Kansas State Department of Education (KSDE)
Title Programs and Services Team

Title I Supplemental Educational Services (SES)
No Child Left Behind Act of 2001
Title I Part A
Section 1116

SES Provider Application & Information Packet
School Year 2011-2012

Application Opens: March 1, 2011

Application Deadline: April 8, 2011 (5:00 p.m. CDT)

(This is not a postmark deadline).

Late or incomplete applications will not be reviewed or considered.

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: KSDE General Counsel, 120 SE 10th Ave, Topeka, KS 66612 785-296-3201.

Title Programs and Services

TO: Prospective 2011-2012 Supplemental Educational Service Providers
FROM: LaNetra Guess, Education Program Consultant
RE: Provider Application and Process for 2011-2012
DATE: March 1, 2011

The Kansas State Department of Education (KSDE) will accept applications for Supplemental Educational Services (SES) Providers for the 2011-2012 school year from March 1, 2011 through April 8, 2011.

The completed application and all required documents must be submitted by the application deadline, April 8, 2011. Completed applications will be reviewed by a group of Kansas practitioners in May. Readers will make a recommendation to the Kansas State Department of Education that the application be approved or not be approved. SES Providers will be notified of their approval status by June 30, 2011.

Approved providers will be listed on the KSDE website and named on a list sent to districts required to provide Supplemental Education Services. *Appendix A* of the application lists *potential* Kansas districts which may have Title I buildings requiring SES services for 2011-2012. Approved providers are required to re-apply every two years. Providers who are not approved may apply again during the next SES application cycle (tentatively set to open in Spring 2012 with services beginning in the 2012-2013 school year). If an applicant is not approved, the applicant is provided the reason as well as a summary of the application rubrics from the review.

KSDE will host two free technical assistance webinars designed to provide specific guidance to potential SES providers on how to complete the application. The same information will be presented on both dates. Participants may choose to register for one of the calls. **If you plan to participate in one of the webinars, you must register at: http://events.ksde.org/Default.aspx?tabid=538.**

Technical Assistance Webinars:

1. March 14, 2011 from 9:30 a.m. – 10:30 a.m. CDT (Register by 3/10/11)
2. March 29, 2011 from 9:30 a.m. – 10:30 a.m. CDT (Register by 3/25/11)

To participate, dial: **1-866-620-7326**
Enter conference call access code: **7852963069**

Send **one unbound original** (signed in blue ink) **and three copies** of your completed application to:

Kansas State Department of Education
Title Programs and Services Team
120 S.E. 10th Avenue
Topeka, KS 66612-1182
ATTN: LaNetra Guess

Applications must be received by 5:00 pm CDT on April 8, 2011 in the KSDE office. No emailed or faxed applications will be accepted.

For additional information concerning SES in Kansas: http://www.ksde.org/Default.aspx?tabid=3567.

Title I SES Background and Requirements

Background

Supplemental Educational Services are defined as tutoring and other supplemental academic enrichment services that are in addition to the instruction during the school day. These services must be of high quality, research-based, and specifically designed to increase the academic achievement of participating students. The purpose of supplemental educational services is to ensure eligible students increase academic achievement in reading, language arts, science, math, and English language proficiency for English Language Learners (ELL).

The *No Child Left Behind Act of 2001* (*NCLB*) requires districts to arrange for the provision of supplemental educational services for eligible students in schools that are in the second year of Title I school improvement or on corrective action. Eligible children are defined as low-income students in Title I schools that have failed to make adequate yearly progress (AYP).

The Kansas State Department of Education (KSDE) will select providers of supplemental educational services who adequately meet the eligibility requirements described in the application. Applicants who meet the criteria will be included on an approved list maintained by KSDE and made available to appropriate districts.

The list will be updated yearly, with opportunities for new providers to apply each year. Providers will be removed from the list if they are unable to sustain the requirements or meet the achievement goals within two years of consecutive service.

Eligibility Requirements for Supplemental Educational Services Providers

Providers may be non-profit organizations, for profit organizations, or school districts, and may include a public or private school. Other potential providers include institutions of higher education and faith-based organizations. Providers must meet the following criteria:

(a) Have a demonstrated record of effectiveness in increasing student academic achievement in Kansas or in states with demographics similar to Kansas
(b) Provide supplemental educational services that are:
    - High quality and research-based and designed to increase student academic achievement
    - Consistent with instructional program of the district
    - Aligned with Kansas State academic content and student academic achievement standards[http://www.ksde.org/Default.aspx?tabid=1678]
    - Secular, neutral, and non-ideological
(c) Are financially sound
(d) Meet all Federal, State, and local health, safety, and civil rights laws
(e) Must meet the district's liability insurance requirements
(f) Have not been removed from another State's *SES Approved Provider* list.
(g) Have parent recommendations or results from parent surveys, if any, regarding the success of the provider's instructional program in increasing student achievement
(h) Have evaluation results, if any, demonstrating that instructional program has improved student achievement

