

URI DEY:

I am pleased to inform you that YOUNG AND EDUCATED SERVICES INC. 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. 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.

Mark Coscarella, Assistant Director
Office of Education Improvement & Innovation



OFFICE OF SCHOOL IMPROVEMENT

SUPPLEMENTAL EDUCATIONAL SERVICES PROBATIONARY STATUS INFORMATION

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: Young & Educated Services, Inc.

Criterion	Consensus Score	Min Score Needed	Min score Met?	Comments
1	26	20	Yes	Financial narrative is riddled with grammatical errors. Not a promising sign for an organization that wants to provide tutoring!
2	10	10	Yes	None
3	8	7	Yes	None
4	8	7	Yes	None
5	8	7	Yes	None
6	9	7	Yes	None
7	9	7	Yes	None
8	3	3	Yes	This plan almost did not pass, simply because of spelling & grammar errors throughout. However, overall the plan is very good.
9	5	-	-	-
Application Total	86	Met Min in all Criteria?	Yes	

Hourly Rate Calculation			30
\$2000 ÷	\$65.00	= 31	Minimum number of hours required for student to achieve their individualized learning goals
Per pupil Allocation	Maximum fee per hour	Calculated hours of instruction	

Is the total application score 85 or greater? Yes

Did the application meet the minimum in each criterion? Yes

Is the hourly rate calculation sufficient? Yes

Does the applicant entity ever lower the hourly rate to guarantee 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:

YOUNG AND EDUCATED SERVICES INC.

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

YOUNG AND EDUCATED SERVICES INC.

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: URI

Last Name: DEY

Phone: * (313) 492 - 7173 e.g. (xxx) xxx - xxxx

Fax: * () - e.g. (xxx) xxx - xxxx

Street

Address: 36180 DOMINION CIRCLE

*

City: *

STERLING HEIGHTS

State: *

MI

Zip: * 48310

E-Mail: * YANDESERVICES@YAHOO.COM

Website

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

Name of Contact: *

Mr. Ms.

First Name: URI

Last Name: DEY

Phone: * (313) 492 - 7173 e.g. (xxx) xxx - xxxx

Fax: * () - e.g. (xxx) xxx - xxxx

Street

Address: 36180

*

City: *

State: *

DOMINION CIRCLE

MI Zip: * 48310

E-Mail: * YANDESERVICES@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):

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

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

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. 15

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. 300

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:

EI

18. Session Information:

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

5 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?

30 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. \$65.00

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:

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

- students:1 tutor—Non-Computer based instruction
- students:1 tutor—Computer-based instruction (classroom setting)
- 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.

YOUNG AND EDUCATED SERVICES IS A COMPUTER BASED ON-LINE PROGRAM THAT FOCUSES ON USING TECHNOLOGY TO PROMOTE SUCCESS. ALONG WITH THE USE OF THE COMPUTER, OUR PROGRAM OFFERS ONE-TO-ONE LEARNING SESSIONS AS WELL AS SMALL GROUP SESSIONS. OUR PROGRAM TUTORS 5 DAYS PER WEEK AND 2 HOURS PER SESSION. IN SHORT, WE PROVIDE EVERYTHING YOUR CHILD NEEDS TO BE SUCCESSFUL...

Young and Educated Services is focused on high academic achievement for all grade levels. Young and Educated Services uses, as our primary curriculum materials, the Succes for All (SFA) in Mathematics, Reading/English Language Arts and Science. We realize, that SFA gives our students the best chance for academic success because it combines the Michigan Curriculum Framework and the English Language Arts and Mathematics Grade Level Content Expectations (GLCE) with 30 years of successful researched based instruction and tutoring.

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>

Young and Educated Services provides tutoring at several locations, but we currently use Crockett Technical High School as our main tutoring location. We use SFA assessment test for our Pre-Test and Post-Test Evaluations. Our first year at Crockett (2009-2010), we had a small sample group of 34 students and our second year we had 215 students. After tutoring both groups of students, we saw a large increase in test scores from the beginning of the program to the end of the program. In summary, Young and Educated Services along with the use of SFA, is consistently showing improvement on students course grades(G.P.A), standardize test (MME, ACT), and over-all feelings about learning.

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

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.

When we researched Cooperative Learning, we discovered that we weren't the only professionals that believed in Cooperative Learning. A grandmother once told me "It takes a village to raise a child". This is a philosophy that we at Young and Educated Services believe. We believe in working in small groups (Village), having the students working together to solve problems, while having the teacher (Chief) facilitate the learning process, is quite effective. Unfortunately, in today's society, teachers are not seen as cool therefore, the student will block out some of the teachers instruction and rely on the instruction of their peers. Along with Cooperative Learning strategies, we use the Success for All (SFA) Curriculum to provide the most effective research-based instruction.

Instructional Strategies:

Young and Educated Service tutoring program address all of the different learning styles and needs of students. Also, we understand that we have to adjust our methods of teaching and reinforcing lessons, in order to account for all learning disabilities. We use the following materials and instructional strategies.

