

REQUEST FOR APPLICATION (RFA) #0620-08

District of Columbia Office of the State Superintendent of Education
Division of Education Excellence

Supplemental Educational Service (SES) Providers Program



The Office of the State Superintendent of Education (OSSE) invites the submission of applications to provide services under the *NO CHILD LEFT BEHIND* (NCLB) Act of 2001, Title I Part A, Section 1116, P.L. 107-110.

Announcement Date: Friday, June 20, 2008

RFA Release Date: Friday, June 20, 2008

Application Submission Deadline: Monday, July 21, 2008 at 4:00 p.m.

LATE OR INCOMPLETE APPLICATIONS WILL NOT BE FORWARDED TO THE REVIEW PANEL.



*Supplemental Educational Service Providers
Program*

N O T I C E

**MANDATORY PRE-APPLICATION
CONFERENCES**



PRE-APPLICATION CONFERENCE 1

Friday, June 27, 2008

2:00 p.m. to 4:00 p.m.

Judiciary Square

441 – 4th Street, NW Room 1107

Washington, DC 20001

PRE-APPLICATION CONFERENCE 2

Saturday, June 28, 2008

11:00 a.m. to 1:00 p.m.

Judiciary Square

441-4th Street, NW Room 1107

Washington, DC 20001

PRE-APPLICATION CONFERENCE 3

Wednesday, July 2, 2008

10:30 a.m. to 12:30 p.m.

Judiciary Square

Old Council Chambers

441- 4th Street, NW

Washington, DC 20001

For additional information regarding this competition and/or to RSVP please email ashaki.goodall@dc.gov or call (202) 741-6401. Please note that it may take up to 2 business days to receive a response.

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Background Information

The No Child Left Behind Act (NCLB) was enacted by Congress in December 2001 and signed into law by President George W. Bush on January 8, 2002. It reauthorized the Elementary and Secondary Education Act (ESEA) and provides Federal funding for many educational programs such as Title I programs for educationally at-risk youth, 21st Century Community Learning Centers, and Title III programs for English language learners. The four pillars of NCLB are (1) stronger accountability for results; (2) more freedom for States and communities; (3) proven education methods; and (4) more choices for parents. These key points of NCLB are intended to help all students meet State proficiency standards for mastery of language arts literacy and mathematics by the year 2014.

The main goal of NCLB is for all students to become academically proficient based upon each State's assessment program. Each school's progress toward meeting the student proficiency targets is measured annually to ensure that goals are met. Schools that do not meet the measurement of Adequate Yearly Progress (AYP) for two consecutive school years are identified as schools in need of improvement. During the first year of this designation, all children in the school are eligible for school choice. This means that if a child attends a school that has been designated as in need of improvement, parents can choose to send the child to another public school in the Local Educational Agency (LEA). If a school does not make AYP the following year, parents must be offered the options of public school choice or SES. Only low-income students are eligible to participate in SES.

Definition of Supplemental Educational Services (SES)

The U.S. Department of Education (USDOE) defines SES as additional academic instruction, such as tutoring or remedial help, for students from low-income families who attend schools that are in their second year of school improvement, in corrective action, or in restructuring. This additional academic assistance is intended to ensure that students have an opportunity to increase their level of academic achievement in language arts literacy and mathematics.

SES must take place outside of the regular school day. SES includes academic assistance before school, after school, on weekends and holidays, and/or during the summer. Services may be in the form of tutoring or remediation and must include approaches that are consistent with the content and instructions used by the LEAs and are aligned with the State's core curriculum content standards. The DC core curriculum content standards can be accessed at: www.osse.dc.gov. Click the link entitled "Teaching and Learning Standards."

For more information about SES, please read the USDOE Non-Regulatory Guidance on SES. This can be found at: <http://www.ed.gov/policy/elsec/guid/suppsvcsguid.doc>.

Provider Eligibility

A provider of supplemental educational services may be any public or private (non-profit or for-profit) entity that meets the criteria for approval set out in this Request for Application, and in section 1116(e) of NCLB.

Legal entities eligible to apply to provide SES may include, but are not limited to, the following:

- Community-based organizations
- Charter schools (except those identified as in need of improvement)
- Public schools (except those identified as in need of improvement)
- Local Educational Agencies (except those identified as LEAs in need of improvement)
- Private schools
- Faith-based organizations
- Individuals, if they organize as a non-profit or for-profit entity under District of Columbia law
- Child care centers
- Libraries
- Community colleges and universities
- Private companies
- On-line schools
- Family literacy programs

Notes: Often, private companies and large providers have multiple franchise operations that are interested in providing services. The District of Columbia requires that each “legal entity” submit an application. In most cases, this means that each franchise must apply separately.