Responsibilities of Approved Providers

All providers will:

a) Attend a **mandatory** webinar/conference call for *Approved Providers* (date/time TBD).
b) Enter into and meet the terms of an agreement with the School District. (Which include: specific student achievement goals, measurement of student progress, timetable for improving student achievement, provision for terminating agreement, provisions governing payment for services, provision prohibiting provider from disclosing student identities, ensuring that services are secular, neutral, and non-ideological; and assurance that SES will be consistent with health/safety/civil rights laws)
c) It is recommended to ensure safety of children that providers conduct background checks. However, some school districts may require background checks as a part of the contracted procedures
d) Meet and sustain all eligibility requirements
e) Serve equally, without restriction, all qualified students whose parents/guardians request services
f) Provide schools and parents of participating children with timely information on the progress of the child in increasing achievement, in a format that the parents can easily understand
g) Adhere to "Code of Professional Conduct and Business Ethics For Supplemental Educational Service Providers" (Education Industry Association – EIA) [see Appendix B]

Responsibilities of the School District

School district will:

a) Enter into an agreement with approved providers
b) Notify parents, at least annually, about the availability of supplemental educational services
c) Assist, if requested by parents, in choosing a provider from the list of approved providers
d) Protect the privacy of students who are eligible for or receive SES
e) Apply fair and equitable procedures for selecting students (if not all can be served)
f) Ensure that eligible students with disabilities under IDEA, students covered under Section 504, and students who have limited English proficiency receive appropriate supplemental educational services
g) Display on its Web site, to ensure parents have current information:
    - Beginning with data for the 2007-2008 school year and for subsequent school year(s), the number of students who were eligible for and the number of students who participated in SES
    - For the current school year, the list of providers approved by the SEA to serve in the school district and the locations where services are provided
h) Meet its 20 percent obligation of its Title I Part A allocation for choice-related transportation and SES

Districts are not responsible for providing transportation to those services offered away from the school location.

Districts must continue to offer supplemental services until the school(s) is no longer on school improvement according to requirements of NCLB.

Agreement

The school district shall enter into an agreement with the provider selected by the parent from the approved list. This agreement will contain the following:

a) A statement of specific achievement goals for the student, including a timeline that, if applicable, is consistent with a student's individualized education program
b) A description of how the students progress will be measured
c) A description of the research based program to be utilized
d) The amount of instructional time to be provided
e) The qualifications of the staff responsible for the delivery of instruction
f) The location where services will be provided
g) The means of transporting children for services away from the school location
h) A description of how the student's parent(s) and teacher(s) will be regularly informed of the student's progress
i) A statement providing for the termination of such agreement if the provider is unable to meet the specific achievement goals
j) Provisions with respect to making payments to the provider by the school district
k) A clause prohibiting the disclosure to the public the identity of any student eligible for, or receiving, supplemental educational services without the written permission of the parents
l) A statement assuring to conduct practices according to EIA "Code of Professional Conduct and Business Ethics for Supplemental Educational Service Providers" (see Appendix B)

Funding

The district is required to spend an amount equal to 20 percent of its allocation for Title I, Part A for the provision of supplemental services and transportation for school choice. This amount must be spent to provide transportation for school choice and to satisfy all requests for supplemental educational services. The 20 percent must be divided as follows:

- An amount equal to 5 percent must be used to provide, or pay for, transportation for school choice;

- An amount equal to 5 percent must be used to provide supplemental educational services;

- An amount equal to 10 percent may be used for either of these two uses (transportation for school choice or supplemental educational services) or divided between them, as the district determines.

- It is permissible (but not required) for an amount up to 1 percent of its 20 percent obligation to be spent on parent outreach and assistance.

*The amount a district is required to make available for supplemental services for an individual child is the *lesser* of:

- The amount of the district's per pupil allocation under Title I, Part A. The per pupil amount is based on the poverty census data. KSDE will provide the per pupil amount for each district, or
- The actual costs of the supplemental services received by the child.

***KSDE will inform districts and approved providers of the amount available for SES.**

Monitoring of Provider

KSDE in cooperation with the applicable school districts, is required to monitor the quality and effectiveness of the services offered by approved providers and to withdraw approval from providers that fail, for two consecutive years, to contribute to increasing the academic proficiency of students to whom they provide services or that fail to meet any of the other eligibility requirements or assurances. A violation of these provider responsibilities constitutes grounds for immediate removal from the state list.