Success For All (SFA) provides teachers with a unique instructional framework that can be used with any mathematics, science, english textbook or curriculum. Multimedia and interactive content provides a compelling concept presentation that utilizes a variety of whiteboard resources; structured team practice using cooperative learning structures; and team and individual assessments.

Research on cooperative learning can be traced back to the early 1900s. History tells us that the amount and quality of that research accelerated in the early 1970's and has continued into the twenty-first century. Robert E. Slavin, his colleagues at Johns Hopkins University, and the Success for All Foundation are among the distinguished researchers who have contributed to our understanding and the efficacy of these methods. Extensive research over the past 30 years has documented that Cooperative Learning strategies raise student achievement:

In his book *Cooperative Learning: Theory, Research, and Practice*, Robert E. Slavin summarizes the findings of sixty studies. A significant finding (p. 28) shows that the methods that emphasize group goals and individual accountability are consistently more effective for increasing student achievement than are other forms of cooperative learning.

Teacher Driven Lesson and Small Group Tutoring:

The study investigated the effects of cooperative learning on junior high school students

who worked in structured or unstructured cooperative groups. Two hundred and twenty-three junior high school students participated in the study and worked in three or four-person, mixed gender and achievement groups. The results show that the children in the structured groups were more willing to work with others on the assigned tasks and they provided more elaborate help and assistance to each other than their peers in the unstructured groups. Furthermore, as the children in the structured groups had more opportunities to work together, they developed a stronger perception of group cohesion and social responsibility for each other's learning than their peers in the unstructured groups. (Slavin, Robert 1992)

Time on Task:

Educators, who use effective classroom management techniques, employ good teaching practices and interactive learning activities have the power to turn on the learning lights. Brophy (1986) made the following observation:
 ... Student achievement is maximized when teachers allocate most classroom time to activities designed to promote student achievement and use managerial and instructional strategies that supports such achievement [p.3].

This being the case, when peer tutoring groups rely on the Mastery Learning Model (Daniel, 2004) in which students master common objectives and are given a time allowance for learning, learners have greater opportunities for comprehending material (Innes, 2004). This increase in instruction is simply valuable practice for enhanced learning (Brown, 2004).

Therefore, our company will concentrate on time-on task because teachers focusing on time and task, while the students are focused on learning, will directly affect the success of a student. In our program, the students will work in cooperative groups, small group, and individually on-line, but our tutors will monitor the student's time on a specific task. If a student is spending a longer period of time on a task (on-line), we will intervene and use another method of instruction. Our tutors will always monitor the student timetable as well as their daily assessments.

Use of Technology:

Schools that capitalize on the relationship between technology and education reform will help student to develop higher order skills and to function effectively in the world beyond the classroom. (Means & Knapp, 1991). Young and Educated Services utilize computer technology to engage, motivate and instruct students. Moseley & Higgins (1999) found that the use of technology can be especially advantageous to at-risk students.

Special Instructional Materials:

"Hands-on and learning by experience are powerful ideas, and we know that engaging students actively and thoughtfully in their studies pays off in better learning (Rutherford, 1993, p. 5). Our Program will use the chalkboards, papers, videos, calculators and other manipulative to assist in a learning process. At times, we will ask the students to bring in boards and art supplies in order to do projects related to work/assignment/lesson for the day. All of these items will assist in the learning process as well as keeping the students interested. Our program realizes that the self-esteem of a student and their attitude towards learning are very important when tutoring a child. It is great to have the right materials and the right strategies, but if the child isn't buying into your program, then your program isn't effective.

Other Relevant Program Components:

Also, our program when in small groups, concentrates on other forms of teaching and assessments such as oral test, graphs and written test. This variety of assessments allows the students more than one way to learn and/or express their answers. Some students need special accommodations for learning. These needs are addressed by providing extended time to complete assignments and/or tests and giving breaks during instruction and/or testing. For, math students, we employ additional accommodations supported by research, including providing oral and written instructions, presenting facts few at a time with the opportunities for frequent repetition of previously memorized fact (Lock, 1997), and using charts and graphs as a visual aid for students of the facts they have already mastered (McCoy & Preham, 1987).

Along with the strategies listed above, our program will concentrate on 6 major points

1. Frequent assessment and feedback in the classroom for goal-setting and celebration of progress.
2. Using cooperative learning to engage and motivate students
3. Regrouping for reading instruction to minimize time spent on low impact "seat work"
4. Daily assessments to accelerate students making rapid progress and to identify students needing more support
5. Engaging and supporting families so that students come to tutoring ready to learn.
6. One-to-one tutoring to catch students up quickly before they fell far behind.