High performing schools (not designated in need of improvement) are eligible to provide SES. In LEAs where more than one high performing school wishes to provide SES each school is considered a separate legal entity and must submit its own application which includes evidence that the proposed SES program reflects the instructional strategies, curriculum and staff of that specific school. Each high performing school must also have its own contact person/coordinator and separate instructional location.

If a school or LEA is in need of improvement, corrective action, or restructuring, it may not be a supplemental educational service provider. Teachers from the school or LEA identified as in need of improvement may be hired as instructors by SES providers. A school identified as in need of improvement may offer their facilities to providers to service children.

Any school may offer their facility to SES providers for a reasonable fee. Such fees should be reasonable and consistent with those charged to other organizations which use the facility.

Supplemental Educational Services Stakeholder Responsibilities

The State’s Responsibility (The Office of the State Superintendent of Education/OSSE)

As indicated by NCLB, the State is required to:

- Identify schools that must offer SES.
- Request and review provider applications.

- Maintain a list of approved providers.
- Monitor provider performance.
- Report results of provider effectiveness.

The OSSE calculates the Adequate Yearly Progress (AYP) of each school and identifies the schools in need of improvement. The OSSE provides this information directly to LEAs and will place the list on its website as public information. LEAs make arrangements for their identified schools to offer SES and notification is sent to the parents of eligible students regarding their options. The OSSE does not send a list of schools offering SES to providers.

NCLB contains additional provisions of the law that include the state’s responsibility to develop and apply objective criteria for identifying an array of SES providers. This is necessary so that parents and families have a wide variety of provider choices to match their child’s needs. Subsequently, the OSSE updates the list of approved SES providers annually, and will post the list on the OSSE website. The approved list of SES providers is available to the public so that LEAs can inform parents of the approved providers available to serve their child. The OSSE is the only authority that may approve or remove a provider from the list.

NCLB also requires the state to evaluate the quality and effectiveness of provider services. Monitoring mechanisms such as desk audits, on-site monitoring visits, and surveys have been developed and will be annually implemented by the OSSE as part of the SES provider evaluation process. Approved providers must participate in the monitoring process.

The Local Educational Agency (LEA)’s Responsibility

LEAs with schools identified for their second year of improvement, corrective action or restructuring are required to provide annual notice to parents of eligible children regarding the availability of SES and information about the approved providers. Parents of the eligible child may select a provider that meets their child’s academic needs. Parents may request a consultation with the school district to select an appropriate provider [NCLB Section 1116(e)(1)]. LEAs are required to do the following:

- Identify eligible students.
- Notify parents annually (in a clear and uniform format and, to the extent practicable, in a language that parents can understand), of the availability of supplemental educational services and provide the following:
 - A list of the approved providers, including those accessible through technology.
 - The format and procedures to follow for requesting supplemental educational services, and the deadline, if applicable.
 - A brief description of the services, qualifications, and demonstrated effectiveness of each approved provider to assist the parent in selecting a provider.
- Assist parents/families with provider selection only if specifically requested to do so.
- Contact providers selected by the parents and enter into a contractual agreement on behalf of the student.
- Work with provider, school, and family to set goals for each student.
- Monitor procedures for providers to report on the progress of students receiving supplemental educational services.

- Pay providers in a timely manner.
- Monitor provider's contractual compliance.
- Notify the state of any concerns, incidents or safety issues regarding providers. LEAs may not remove an approved SES provider from the list, or prevent a parent's selection of provider. Only the state has the authority to remove a provider from the approved SES provider list.
- Protect the privacy of students who receive supplemental educational services.
- Provide specific requested data for monitoring purposes.

The Parent's Responsibility

Parents have a role in the facilitation of supplemental educational services for their child by doing the following:

- Respond to the notification regarding the option of SES for their child.
- Discuss with the child's teacher(s) the priorities for academic support.
- Review the state approved list of SES providers and select a provider that meets the child's academic needs.
- If necessary, request assistance selecting a provider from the LEA/school.
- Submit the LEA/school paperwork selecting an SES provider.
- Participate with the in the development of an Individual Student Service Plan (ISSP) to meet the needs of the child.
- Arrange transportation, if necessary.
- Support child's attendance, participation and progress.
- Seek information about child's progress from the SES provider.
- Assure the services are delivered as scheduled.
- Monitor the child's achievement levels.
- Communicate regularly with the provider.
- Affirm that the provider also communicates with the child's school and classroom teacher.
- If requested, provide feedback on the effectiveness of the provider.