KSDE monitoring of providers will be conducted through use of multiple measures to be completed by the provider, parents and the school district**. An approved provider's monitoring criteria and findings of student proficiency and progress must be available publicly on the KSDE and/or school district websites.**

Monitoring of providers will include an examination of evidence that the provider's instructional program:

1. Is consistent w/instruction and content used by the school district and KSDE approved provider application.
2. Addresses students' individual needs (as stated in the students' SES plans).
3. Has increased students' academic proficiency (evidenced through State assessment results, school district, and provider assessments).
4. Is aligned with State's academic content & student academic achievement standards.

Additionally, KSDE must consider:

5. Parent recommendations/survey results regarding the success of provider's instructional program in increasing student achievement (if available).
6. Evaluation results demonstrating that the provider's instructional program has improved student achievement (if available).

Evaluation of Provider

KSDE conducts a formal evaluation of all approved SES providers. Cooperation of all providers is expected. The evaluation will examine customer satisfaction (e.g., students, parents, district); and student achievement data.

Kansas SES Provider Application
2011-2012

KANSAS STATE DEPARTMENT OF EDUCATION (KSDE)

APPLICATION FOR SUPPLEMENTAL EDUCATION SERVICES PROVIDERS
2011-2012

Instructions: Please review and follow all directions carefully when completing this application. No supplemental material beyond what is specifically requested in the application will be considered. If you have any questions, please contact KSDE Consultant, LaNetra Guess, at 785-296-8965 or email Lguess@ksde.org.

Supplemental Educational Services Provider Contact Information		
Provider/Company Name:		
Contact Person:		
Address, City, State:		**Zip Code:**
Phone:	**Email:**	**Fax:**

Applications due on <u>April 8, 2011 by 5:00 p.m. CDT at KSDE Office (this is not a postmark deadline)</u>
Late or incomplete applications will not be reviewed or considered.

Send **<u>one unbound original</u>** (signed in blue ink) **<u>and three copies</u>** of your completed application to:

Kansas State Department of Education
Title Programs and Services
120 S.E. 10th Avenue
Topeka, KS 66612-1182
ATTN: LaNetra Guess

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: KSDE General Counsel, 120 SE 10th Ave, Topeka, KS 66612 785-296-3201.

Kansas Department of Education
Supplemental Educational Services Provider Application
School Year 2011-2012

Part I: Contact Information for: _____
Name of provider

A. **Provider Contact for State Use:** This contact person is the individual whom the State will contact regarding this application or services provided within the state of Kansas.

Name:	
Title:	
Office Phone:	Cell Phone:
Hours of Operation:	
Fax:	
E-mail & Website:	
Address/City/State/Zip:	

B. **Provider Contact for District Use:** This contact person is the individual whom the school district personnel will contact regarding provider services.

☐ Same as Provider Contact for State Use	
Name:	
Title:	
Office Phone:	Cell Phone:
Hours of Operation:	
Fax:	
E-mail & Website:	
Address/City/State/Zip:	

C. **Provider Contact for Parent Use:** This contact person is the individual named in the parent notification letter as the person to whom parents should contact with questions or concerns.

☐ Same as Provider Contact for State Use	☐ Same as Provider Contact for District Use
Name:	
Title:	
Office Phone (Toll-free or local # if out-of-state provider):	
Hours of Operation:	
Fax:	
E-mail & Website:	
Address/City/State/Zip:	

I. Basic Program Information

1. Program Name and Federal FEIN or Social Security Number	
2. Date Service Provider Formed	*List the date (month, year) in which this provider first delivered educational services to students.*
3. Type of Organization	*Please check the category that best describes the organization.* ☐ For profit ☐ Not for Profit ☐ School ☐ District ☐ Educational Service Center ☐ Institution of Higher Education ☐ Faith-based organization ☐ Other (describe)

4. Potential districts to serve	*Below is a list of **potential** Kansas districts which may be required to provide SES in 2011-2012. Please identify the districts(s) in which you would be willing, have the staffing **and** sufficient resources in which to provide services starting in all checked districts by **October 10, 2011**.* ***If approved, you must provide services to all districts checked below or risk removal from the KS Approved SES list.*** ☐ USD 214 Ulysses ☐ USD 259 Wichita ☐ USD 261 Haysville ☐ USD 308 Hutchinson ☐ USD 430 South Brown County ☐ USD 453 Leavenworth ☐ USD 475 Geary County ☐ USD 480 Liberal ☐ USD 500 Kansas City Kansas ☐ USD 501 Topeka
5. Place of Service	*Please check the location(s) that best describes where services are delivered to students.* ☐ School ☐ Business ☐ Place of religious worship (i.e., church) ☐ Community center ☐ Provider's home ☐ Student's home ☐ On-line Accessed from: ☐ Other: **How will transportation be addressed, if needed?**
6. Time of Service	*Please check the time(s) that best describe when services are delivered to students.* ☐ Before School ☐ After School ☐ Weekends