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/0,1607,7-140-65530_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.**

Success for All is the most extensively evaluated of all comprehensive school reform programs, and studies have used the most rigorous standards. A meta-analysis of research on twenty-nine models categorized Success For All as one of only three programs with "Strongest Young and Educated Services core curriculum, SFA is perfectly aligned with Grade Level Content Expectations, High School Content Expectation, and Michigan Standards. Working with SFA allows our staff to easily choose lessons and create LP's (Individual Learning Plans) that are on target with each individual student strengths' and weakness's. Listed below are a few example lessons and objectives along with the corresponding GLCE for 8th.

Math Weakness-

Algebraic representations includes tables, expressions, graphs, functions, and inequalities to model and solve problem situations. GLCE: A.RP.08.01: "Identify and represent linear functions, quadratic functions, and other simple functions including inversely proportional relationships; cubic; roots; and exponentials; using tables, graphs, and equations." SFA: Functions, graphing, and systems of equations: Lesson 1: Relations and Functions; Lesson 2: Evaluating Functions. These are a few lessons that will help students to identify functions and relationships while evaluating inequalities and problems.

ELA Weakness-

Reading and using context clues and text structure to determine the definition of unfamiliar vocabulary. GLCE: R.WS.08.07 "Students will, in context, determine the meaning of words and phrases including content area vocabulary and literary terms. SFA: Lesson 1: Read "This House of Mine", and define the under-line words. Lesson 2: Discuss in a group the process of being elected President of the United States. Then read the story and define the under-lined words. These lessons will be discussed in cooperative learning sessions. This will activate prior knowledge. Students will read the text and identify unfamiliar words and use context clues to determine the meaning. Finally, students will use other resources such as dictionaries in cooperative learning groups to get the definition of the unfamiliar words. These are a few lessons that will meet all Michigan Standards as well as the students needs.

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

Young and Educated Services will only hire certified teachers to work directly with students. This process ensures that all of the teachers are

qualified by the state of Michigan to teach their content area. All teachers must have atleast 2yrs of teaching experience in one of the related content areas (English Language Arts, Mathematics, and Science). Also, its our preference to hire teacher that are in the same building as our students because they should have a better understanding of the students educational experience at that location. Although certified teachers have been approved to teach in the state of Michigan, Young and Educated Services will still require to see college diplomas, teachers certificates, and background check. This process will ensure that our students are being taught by qualified professionals with favorable backgrounds.

In addition to being a certified teacher, we prefer to hire teachers with experience teaching students with learning disabilities, those eligible for Title 1 services, or who are English Language Learners. Although this experience isn't required, we will have mandatory Professional Development session once hired, in order to familiarize our tutors with techniques and strategies to facilitate these students. Also, we will have several others session to prepare our tutors to teach in conjunction with the My Skills Tutors such as: Differentiated Instruction, Effective Parent Communication, Student Motivation, Understanding the 21 Century Student, and Evaluation Methods.

Finally, all tutors will constantly be observed and evaluated. Student and Parent feedback sheets will be reviewed weekly. This ensures that our instructors are doing their best. Also, it ensures that our students are receiving the best education possible. It also gives our program a chance to correct and/or improve the tutors teaching process.

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

Young and Educated Services uses the Success For All (SFA) Objective Assessment for a pre- and post-test for our students. Research suggest that SFA is designed to tutor students in English, Mathematics, and Science according to state standards and GLCE's. SFA is also designed and Psychological Testing" (1999) published by the American Educational Research Association.

SFA pre-test the students before they start any instructional lessons. This Test/ Diagnostic Assessment indicates which problems and concepts that the student answered incorrectly, while showing the corresponding GLCE. Next, SFA will make a list of lessons that correspond to the students needs in order to identify the student's educational gaps... Our staff analyzes, collects and organizes this data in order to make an Individualize Learning Plan (ILP) for the student. Each ILP clearly displays realistic goals, resources and instructional strategies as indicated by SFA. Finally, we discuss this ILP with the Parent, Student, day-time teacher and Staff Member responsible for the student. This process is done for each student.

Success For All (SFA) curriculum has a thorough progress monitoring component. SFA evaluates and scores every assignment. Also, SFA pre-test and post-test each student before and after a new lesson/GLCE. All of these scores are available for the Parent, Student and Staff Member. These scores are easily assessable on-line for parents and students. Our staff monitors each student's performance daily and makes sure each student is using the appropriate time on task. In case of difficulty, our staff member will use 1-to-1 or small group instructional techniques to assist the student. Finally, after approximately 10-12 weeks, a post-test is given to each student to evaluate and assess the student's gains on objectives, skills and standardize assessments

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).

Young and Educated Services will make contact with Parents, Students, and day-teachers in several ways. First, as mentioned earlier, our staff will develop an ILP (Individual Learning Plan) for each student bases upon the input from Success For All, Parent, Student and Day-time Teacher. Our

initial ILP developed by Skills Tutor will be revised according to their input. This process will ensure that the student's best interest is in mind. Secondly, Our staff is always seeking to improve our teaching methods; therefore weekly feedback sheets will be issued to the students to take home. This feedback sheet will show the parent what the student has been doing, their progress, and assessments. Also, this sheet will require the parent, student and daytime teacher to provide feedback on tutoring strategies and goals. Thirdly, our staff will issue written monthly progress reports. These progress reports will be mailed directly to the parent. Also, at the parent's request, weekly/monthly emails and text messages can be issued. Along with progress reports, our staff will contact the parents daily to report their student's daily attendance. This step helps to validate that their child is in attendance and working on their goals. Finally, our staff will contact parents and schedule conferences, if their student has discipline concerns and/or isn't showing signs of academic improvement. Records of all written documentation and conference will be kept in the student's file. A final progress report will be issued at the completion of the program that addresses all gains the student has made since the pre-test.

