin, paper notice, or as it was announced from the pulpit. Minutes of the meeting are not required.) Attention: all members of Jude Missionary Baptist Church you are requested to attend a special church meeting to be held Sunday, May 20, 2007, immediately following morning worship service. We will discuss the amendment of the church's "Articles of Incorporation". It is requested that all members be in attendance.



JUDE MISSIONARY BAPTIST CHURCH  
FAMILY LEARNING CENTER  
BUDGET PROJECTIVE NARRATIVE JULY 2011– JUNE 2012  
CHOYCE G. HARRIS, DIRECTOR

Our budget for the fiscal year begins July 01, 2011 through June 30, 2012. It will be reviewed and adjusted as deemed necessary on a quarterly basis. Our goal is to have 100 Students enrolled for tutoring at a monthly rate of \$33,333 for 6 months totaling approximately \$200,000 for the year. However, we will factor in a 12% dropout/uncollectable amount of \$24,000 giving us a gross income from Tutoring of \$176,000 for the year.

Our proposed Expense for the year will include the following. We will employ one director who has a Bachelors degree in Business Administration. The salary for the director will be sat at \$22,500 per year. We will employ 3 teachers for an hourly rate of \$35.00; 2 for an hourly rate of \$25.00 and 5 teachers for an hourly rate of \$20.00, for an expense of \$53,040. We will have one Clerical person, a maintenance person, a cook and security guard all for an hourly rate of \$10.00 totaling \$9,366 for the year. This will give us a total expense for personnel of \$84,906, which is approximately 48% of our total revenue. Our Fixed expenses total \$36,575; while our Variable expenses total \$94,219; therefore our total expense equals \$130,794. Our Cost per Child is \$1,307.94. Our Net income for the year is projected to be \$69,206.

MICHIGAN DEPARTMENT OF LABOR & ECONOMIC GROWTH BUREAU OF COMMERCIAL SERVICES		
Date Received	(FOR BUREAU USE ONLY)	
	Choyce	
	ADJUSTED PURSUANT TO TELEPHONE AUTHORIZATION	
	FILED	
	JUN 08 2007	
	Trans Info: 12977394-1 05/23/07	
	Chk#: 3635 Amt: \$10.00	
	ID: 760160	
This document is effective on the date filed, unless a subsequent effective date within 90 days after received date is stated in the document.		
by Administrator Bureau of Commercial Services		
Effective Date:		
Name	Jude Missionary Baptist Church	
Address	9036 Van Dyke	
City	State	ZIP Code
Detroit	Michigan	48213

Document will be returned to the name and address you enter above. If left blank document will be mailed to the registered office.

### CERTIFICATE OF AMENDMENT TO THE ARTICLES OF INCORPORATION

For use by Ecclesiastical Corporations  
(Please read information and instructions on the last page)

Pursuant to the provisions of Act 327, Public Acts of 1931, the undersigned person(s) execute the following Certificate:

1. The present name of the corporation is: Jude Missionary Baptist Church

2. The identification number assigned by the Bureau is: 760-160

3. Article 5,6,7 of the Articles of Incorporation is hereby amended to read as follows: (Any article being amended is required to be set forth in its entirety.)  
Please see attachment

4. The necessary number of members as required by statute voted in favor of the amendment at a meeting held on the 20th day of May, 2007

5. The following is a copy of the Call for the Meeting:  
(The call notifying the members of the meeting should be copied here, using the wording as it appeared in the church bulletin, paper, notice, or as it was announced from the pulpit. Minutes of the meeting are not required.)  
Attention: all members of Jude Missionary Baptist Church; you are requested to attend a special church meeting to be held Sunday, May 20, 2007; immediately following morning worship service. We will discuss the amendment of the churches "Articles of Incorporation". It is requested that all members be in attendance.

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6. The number of members present as such meeting: \_\_\_\_\_ 26

7. The number of members voting in favor of the amendment: \_\_\_\_\_ 26

Signed this 20th day of May 2007 by the person(s) controlling the temporal affairs:

*Rev. Sylvester F. Harris Sr*  
(Signature)

*Sis. Essie Boozer*  
(Signature)

Rev. Sylvester F. Harris Sr  
(Type or Print Name)

SIS. ESSIE BOOZER  
(Type or Print Name)

*Sis. Winnie Terry*  
(Signature)

*Rev. David Siders*  
(Signature)

Sis Winnie Terry  
(Type or Print Name)

Rev. David Siders  
(Type or Print Name)

All signatures must be notarized. Attach separate notarizations if necessary.

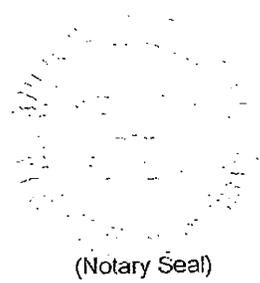
State of Michigan  
County of Wayne } ss.

Subscribed and sworn to before me this 20th day of MAY, 2007

by Rev. Sylvester F. Harris Sr., Essie Boozer, Winnie Terry, David Siders,  
(All persons signing must appear before the notary. List names here.)

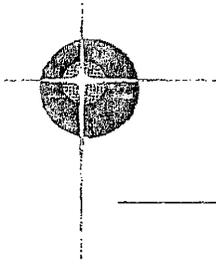
*Kimberly McCarthy*  
(Signature of Notary)  
KIMBERLY MCCARTHA  
(Type or Print Name of Notary)

Notary Public for MACOMB County,  
State of MICHIGAN



KIMBERLY MCCARTHA  
Notary Public, State of Michigan  
County of Macomb  
My Commission Expires Nov. 03, 2012  
Acting in the County of Wayne

My Commission expires Nov 3, 2012



# *The Jude Missionary Baptist Church*

9036 Van Dyke \* Detroit, Michigan 48213 \* 313-925-8890

Rev. Sylvester F. Harris, Pastor

Attachment to Amendment  
Jude Missionary Baptist Church  
ID # 760-160

## Purpose of Organization

**FIFTH:** The Jude Missionary Baptist Church is organized exclusively for charitable, religious, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

## Restrictions on Operations

**SIXTH:** No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article Third hereof. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future tax code.

## Dissolution and Disposition of Corporation Assets

**SEVENTH:** Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.



## *The Jude Missionary Baptist Church*

9036 Van Dyke \* Detroit, Michigan 48213

Rev. Sylvester F. Harris, Pastor

*"Using our spiritual gifts for the perfecting of the saints,  
for the work of the ministry, for the edifying of the body of Christ" Ephesians 4:12*

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May 13, 2007

### **Meeting Notice**

**Attention: all members of Jude Missionary Baptist Church are requested to attend a called church meeting to be held Sunday, May 20, 2007; immediately following morning worship service. We will discuss the amendment of the churches "Articles of Incorporation". It is requested that all members be in attendance.**



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