	☐ Summer Hours of operation:
7. Subject Areas Covered	*Check all subjects for which tutoring will be offered.* ☐ *Reading* ☐ *Writing* ☐ *Mathematics* ☐ *Science* ☐ *English as a Second Language*
8.Grade Levels Able to Serve	*List the grade levels in which services are available.*
9. Minimum and Maximum Number of Students Able to Serve	*Please provide an estimate of the minimum and maximum number of students that may be served.* Individual site minimum Individual site maximum District minimum District maximum *Are there a minimum number of students required before services will be provided?* ☐ No ☐ Yes Minimum:
10. Specific Student Populations Served	*Please check the students groups your organization will provide educational services.* ☐ Minority students ☐ Migrant students ☐ Homeless ☐ Special education students ☐ 504 student ☐ English Language Learner ☐ Other: (describe)

	Indicate the language(s) other than English in which services are available.
11. Student/ Instructor Ratio	*Please list the ratio of instructors to children in the program. Indicate the number of students for every one instructor*
12. Mode of Instructional Delivery	*Check all that apply:* ☐ Individual tutoring ☐ Small group tutoring ☐ On-line/Web based ☐ Computer Assisted ☐ Other:_____
13. Cost	*Please provide an average* ***per pupil cost****, per unit of service. (Describe the length of the service, e.g., one hour, one month, one semester etc.)* Per Pupil Cost $ Explain how the cost per pupil is determined Are there additional costs? (specify)
14. Staff	*Please indicate your hiring practices.* ☐ Hire teachers from within district ☐ Hire fully licensed teachers from any location ☐ Hire non-licensed educators ☐ Hire paraprofessional who met Title I education requirements ☐ Other (explain)

15. Technology	*If technology is required to provide your services, list who is responsible for the following, as applicable (e.g., district, provider, parent, school)* Hardware Software Internet access Software license Direct support to students
16. Other States	The applicant will notify KSDE in writing if they have been an approved SES Provider in other states <u>and</u> if they have been removed (and state reason) from another state's list of approved SES Providers. Failure to disclose removal and/or reason for removal from another state's list of approved SES providers will result in removal from Kansas' approved SES provider list. A list of state(s) where you are currently approved and, if applicable, the state(s) you have been removed from and reason for removal is required. **Have you been removed from another state's list of approved SES Providers? If yes, in which state(s) did this occur and why?** Yes No If yes, why you were removed? _____ _____ **Are you an approved provider in other state(s)? If so, which states?** _____ _____ _____

SES Provider Application Rubric 2011-2012*

***The *SES Provider Application Rubric 2011-2012 is* located as a separate attachment at http://www.ksde.org/Default.aspx?tabid=3567 . Please review the *Rubric 2011-2012* as you complete the *SES Provider Application 2011-2012*.**

SES applications will be reviewed and scored by team of individuals made up of representatives from districts, *Title I* programs and/or public or private organization that have experience in the area of providing SES using the *SES Provider Application Rubric 2011-2012*. No fewer than 3 readers will review each proposal.

II. Program Overview and Description*
(Limit response to 1 page)

Please write a short narrative overview of the SES services that will be provided. This information may be used for approved providers and placed on the State and district websites for parents to access. If the provider is approved, this information will be requested electronically at a later date.

Information to include in the program overview: subjects being tutored, pupil-tutor ratio, grade levels served, costs per hour, location of services (i.e., small groups at school site, community center, etc), curriculum used, frequency and type of progress monitoring and feedback to be shared with parents, staff working with students (tutors, licensed teachers, special education teachers, etc), and area(s) to be served [i.e., statewide, or specific district(s)]. If applicable, indicate the special groups (English language learners, children with disabilities, etc) which can be served by the provider.

For distance learning providers, include information on how and where students will access online services. If the program will be accessed outside of the student's home discuss the supervision that will be provided while he/she is participating in the program. Identify any costs to the student in addition to the amount paid by the district for accessing computers (i.e., internet connection, software, etc).

III. INDICATORS OF QUALITY

A. Evidence of Effectiveness

Limit response to three pages. (Points possible = 12 points)

1. Demonstrate that the program is of high quality and that the applicant has been effective in raising the achievement levels of student who have received services in Kansas. Provide multiple assessment measures that were used to demonstrate effectiveness which can be correlated to Kansas data points (If new to Kansas, provide evidence in locations with similar demographics as Kansas).

2. Provide evidence of impact from standardized tests, or student grades, teachers' assessments, student attendance, retention/promotions rates, or other measures that will improve student achievement.

3. Provide evidence of positive impact on student achievement, particularly low-income underachieving students, students with disabilities, and English Language Learners (ELL). In addition, this evidence is based on Kansas data. (If new to Kansas, provide evidence in locations with similar demographics as Kansas).