**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.

4
\$
\$
\$
9

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:

[references for cr.2.doc](#)

Business License:

[yes certifica.JPG](#)

Insurance or Insurance Quote:

[YOUNG AND EDUCATED INSURANCE.pdf](#)

Cash Flow:

[YES CASHFLOW.xls](#)

Expense Minimum:

[YES MIN.xls](#)

Expense Maximum:

[YES MAX.xls](#)

Evidence of Cash-on-Hand:

[yes cash pdf.pdf](#)

Billing and Payment:

[Scanned-Image-3.pdf](#)

Financial Narrative:

[FINANCIAL NARRATIVE.pdf](#)

YOUNG AND EDUCATED SERVICES....
36180 DOMINION CIRCLE,
STERLING HGTS, MI 48310

MINIMUM EXPENSE

Students Served

15

Expenses

Advertisement - Distribution	\$	750.00
Advertisement - Printing	\$	300.00
Curriculum	\$	900.00
District - Community Use Fees	\$	-
Insurance	\$	947.00
Miscellaneous	\$	300.00
Office - Phones	\$	2,724.00
Office - Rent	\$	12,000.00
Office - Supplies	\$	500.00
Staff - Legal	\$	3,500.00
Staff - Managers	\$	-
Staff - Office	\$	2,000.00
Staff - Taxes	\$	150.00
Staff - Training	\$	250.00
Staff - Tutors	\$	2,790.00

Total Expenses: \$ 27,111.00

YOUNG AND EDUCATED SERVICES...

**36180 DOMINION CIRCLE,
STERLING HGT, MI 48310**

MAXIMUM EXPENSES

Students Served 300

Expenses

Advertisement - Distribution	\$	4,700.00
Advertisement - Printing	\$	2,100.00
Curriculum	\$	18,000.00
District - Community Use Fees	\$	7,200.00
Insurance	\$	947.00
Miscellaneous	\$	3,600.00
Office - Phones	\$	2,724.00
Office - Rent	\$	12,000.00
Office - Supplies	\$	2,400.00
Staff - Legal	\$	3,500.00
Staff - Managers	\$	42,000.00
Staff - Office	\$	15,600.00
Staff - Taxes	\$	4,320.00
Staff - Training	\$	6,000.00
Staff - Tutors	\$	55,800.00

Total Expenses: \$ 180,891.00

FINANCIAL NARRATIVE

Young and Educated Services is a financial sound company as well as properly prepared to run a SES Tutoring Program. Below is breakdown of all that factors that indicates why we are a sound company.

Young and Educated Services have the proper license and certificates to perform business in the State of Michigan. Also, Young and Educated Services have attained enough general liability insurance in case of any unforeseen occurrences.

Young and Educated Services have more than enough Cash-On-Hand (\$205,428.99) to successfully our tutoring program. The data based on our projected maximum cost to service 300 (\$180,891.00) is less than the Cash-On-Hand.

Young and Educated Services have also, provided a Cash flow sheet for our Maximum Expense (\$180,891.00) and Minimum Expenses (\$27,111.00) for provide tutoring service. Along with the financial projections (12month, Maximum and Minimum), we have provided our documents for billing. Three documents have been present:

1. A weekly attendance sheet for the students
2. A weekly invoice for our tutors hours of service
3. A monthly invoice for the district for payment for services rendered

Each of these documents shows that our company is sound in our organization as well as financials.

Finally, our company has present everything need to show that we are a sound company. We have correct projects for the year, maximum expenses and minimum expense. We have the proper licenses and insurances. Also, we have the proper organizational procedures and paper work established. Last but not least, we have enough cash-on-hand to run the business for year without receiving reimbursement for The State of Michigan.