The Student's Responsibility

- When appropriate, participate in setting learning goals during the development of the Individual Student Service Plan (ISSP).
- Become familiar with the Individual Student Service Plan.
- Attend all scheduled tutoring sessions.
- Begin all tutoring sessions prepared to learn.
- Participate in every session.
- When unclear, ask questions of the tutoring instructor.
- Complete assigned work between tutoring sessions.
- As best as possible, consider how SES tutoring connects to regular classroom learning.
- Talk to parents/family and teachers regarding details of tutoring sessions.

The Providers' Responsibility

For an SES program to be considered for inclusion on the OSSE list of approved SES providers, the provider must agree to:

- Review the USDOE Supplemental Educational Services Non-Regulatory Guidance at:<http://www.ed.gov/policy/elsec/guid/suppsvcsguid.doc>.
- If applicant is a school or district: Must not be a “school in need of improvement” or a “LEA in need of improvement.”
- Apply to the OSSE for SES provider approval during the advertised timeframe. All applications for new providers must be received no later than 4:00 p.m. on Friday, July 2, 2008.
- Offer clear, complete details regarding the capacity to deliver proposed scope of services.
- Provide written assurances to the state as per this application process.
- Must agree to comply with policies as described by the Education Industry Association Code of Professional Conduct and Business Ethics for Supplemental Educational Services Providers. The document is located at [http://www.educationindustry.org/eia/files/ccLibraryFiles/Filename/00000000220/EIA%20SES%20Code of Standards and Ethics final%20rev 1-08-08.pdf](http://www.educationindustry.org/eia/files/ccLibraryFiles/Filename/00000000220/EIA%20SES%20Code%20of%20Standards%20and%20Ethics%20final%20rev%201-08-08.pdf)
- Offer proof of adequate liability insurance before SES can be offered.

If approved, the SES provider must do the following:

- Work with schools, LEAs, and families.
- Contract with LEAs.
- Meet the terms of agreements/contracts with all Local Educational Agencies (LEAs).
- In conjunction with schools and families, develop an Individual Student Service Plan for each student to be served. The plan must be collaboratively developed based upon the unique needs of each student.
- Ensure that the program content, pedagogy and all other aspects of program delivery are consistent with the instruction provided and content used by the LEA and the state. The content must be aligned with the District of Columbia curriculum content standards and assessment measures.
- Provide services that are secular, neutral and of high quality. Services must be designed to enable students to attain their specific achievement goals adhering to the timetable collaboratively developed in the Individual Student Service Plan.
- Regularly measure and report student progress. All student progress reports must be directly aligned with the Individual Student Service Plan and must be presented in a format and language that parents can understand.
- Provide parents of children receiving supplemental educational services and the LEA/school with meaningful student progress reports, no less than monthly. Reports to parents must include a hard copy mailed to the home address. Passive reporting, such as an on-line posting, does not fulfill a provider's legal obligation to communicate student progress with parents.
- Provide the LEA/school with a summary progress report for each student at the end of services.
- Ensure the privacy of the student and the LEA/school.
- Meet all applicable federal, state, and local health, safety, and civil rights laws.

- Participate in the OSSE’s monitoring process.
- Maintain all documentation related to the provision of SES program for at least five years. Such documentation includes, but is not limited to, proof of student attendance, student work, copies of curricular materials used in the SES program, and evidence of staff qualifications.

Selection Criteria for Providers

Under NCLB, each state is responsible for defining acceptable evidence of effectiveness. Criteria developed for selection, approval and monitoring of providers must include, but are not limited to the following:

- **A demonstrated record of effectiveness in improving student academic achievement.** Acceptable evidence includes documentation of improvement in student academic achievement such as successful and sustained remediation of reading or math difficulties, and/or evidence of positive impact on additional outcomes (school grades, standardized test results, etc.).
- **Documentation that the instructional strategies used by the provider are evidence-based, high quality and designed to increase student academic achievement.** Acceptable evidence includes documentation of the successful implementation of instructional practices based on sound research and/or documented success by other providers/entities using the practices.
- **Evidence that services are consistent with the instructional program of the LEA and state academic standards.** Acceptable evidence includes alignment of provider’s curriculum with the District of Columbia curriculum content standards and state assessments. (The District of Columbia curriculum content standards can be found at www.osse.dc.gov. Click the link entitled “Teaching and Learning Standards.”)
- **Evidence of the capacity to deliver services which are consistent with applicable federal, state, local health and safety, and civil rights laws.** Acceptable evidence includes the signed assurances and other requested materials associated with this application, a copy of a District of Columbia Department of Finance and Revenue Tax Certification Affidavit, and a copy of adequate liability insurance. Current providers may not have on record with the state, any unresolved SES complaints from LEAs and/or parents or investigations by the OSSE.
- **Evidence that the provider is financially sound.** All District of Columbia Supplemental Educational Service provider applicants must present evidence of fiscal stability as required by NCLB, Section 1116(e)(12)(B)(iii). Acceptable evidence includes legal documentation of operating funds which enable the provider to initiate and sustain high quality services to students. Such evidence shall consist of federal and state tax returns for the last two years (e.g., Form 1120 for for-profits, Form 990 for non-profits) and at least one of the following:
 - Audited financial statements for the last two years.
 - Credit rating from an independent rating agency.
 - Statements from an established financial institution.

Per-Pupil Allocations, Provider Fees, and Financial Stability

Per-Pupil Allocation

Under NCLB, the per-pupil cost for supplemental educational services is *the lesser* of an LEA's per-pupil allocation under Part A of Title I or the actual cost of the services. The per-pupil allocation will be located on the Office of the State Superintendent website at www.osse.dc.gov.

The per-pupil allocation for SES is calculated by dividing the LEA's Title I, Part A allocation by the number of children residing within the district, aged 5-17, who are from families below the poverty level, as determined by the most recent census estimates from the U.S. Department of Commerce.

Provider Fees

In considering approval of each application, the State weighs potential benefits to students with the need to ensure that services are delivered to students. Providers may not impose unreasonable costs or logistical burdens on LEAs.

The District of Columbia is a single geographic area served by the District of Columbia Public Schools (DCPS) and individual charter-school LEAs. Providers are expected to serve students attending any eligible public school in the District of Columbia. A provider may not refuse to serve a school for any reason. Providers may specify a minimum number of students that must enroll in the provider's program before the provider will offer services in the District of Columbia; however, that number cannot exceed five students.

Providers must explicitly detail where services will be provided, including instances where a single student in a school may have enrolled in the providers program.

Providers may not refuse to serve students within a particular LEA based upon the per-pupil allocation.

Verification of a provider's refusal to serve a district for any of these reasons shall be considered a violation of the assurances associated with this application and will be grounds for the State to remove the provider from the approved SES provider list.

SES provider fees should accommodate a minimum of 40 to 50 contact hours for each student participant. All provider fees must include a detailed itemization of program costs per student.

Financial Stability

The SES program under NCLB is a reimbursement-based program. (Prior to reimbursement for services, initial financial risk is assumed by the provider.) The need for fiscal soundness derives from potential risks to stability of student services. Such risks may arise from actual or expected challenges that an SES provider may experience in honoring its contractual obligations.

The OSSE substantiates evidence of financial stability to ensure that each SES provider can achieve sustainability of the debt burden and that they have the capacity to professionally and effectively serve students in the following manner:

- Maintain and deliver the SES required under NCLB.
- Provide a curriculum and delivery mechanism aligned with the District of Columbia curriculum standards and the classroom goals for each student served.
- Provide appropriate educational resources necessary for effective instruction.
- Employ a qualified instructional staff.
- Provide appropriate professional development for staff,
- Comply with the staff background check requirements.
- Ensure the means to communicate with students, parents, teachers, LEAs and the OSSE.
- Ensure appropriate compliance with District of Columbia business and tax regulations.
- Obtain and maintain liability insurance.
- Maintain general operating capital including facilities where appropriate.
- Secure a safe and appropriate learning environment for service delivery.

Fiscal soundness must be assured through written proof of sufficient operating funds which enable providers to initiate and sustain high quality services.

All District of Columbia Supplemental Educational Service (SES) providers must present evidence of fiscal stability as required by NCLB, Section 1116(e)(12)(B)(iii). Evidence shall consist of Federal and State tax returns for the last two years (e.g., Form 1120 for for-profits, Form 990 for non-profits) and at least one of the following:

- Audited financial Statements for the last two years.
- Credit rating from an independent rating agency.
- Statements from an established financial institution.

Applications for inclusion on the annual state approved SES Provider List is evaluated on the elements listed above and the extent to which an agency or program has the capacity to deliver effective services.

Change in Financial Stability

Financial stability of an approved SES provider shall be determined at the state level. A LEA is not authorized to independently use such information as the basis for excluding an approved provider from serving students.