4. Include details to explain whether this evidence of effectiveness was gathered from services that your organization provided, another entity's use of the program, or from third party independent research.

<u>Cite data from:</u>

- Kansas State Assessments
- Districts Assessments (i.e., MAPS)
- Other independent valid and reliable performance tests

B1-B8. Evidence of Links Between Research & Program Design Limit responses to three pages. In this area, <u>complete only one of the three sections</u> listed below based upon your instructional program(s).
(Points Possible = 16 points in sections B1-B2, B3-B4, <u>or</u> B5-B8).

Reading instruction must include the five dimensions of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) identified by the *National Reading Panel*. For more information on the *National Reading Panel* findings, see http://www.nationalreadingpanel.org.

Math instruction must describe how the instruction aligns with the five strands (conceptual understanding, procedural understanding, strategic competence, adaptive reasoning, and productive disposition) associated with mathematical proficiency. For more information on the five strands of mathematical proficiency, see the *National Council of Teachers of Mathematics* at http://www.nctm.org.

1. **Complete Section B1-B2 if <u>only</u> reading instruction will be provided, then proceed to Section C.**

2. **Complete Section B3-B4 if <u>only</u> math instruction will be provided, then proceed to Section C.**

3. **Complete Section B5-B8 if <u>both</u> reading and math instruction will be provided, then proceed to Section C.**

<u>Section B1-B2</u>
B1. Explain how the key instructional practices and major design elements of the reading program are:
- High Quality
- Research based
- Specifically designed to increase the achievement of low-income, underachieving students
- Include an explanation of the theoretical and empirical rationale supporting the major elements of the program (e.g., instruction, class size, delivery mode)

B2. Describe how services offered will help students improve their reading achievement.

<u>Section B3-B4</u>
B3. Explain how the key instructional practices and major design elements of the math program are:
- High Quality
- Research based
- Specifically designed to increase the achievement of low-income, underachieving students
- Include an explanation of the theoretical and empirical rationale supporting the major elements of the program (e.g., instruction, class size, delivery mode)

B4. Describe how services offered will help students improve their math achievement.

Section B5-B8

B5. Explain how the key instructional practices and major design elements of the reading program are:

- High Quality
- Research based
- Specifically designed to increase the achievement of low-income, underachieving students
- Include an explanation of the theoretical and empirical rationale supporting the major elements of the program (e.g., instruction, class size, delivery mode)

B6. Describe how services offered will help students improve their reading achievement.

B7. Explain how the key instructional practices and major design elements of the math program are:

- High Quality
- Research based
- Specifically designed to increase the achievement of low-income, underachieving students
- Include an explanation of the theoretical and empirical rationale supporting the major elements of the program (e.g., instruction, class size, delivery mode)

B8. Describe how services offered will help students improve their math achievement.

C. Connection to State Academic Standards and Districts' Instructional Programs
Limit response to three pages. (Points Possible = 12 points)

Kansas State Academic Standards may be reviewed at:
http://www.ksde.org/Default.aspx?tabid=1678.

1. Describe how the provider has aligned the instructional program to the Kansas State Standards.

2. Describe how the provider has aligned the instructional program to the instructional programs of the district. Include specific programs(s) and the direct connections.

3. Describe how the provider will approach and design instruction (i.e., direct instruction, small groups, online, etc).

4. Name and describe instructional materials that will be used, what will be provided and what the student provides.

D. Monitoring Student Progress

Limit response to three pages. (Points possible = 12 points)

1. Describe the specific process that will be used to assess/diagnose individual student needs and prescribe an instructional program. Include details regarding assessment tools to be used.

2. Describe the specific process to facilitate consultation with the district and school and set clear individual student goals, including an explanation of how a timetable for student academic achievement is developed.

3. Describe the specific instrument and process that will be used to evaluate, monitor, and track student progress on a continuous and regular basis.

4. Describe the process that will be used to encourage and support regular student attendance. Include any motivation or incentive programs that will be used.

E. Communication with parents/families, schools and districts

Limit response to three pages. (Points Possible = 15 points)

1. Explain how parents and the district will be involved with the provider in the process of setting goals, timetables, monitoring student progress, and evaluating services.

2. Describe the specific procedures that will be used to report student progress to parents, teachers, and other appropriate staff. Include details regarding the frequency, content, and method(s) of communication (e.g., email, written letter, phone call).

3. Describe specific strategies used to work with parents/families and school personnel.

4. In what languages will information be provided to parents?

5. Describe the dispute resolution process should disputes or conflict arise between you and your staff and parents.

F. Qualification of Instructional Staff

Limit response to two pages. (Points Possible = 12 points)

1. Describe the minimum staff qualifications and process for recruiting and hiring high-quality staff to provide supplemental educational services.