**YOUNG AND EDUCATED SERVICES,
INC. 36180 DOMINION CIRCLE, STERLING HGTS, MI
48310**

Cash Flow:

	JULY 11	AUG 11	SEPT 11	OCT 11	NOV 11	DEC 11	JAN 12
Income							
Tutoring Service	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Income	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00

	JULY 11	AUG 11	SEPT 11	OCT 11	NOV 11	DEC 11	JAN 12
Expenses							
Advertisement - Distribution	\$ 500.00	\$ 500.00	\$ 500.00	\$ 400.00	\$ 400.00	\$ 400.00	\$ 300.00
Advertisement - Printing	\$ 700.00	\$ -	\$ -	\$ -	\$ 700.00	\$ -	\$ -
Curriculum	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00
District - Community Use Fees	\$ 600.00	\$ 600.00	\$ 600.00	\$ 600.00	\$ 600.00	\$ 600.00	\$ 600.00
Insurance	\$ 947.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 713.50
Miscellaneous	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00
Office - Phones	\$ 227.00	\$ 227.00	\$ 227.00	\$ 227.00	\$ 227.00	\$ 227.00	\$ 227.00
Office - Rent	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
Office - Supplies	\$ 200.00	\$ 200.00	\$ 200.00	\$ 200.00	\$ 200.00	\$ 200.00	\$ 200.00
Staff - Legal	\$ 3,500.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Staff - Managers	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00
Staff - Office	\$ 1,300.00	\$ 1,300.00	\$ 1,300.00	\$ 1,300.00	\$ 1,300.00	\$ 1,300.00	\$ 1,300.00
Staff - Taxes	\$ 360.00	\$ 360.00	\$ 360.00	\$ 360.00	\$ 360.00	\$ 360.00	\$ 360.00
Staff - Training	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00
Staff - Tutors	\$ 4,650.00	\$ 4,650.00	\$ 4,650.00	\$ 4,650.00	\$ 4,650.00	\$ 4,650.00	\$ 4,650.00
Total Expenses:	\$ 19,784.00	\$ 14,637.00	\$ 14,637.00	\$ 14,537.00	\$ 15,237.00	\$ 14,537.00	\$ 15,150.50

	JULY 11	AUG 11	SEPT 11	OCT 11	NOV 11	DEC 11	JAN 12
Income Balance							
Cash on Hand	\$ 205,428.99	\$ 185,644.99	\$ 171,007.99	\$ 156,370.99	\$ 141,833.99	\$ 126,596.99	\$ -
Cash on Hand Balance	\$ 185,644.99	\$ 171,007.99	\$ 156,370.99	\$ 141,833.99	\$ 126,596.99	\$ 112,059.99	\$ -
Income	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00
Expenses	\$ 19,784.00	\$ 14,637.00	\$ 14,637.00	\$ 14,537.00	\$ 15,237.00	\$ 14,537.00	\$ 15,150.50
+/-	\$ 5,216.00	\$ 15,579.00	\$ 25,942.00	\$ 36,405.00	\$ 46,168.00	\$ 56,631.00	\$ 66,480.50

Statement

	FEB 12	MAR 12	APR 12	MAY 12	JUNE 12	12 MOS
\$	25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 300,000.00
\$	-	\$ -	\$ -	\$ -	\$ -	\$ -
\$	25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 300,000.00

	FEB 12	MAR 12	APR 12	MAY 12	JUNE 12	12 MOS
\$	300.00	\$ 300.00	\$ 300.00	\$ 400.00	\$ 400.00	\$ 4,700.00
\$	-	\$ -	\$ 700.00	\$ -	\$ -	\$ 2,100.00
\$	1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 18,000.00
\$	600.00	\$ 600.00	\$ 600.00	\$ 600.00	\$ 600.00	\$ 7,200.00
\$	-	\$ -	\$ -	\$ -	\$ -	\$ 1,660.50
\$	300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 3,600.00
\$	227.00	\$ 227.00	\$ 227.00	\$ 227.00	\$ 227.00	\$ 2,724.00
\$	1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 12,000.00
\$	200.00	\$ 200.00	\$ 200.00	\$ 200.00	\$ 200.00	\$ 2,400.00
\$	-	\$ -	\$ -	\$ -	\$ -	\$ 3,500.00
\$	3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 42,000.00
\$	1,300.00	\$ 1,300.00	\$ 1,300.00	\$ 1,300.00	\$ 1,300.00	\$ 15,600.00
\$	360.00	\$ 360.00	\$ 360.00	\$ 360.00	\$ 360.00	\$ 4,320.00
\$	500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 6,000.00
\$	4,650.00	\$ 4,650.00	\$ 4,650.00	\$ 4,650.00	\$ 4,650.00	\$ 55,800.00
\$	14,437.00	\$ 14,437.00	\$ 15,137.00	\$ 14,537.00	\$ 14,537.00	\$ 181,604.50

	FEB 12	MAR 12	APR 12	MAY 12	JUNE 12	12 MOS
\$	-	\$ -	\$ -	\$ -	\$ -	\$ 99,236.00
\$	25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 300,000.00
\$	14,437.00	\$ 14,437.00	\$ 15,137.00	\$ 14,537.00	\$ 14,537.00	\$ 181,604.50
\$	77,043.50	\$ 87,606.50	\$ 97,469.50	\$ 107,932.50	\$ 118,395.50	\$ 217,631.50



Spectrum Proposal
Prepared for:

YOUNG AND EDUCATED SERVICES, INC
36180 DOMINIONCIRCLE
STERLING HEIGHTS, MI 48310

Proposed by (Agency Name)

This document is a proposal of insurance for the applicant indicated above. It is not to be used as proof of coverage, unless bound by agent signature.

Coverage bound
for 30 days, Effective

_____ By _____
(Date) (Authorized Representative)

Proposal Date 4/29/11

Regardless of whether an authorized representative has bound coverage, the coverages and premium stated herein are preliminary and subject to change based upon additional underwriting review. Coverage bound may be cancelled immediately upon notice to the insured and/or its agent subject to applicable state law. Coverage will expire upon the expiration of the 30-day period without further notice, unless extended in writing with consent of The Hartford. Coverage cannot be backdated without a signed no-loss letter and consent of The Hartford.

The premium amounts stated herein are determined based on the coverages and limits selected together with the specific characteristics of the insured. Changes to coverages, limits or insured characteristics may result in changes in premium and may only be determined by The Hartford or its automated submission system.

The coverage descriptions in this proposal are abbreviated. Any coverage bound in accordance with the terms of this proposal is subject to the terms, conditions, limitations and exclusions of the applicable policy(ies). If there is any conflict between the coverage statements within this proposal and the applicable insurance policy(ies), the policy provisions will prevail. For questions regarding this proposal, contact your independent Hartford agent or authorized Hartford representative.

Spectrum Quote Proposal

Proposed with
Sentinel Insurance Company
4/27/2011 to 4/27/2012

Total Annual Spectrum Premium \$ 947.00 *

Policy Level:

Property Coverage

Limits of Insurance

Special Property Coverage Form automatically includes the following coverages at *no additional charge*:

Valuable Papers Coverage On Premises	\$ 25,000
Valuable Papers Coverage Off Premises	\$ 25,000
Accounts Receivable Coverage On Premises	\$ 25,000
Accounts Receivable Coverage Off Premises	\$ 25,000
Money and Securities – Inside	\$ 10,000
Money and Securities – Outside	\$ 5,000
Fire Department Service Charge	\$ 25,000
Fire Extinguisher Recharge	\$ Included
Ordinance or Law Coverage:	
▶ Undamaged Portion	\$ 25,000
▶ Demolition Costs	\$ 25,000
▶ Increased Cost of Construction	\$ 25,000
▶ Tenants Improvements & Betterments Increased Cost of Construction	\$ 25,000
Appurtenant Structures not more than \$50,000 at each scheduled premises.	\$ Included
Appurtenant Structures not more than \$5,000 at each scheduled premises.	\$ Included
Newly Acquired or Constructed Property – Building	\$ 500,000
Business Personal Property at Newly Acquired Locations	\$ 250,000
Property Off-Premises – Building	\$ 5,000
Property Off-Premises – Business Personal Property	\$ 2,500
Automatic Increase in Building: Limit of Insurance: 8% Annual	\$ Included
Tenant's Glass	\$ 25,000
Arson and Theft Reward	\$ 10,000
Definition of Premises: 1000 feet	\$ Included

Liability Coverages

Limits of Insurance

Premium

Business Liability	Each Occurrence	\$ 1,000,000	
	General Aggregate	\$ 2,000,000	\$ 82
	Products/Completed Operations Aggregate	\$ 2,000,000	\$ Included
	Personal and Advertising Injury	\$ 1,000,000	\$ Included
Damage to Premises Rented to You		\$ 1,000,000	\$ Included
Medical Expenses		\$ 10,000	\$ Included
Hired and Non-owned Auto		\$ 1,000,000	\$ 158
Cyberflex Coverage		\$ Included	\$ Included
Terrorism			\$ 19

Property Coverages

Limits of Insurance

Premium

Property Deductible	\$	1,000	
Automatic Equipment Breakdown Coverage which includes:	\$	Included	\$ 5
▶ Mechanical Breakdown	\$	Included	\$ Included
▶ Artificially Generated Electric Current	\$	Included	\$ Included
▶ Explosion of Steam Equipment	\$	Included	\$ Included
▶ Loss or damage to Steam Equipment	\$	Included	\$ Included
▶ Loss or damage to Water Heating Equipment.	\$	Included	\$ Included
Business Income And Extra Expense Actual Loss Sustained – 12 mos.	\$	Included	\$ 62
Terrorism			\$ 0
Identity Recovery Coverage	\$	15,000	Included

Location/Building Level:

Location/Building Information:

Location No./Building No. : 001/001
Street Address : 36180 Dominion Circle
City, State and Zip Code : Sterling Heights, MI 48310
Protection Class : 04
Class Code : 40781
Description : Learning Center – Reading
Construction : Frame
Year Built : 1980
Sprinklered : No
Area : 1,000

	<u>Limits of Insurance</u>	<u>Premium</u>
Business Personal Property	\$ 15,000	\$ 173
Fungi Limited Coverage	\$ 50,000	\$ Included
Fungi Limited Business Interruption	\$ 30 Days	\$ Included

Stretch Endorsements:

		<u>Premium</u>
Super Stretch for Business Services	See Stretch Summary Attached	\$ 324