2. Describe the staff qualifications in accommodating the needs of students with disabilities, students with limited English proficiency, and low income low-achieving/at-risk students.

3. Describe the initial training and ongoing professional development offered to staff to improve content instruction, products, and services. Include details regarding frequency, content, and format of training and professional development. How do you determine the effect of training and professional development opportunities have on the way staff provide service?

4. Submit evidence demonstrating that the organization possesses adequate staff and resources to meet consumer demand in the State of Kansas.

G. Financial and Organizational Capacity

Limit response to three pages. (Points Possible = 3 points)

1. Submit evidence demonstrating that the organization is financially sound. Evidence may include: a description of how funds are currently received (i.e., grants, fees-for-services, etc), audited financial statements, organizational budgets, expenses, etc.

2. Submit evidence demonstrating that the organization has a sound management structure. Evidence may include: business plans/profiles, descriptions of an experienced management team and staff members who are involved in setting direction and maintaining a leadership system that enables students served to reach high academic standards.

3. Submit copy of the current policy indicating proof of liability insurance (submit cover page (only).

H. Portfolio of Program Documents
(Points Possible = 9 points)

Checklist: Please include one copy of each of the following. Write the corresponding number on the appropriate document (i.e., write the number 2 on the *Sample student diagnostic instrument & student learning plan template*).

___1. Written materials used to market the organization to schools, parents or districts (i.e., brochures, posters, etc)

___2. Sample student diagnostic instrument per subject (i.e., math and reading diagnostic instrument and student learning plan template)

___3. Alignment to district and state instructional program(s)

___4. Curriculum scope and sequence or syllabus for each content area

___5. Student assessment for each content area delivered (sample assessment)

___6. Parent letter describing the program, instructional design, student expectations, and the method and frequency of communication (parent letter)

___7. Teacher letter describing the program, instructional design, student expectations, and the method and frequency of communication (teacher letter)

___8. Plan to encourage student attendance throughout the program (student attendance program)

___9. Evidence demonstrating that the organization possesses adequate staff and resources to meet consumer demand in the State of Kansas (actual data has been gathered to make decisions)

Assurances:

- The applicant meets all applicable health, safety, and civil rights laws on the federal, state, and local level, including compliance with IDEA and ADA.
- All sites have plans in place for emergency medical situations and evacuations.
- All qualified students whose parents/guardians request services from the organization will be served equally, without restriction.
- The applicant agrees to keep records and provide information to districts and Kansas State Department of Education as required.
- The applicant agrees to fully cooperation in the evaluation process including service delivery and compliance; customer satisfaction; and student achievement.
- All instruction will be secular, neutral, and non-ideological.
- The applicant will not disclose to the public the identity of any student eligible for, or receiving, supplemental services without written parental consent.
- The applicant has reviewed and will adhere to all standards of professional conduct and business ethics as outlined in "*Code of Professional Conduct and Business Ethics for Supplemental Educational Service Providers*." (see Appendix B) Some key ethics to highlight are: no incentives prior to a student signing-up to receive services, no indication of incentives to families prior to student enrollment may be stated, etc.
- If the district requires, as a part of their contract procedures, the applicant will ensure that all staff interacting with students passes a background check prior to providing services.
- The applicant attests to having a sound management structure for operation in the state of Kansas (i.e., business plan).
- The applicant attests to being financially sound.
- The applicant maintains liability insurance while providing services in Kansas.
- **All** company representatives involved with direct recruiting and services is trained and adheres to **Kansas** SES guidelines.