The Limits of Insurance for the following Additional Coverages are in addition to any other limit of insurance provided under this policy

<i>Super Stretch for Business Services</i>
<i>Summary</i>
Blanket Coverage Limit : \$350,000
Blanket Coverages
Accounts Receivable - On/Off Premises
Computers and Media
Debris Removal
Personal Property of Others
Temperature Change
Valuable Papers and Records - On/Off Premises

<i>Coverage</i>	<i>Limit</i>
Brands and Labels	Up to Business Personal Property Limit
Claim Expenses	\$ 10,000
Computer Fraud	\$ 5,000
Contract Penalty	\$ 1,000
Employee Dishonesty (including ERISA)	\$ 25,000
Fine Arts	\$ 50,000
Forgery	\$ 25,000
Laptop Computers - Worldwide Coverage	\$ 10,000
Off-Premises Utility Services – Direct Damage	\$ 25,000
Ordinance or Law Coverage	
Undamaged Portion	Included in Building Limit
Demolition Cost	\$ 25,000
Increased Cost of Construction	\$ 25,000
Outdoor Signs	Full Value
Pairs or Sets	Up to Business Personal Property Limit
Property at Other Premises	\$ 50,000
Salespersons' Samples	\$ 25,000
Sewer and Drain Back Up	Included up to Covered Property Limits
Sump Overflow or Sump Pump Failure	\$ 50,000
Tenant Building and Business Personal Property	\$ 20,000
Coverage-Required by Lease	
Transit Property in the Care of Carriers for Hire	\$ 25,000
Unauthorized Business Card Use	\$ 5,000

The Limits of Insurance for the following Coverage Extensions are a replacement of the Limit of Insurance provided under the Property Coverage Form.

<i>Coverage</i>	<i>Limit</i>
Newly Acquired or Constructed Property – 180 Days	
Building	\$1,000,000
Business Personal Property	\$ 500,000
Business Income and Extra Expense	\$ 500,000
Outdoor Property	\$ 25,000 aggregate/ \$1,000 per item
Personal Effects	\$ 60,000
Property Off-Premises	\$ 50,000

The following changes apply only if Business Income and Extra Expense are covered under this policy. The Limits of Insurance for the following Business Income and Extra Expense Coverages are in addition to any other Limit of Insurance provided under this policy:

<i>Coverage</i>	<i>Limit</i>
Business Income Extension for Off-Premises Utility Services	\$ 50,000
Business Income Extension for Web Sites	\$ 50,000/7 days
Business Income from Dependent Properties	\$ 50,000

The following Limit of Insurance for the following Business Income Coverage is a replacement of the Limit of Insurance provided under the Property Coverage Form.

<i>Coverage</i>	<i>Limit</i>
Extended Business Income	120 Days

The following changes apply only if the Special Property Coverage Form applies to this policy. The Limits of Insurance for the following Additional Coverages are a replacement of the limit of insurance provided under the Special Property Coverage form:

<i>Coverage</i>	<i>Limit</i>
Precious Metal Theft Payment Changes	\$ 25,000
Theft of Patterns, Dies, Molds and Forms	Up to Business Personal Property Limit

The following changes apply to Loss Payment Conditions:

<i>Coverage</i>	<i>Limit</i>
Valuation Changes	
Commodity Stock	Included
"Finished Stock"	Included
Mercantile Stock – Sold	Included

Recommendations and Comments

DISCLOSURE PURSUANT TO TERRORISM RISK INSURANCE ACT

On December 26, 2007, legislation was enacted extending the Terrorism Risk insurance Act (as amended "TRIA"). In accordance with TRIA, we are required to offer you coverage for "certified acts of terrorism" in policies for which the act applies. However, coverage for "certified acts of terrorism" is limited by the terms, conditions, exclusions, limits, endorsements and other provisions of your policy(ies), as well as any applicable rules of law to which this coverage quote applies.

"Certified act of terrorism" means an act that is certified by the Secretary of the Treasury, in concurrence with the Secretary of State and the Attorney General of the United States, to be an act of terrorism. The criteria contained in TRIA for a "certified act of terrorism" include the following:

1. The act resulted in insured losses in excess of \$5 million in the aggregate, attributable to all types of insurance subject to TRIA; and
2. The act resulted in damage within the United States, or outside the United States in the case of certain air carriers or vessels or the premises of an United States mission; and
3. The act is a violent act or an act that is dangerous to human life, property or infrastructure and is committed by an individual or individuals acting as part of an effort to coerce the civilian population of the United States or to influence the policy or affect the conduct of the United States Government by coercion.

Disclosure of Premium

In accordance with TRIA, we are required to provide you with a notice disclosing the portion of your premium, if any, attributable to coverage for "certified acts of terrorism" under TRIA. The portion of your premium attributable to this terrorism coverage is shown in the premium section(s) of this quote proposal.