Signature of Chief Operating Official	**Date**

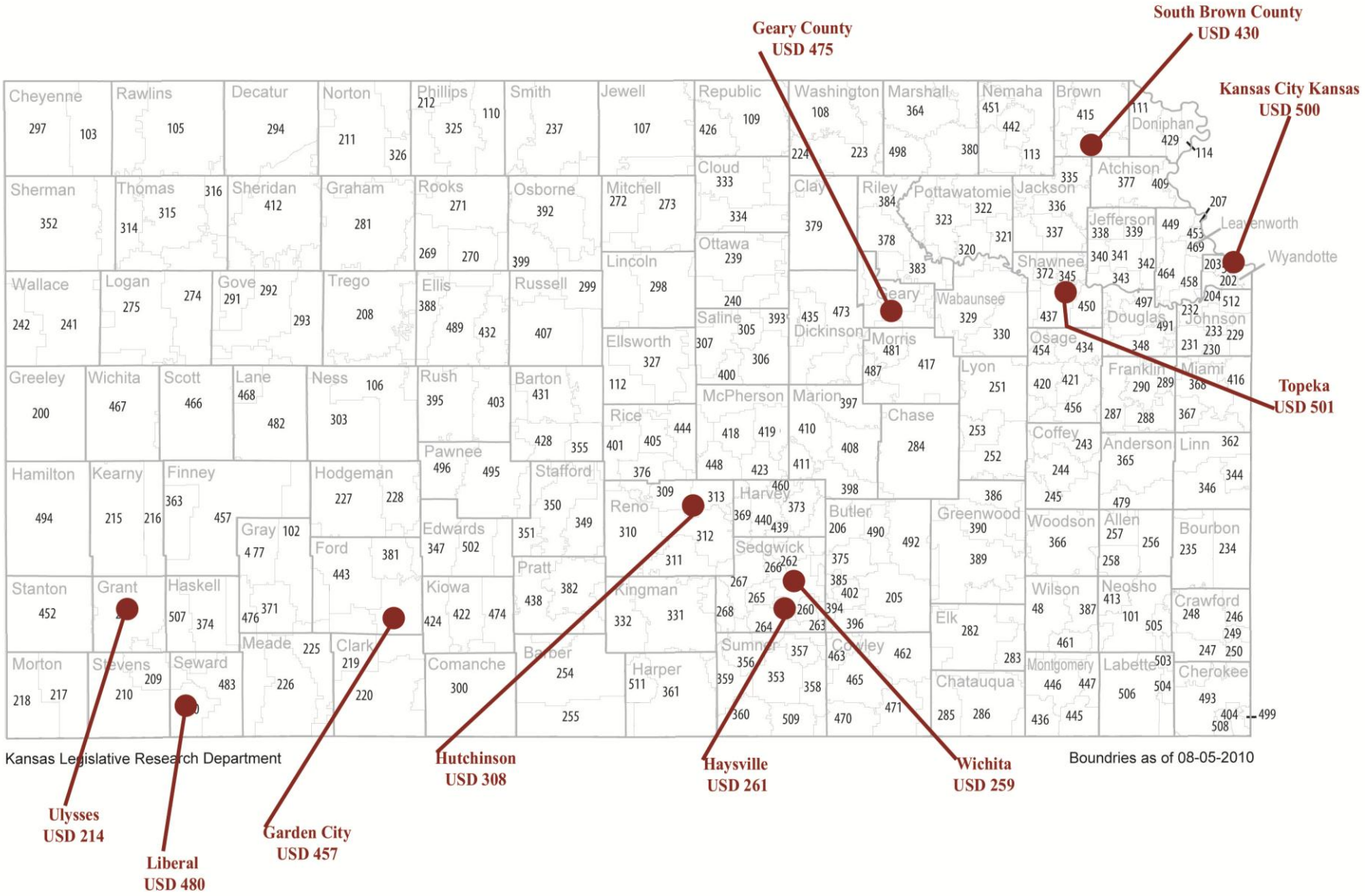
Appendices

Appendix A: Potential Districts in Kansas

*Below is a list of Kansas potential districts which may have Title I buildings identified for improvement in 2011-2012. Title I buildings identified will need to offer SES services to eligible students. The official list of Kansas Title I buildings required to provide SES will be publicly available in August 2011. Approved providers will be notified in August with the specific districts and buildings which are required to provide SES.

1. USD 214 Ulysses
2. USD 259 Wichita
3. USD 261 Haysville
4. USD 308 Hutchinson
5. USD 430 South Brown County
6. USD 453 Leavenworth
7. USD 457 Garden City
8. USD 480 Liberal
9. USD 500 Kansas City Kansas
10. USD 501 Topeka

Potential Supplemental Educational Services (SES) Districts ~ 2011-2012 School Year



Appendix B: Code of Ethics

Code of Professional Conduct and Business Ethics
Education Industry Association
For
Supplemental Educational Services Providers
Amended January 8, 2008

This revised code of ethics, as adopted by the EIA Board of Directors, shall become effective January 8, 2008.

SES Providers (and other education service providers) operate in an environment that touches communities, school officials, parents, students and other providers. The importance of the activities and complexity of the interactions make it paramount that EIA member organizations adhere to the highest standards of professional conduct and business ethics. In its role of providing critical leadership to the education industry, both public and private, EIA has adopted this voluntary code to describe key organizational behaviors and policies that will guide its member companies and others.

High quality educational programs delivered by trained professionals represent the core value that is to be reflected throughout all of our partnerships with schools, parents and students. The following structure represents the collective judgment of what constitutes ethical behavior. EIA members are committed to using it to guide decision-making and performance at all levels of their organizations—from the CEO to the employee in the classroom. Accountability for achieving desired results consistent with these guidelines and standards is the ultimate benchmark upon which EIA member service providers will be judged.

We encourage States and Local School Districts to adopt these guidelines into their governance, contractual and oversight systems and apply all appropriate sanctions when the guidelines have been breached.

EIA Compliance Procedures:

1. EIA will develop educational materials on these standards for use by providers, States and school district personnel. These materials will be distributed to members and non-members alike for their incorporation into their internal staff development procedures.

2. All EIA members will sign a statement acknowledging their acceptance of these standards. EIA will maintain a list of signers on its website for the public to review.

3. When a State or School District completes an investigation and has a finding that a breach of these guidelines has occurred, EIA may issue its own censure, suspend or terminate the membership status of the Member. Before EIA acts, it will discuss the matter with the party and offer the party the opportunity to present its information to an ad hoc committee of the Board of Directors.

General Guidelines:

In the conduct of business and discharge of responsibilities, Providers commit to:

1. Conduct community outreach and student recruitment and to serve students fully consistent with the terms of their state-approved application and all state and local policies.

2. Conduct business honestly, openly, fairly, and with integrity.

3. Comply with applicable laws, statutes, regulations and ordinances.

4. Avoid known conflict of interest situations.

5. Never offer or accept illegal payments for services rendered.

6. Apply these guidelines and standards throughout the company by insuring all employees understand them and act accordingly.

7. Refrain from publicly criticizing or disparaging other providers.

8. In the case of any conflict, first attempt resolution directly with each other. However, the parties involved may ask EIA to help mediate potential disputes.

9. Comply with the confidentiality and non-disclosure provisions of all applicable federal, state and local laws, including those relating to student identity, records, reports, data, scores and other sensitive information.

10. Be factual and forthright in reporting and documenting attendance rates, effectiveness of their programs, and in explaining the theoretical/empirical rationale behind major elements of its program, as well as the link between research and program design.

11. Take appropriate corrective action against provider employees, consultants or contractors who act in a manner detrimental to the letter or spirit of this code.

12. Take immediate steps to correct any actions on its part that willfully or inadvertently violate of the letter or spirit of this code.

Standards Specific to SES

EIA Members will consistently implement the NCLB Supplemental Services provisions and promote full access to SES services. To that end,

Providers Shall:

1. **Not** compensate school district employees personally in exchange for access to facilities, to obtain student lists, to assist with marketing or student recruitment, to promote enrollment in a provider's program at the exclusion of other providers, to obtain other similar benefits for their SES program, or for any illegal purpose.

2. **Not** employ any district employees who currently serve the districts in the capacity of Principal, Assistant Principal, or school or district SES Coordinator.

3. **Not** employ any individuals, including teachers, parents or community leaders, who have any governing 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.

4. **Not** hire school-employed personnel for any purpose other than instruction-related services or program coordination, as described in item #3 in the next section below.

5. **Not** make payments or in-kind contributions to schools or school personnel, exclusive of customary fees for facility utilization in exchange for access to facilities, to obtain student lists, to increase student enrollment, to obtain other similar benefits for their SES program or for any illegal purpose.

6. **Not** misrepresent to anyone, including parents (during student recruitment), the location of a provider's program, principal/district or state's approval of a provider, or the likelihood of becoming so approved.

7. **Not** offer a student, parent or teacher any form of incentive for signing-up a student with a provider. This includes restricting the promotion of any allowable attendance or performance incentives to the period following student enrollment. Only then may the provider inform the student of any incentives that are directly linked to attendance or performance in SES.

8. **Not** sponsor promotional events including pizza parties on school grounds for student recruitment that are for the sole benefit of a single provider. The preferred practice is for the school to organize such recruitment events that are for the benefit of all providers, accepting voluntary sponsorship from providers.

9. **Not** employ any SES-enrolled student.

10. **Not** use a district enrollment form that has the selected provider's name pre-printed as part of the form. Any facsimile of the enrollment form used to demonstrate how to accurately complete it must be clearly marked as "SAMPLE" and this facsimile shall in no way be used to actually enroll the student.

11. **Not** encourage students/parents to switch providers once enrolled. A student is considered enrolled once the District has issued the formal student / Provider selection list.

Providers MAY:

1. Provide simple door prizes of a nominal value (approximately $2 per prize) and refreshments to potential students and their families, while attending informational sessions.

2. Offer enrolled students performance rewards with a maximum value of $50 that are directly linked to documented meaningful attendance benchmarks and/or the completion of assessment and program objectives. These incentives shall not be advertised in advance of actual enrollment.

3. Employ a parent of an SES-eligible student subject to the following conditions. 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 his or her 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 his or her child.

4. Employ school district employees (subject to items #2, #3 and #4 in the previous section above) for instruction-related services or program coordination purposes as long as the person does not restrict the marketing or enrollment opportunities of other providers, subject to District policies governing conflict of interests and other District-imposed requirements. However, tutors who are currently employed by the school district may not recruit students.

5. Include in tutor compensation, incentives for student achievement consistent with a company's written policy.

For more information about the Education Industry Association, contact www.educationindustry.org.