Disclosure of Federal Participation in Payment of Terrorism Losses

The United States Department of the Treasury will pay a share of terrorism losses insured under the federal program. The federal share equals 85% of that portion of such insured losses that exceeds the applicable insurer deductible. However, if aggregate industry insured losses attributable to certified acts of terrorism under TRIA exceed \$100 billion in a Program Year (January 1 through December 31), the Treasury shall not make any payment for any portion of such losses that exceeds \$100 billion.

Cap on Insurer Participation in Payment of Terrorism Losses

If aggregate industry insured losses attributable to "certified acts of terrorism" under TRIA, exceed \$100 billion in a Program Year (January 1 through December 31) and we have met our insurer deductible under TRIA, we shall not be liable for the payment of any portion of the amount of such losses that exceeds \$100 billion, and in such case insured losses up to that amount are subject to pro rata allocation in accordance with procedures established by the Secretary of the Treasury.

PLEASE CONTACT YOUR AGENT, BROKER OR REPRESENTATIVE IF YOU HAVE QUESTIONS

** The Total Spectrum Annual Premium includes a State Surcharge of \$ 0 and a policy base premium of \$124.00*

The Hartford Direct Bill System, offers you the flexibility of various payment plans. You can tailor a plan to meet your cash flow needs. For each installment, there is a nominal fee. Also, to help you keep track of your premium payments, all of your Hartford Commercial Business can be placed on one payment plan.

To make paying your premiums as easy as possible, we also offer you the benefit of electronic payments. With this option, your payments are automatically deducted from your bank account, in accordance with the schedule you select. So there's no bill, no check, no stamp, no worry. When you receive your first bill, just call the toll free number provided and ask to sign up for Repetitive EFT (Repetitive Electronic Funds Transfer).

Total Annual Spectrum Premium

\$ 947.00 * /

Acknowledged and Accepted By

_____ On _____
(Signature of the Insured) (Date)

Regardless of whether an authorized representative has bound coverage, the coverages and premium stated herein are preliminary and subject to change based upon additional underwriting review. Coverage bound may be cancelled immediately upon notice to the insured and/or its agent subject to applicable state law. Coverage will expire upon the expiration of the 30-day period without further notice, unless extended in writing with consent of The Hartford. Coverage cannot be backdated without a signed no-loss letter and consent of The Hartford.

The coverage descriptions in this proposal are abbreviated. Any coverage bound in accordance with the terms of this proposal is subject to the terms, conditions, limitations and exclusions of the applicable policy(ies). If there is any conflict between the coverage statements within this proposal and the applicable insurance policy(ies), the policy provisions will prevail. For questions regarding this proposal, contact your independent Hartford agent or authorized Hartford representative.

Michigan Department of Labor & Economic Growth

Filing Endorsement

**This is to Certify that the ARTICLES OF INCORPORATION - NONPROFIT
for
YOUNG & EDUCATED SERVICES, INC.**

ID NUMBER: 70427N

**received by facsimile transmission on July 30, 2008 is hereby endorsed
Filed on July 30, 2008 by the Administrator.**

**The document is effective on the date filed, unless a
subsequent effective date within 90 days after
received date is stated in the document.**

**In testimony whereof, I have hereunto set my
hand and affixed the Seal of the Department,
in the City of Lansing, this 30TH day
of July, 2008.**



A handwritten signature in black ink, appearing to read "L. J. Mitchell", is written over the bottom right portion of the page.

REFERENCES

Means, B., Olsen, K., Singh, R. (1995). Beyond the Classroom: Restructuring schools with technology. *Phi Delta Kappan*, 77(1), 69-72 pg.

Means, B. & Olson, K. (1995). Leadership for Technology Implementations. Technology's role in Education Reform: Finding from a national study of innovating schools in Washington D.C.: Office of Educational Research and Improvement. United States Department of Education.

Rutherford, B (1995). Final Technical Report: Studies of Educational Reform, Vol. I: Findings and Conclusions. Office of Research, United States Department of Education , Research Corporation.

Slavin, R. (1992). *Methods in Education*. Allyn & Bacon.

YOUNG AND EDUCATED SERVICES

36180 DOMINION CIRCLE,

STERLING HEIGHTS, MI 48310

(313)-492-7173

INVOICE

Date

Invoice #

12-31

1

BILL TO:

SES MICHIGAN
MICHIGAN DEPT OF
EDUCATION

	Student Name	ID	Online Hours	In-school Hours	Total Hours
1	Charlie Brown	32611	12	2	14
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
Total Hours					14
Hourly Rate:					\$ 65.00
Total Due:					\$ 910.

YOUNG AND EDUCATED SERVICES

36180 DOMINION CIRCLE,

STERLING HEIGHTS, MI 48310

(313)-492-7173

Classroom Attendance Sheet

Date:

12-2-10

Site / District:

LOMA TEMPLE

	Print Name	ID	Time In	Time Out	Signature	Total Hrs
1	CHARLIE BROWN	32611	3:00	5:00	Charlie Brown	2
2						
3						
4						
5						
6						
7						
8						
9						
10						

2