- Should a provider experience a change in financial stability subsequent to approval for inclusion on the state's SES provider list, they must notify the OSSE SES Program Coordinator.
- Should an LEA become aware of a change to an approved SES provider's financial stability, the LEA must report the information to the OSSE's SES Program Coordinator.
- Should the state become aware of a change in the financial stability of an approved SES provider, the OSSE will investigate and determine the status of the provider.

Monitoring and Reporting

The Office of the State Superintendent of Education is required to monitor the quality and effectiveness of the services offered by approved SES providers. The monitoring and accountability of SES providers is a process that begins with the State's initial requirements for the application and selection to become an approved SES provider.

In the assurance section of this application, SES provider applicants must agree to complete the self-evaluation survey annually and submit supporting documentation regarding the efficiency and effectiveness of the educational services that the organization provides to eligible students from September 1 to August 30 of each approval year. The document serves as a valuable monitoring tool as it requires elements of self-reflection on practice, as well as a profile confirmation, data report, and additional provider assurances. Annual completion of the survey is required for the second year of continued full status approval as a District of Columbia SES provider as well as to re-apply for renewal to the state approved list after the two (2) year term limit has expired. Surveys must be submitted to the OSSE no later than December 15.

In addition, each year LEAs will be asked to submit to the OSSE an evaluation of each provider that served eligible students. This evaluation will be factored into the state's assessment of a SES provider's effectiveness. Failure to participate in the OSSE's monitoring and evaluation process may result in removal from the approved list of state SES providers.

Monitoring

The OSSE will annually monitor the performance of approved SES providers as required by NCLB.

In partnership with the LEAs that implement SES, the OSSE will use various sources of information to monitor the quality, performance, and effectiveness of services offered by approved SES providers.

One valuable source of information is the reflective feedback provided on the self-evaluation survey submitted directly from SES providers. It is one of several methods used to evaluate SES services. The methods for monitoring are:

- SES data reporting as part of the quarterly Title I Performance Report which LEAs must complete and submit to the OSSE.
- The self-evaluation survey completed by approved SES providers.
- The state assessment results of students receiving supplemental educational services.
- The interim reports submitted by SES providers.
- On-site monitoring visits.
- SES Incident/Safety Reports.
- The LEA annual evaluation survey of each provider that served eligible students.

Note: In the case of online services, the applicant must provide specific information regarding how the OSSE may monitor services being provided to students as on-site monitoring visits may not be feasible. This may include, but is not limited, to providing the OSSE a username and password to observe service delivery while online.

Reporting

SES Providers must also comply with information requests from the OSSE regarding the investigation of incident/safety reports. Failure to do so may be cause for immediate and permanent removal from the approved list of state SES providers.

If, after review of monitoring reports and information requests or the results of the annual evaluation for effectiveness, OSSE determines that a SES provider must implement a corrective action plan, this plan must be submitted to the state for approval and additional monitoring and reporting may be instituted.

Change in Scope of Services

The Office of the State Superintendent of Education does not consider requests to change the scope of services during the two year period a SES provider is on the state SES provider list. *Any* change in the scope of services (i.e. student grade levels, curriculum, fees) must be submitted as part of a new application. The status of the new application submission is the standing status of the SES provider. The OSSE does not allow the SES provider to return to their status prior to the new application submission.

Confidentiality, Proprietary Information, or Trade Secrets

SES provider applications are public records. They are subject to Freedom of Information Act (FOIA) Requests. Provider applicants should give specific attention to the identification of those portions of their proposals that they deem to be confidential, proprietary commercial or financial information or trade secrets, and to provide any justification why such materials, upon request, may not be disclosed by the OSSE. Such justification must be included with the application at time of submission. The OSSE legal department will issue a determination regarding these requests.

Withdrawal of State Approval

The State is required to withdraw approval from SES providers that do not, for two consecutive years, contribute to increased academic proficiency of the students to whom they provide services. SES providers are subject to withdrawal if they do not comply with the assurances associated with this application. Such requirements may include, but are not limited to:

- Violation of any federal or state laws, regulations, policies or local contracted SES provider agreements.
- Any validated incident report regarding the safety and well being of students.
- Failure to collaborate with parents and schools on the development of Individual Student Service Plans.
- Failure to actively report student progress to parents on at least a monthly basis.
- Verified incident reports of a regulatory or procedural nature, including but not limited to complaints from parents/guardians, employees, LEAs, and/or the general public.
- Deliberate inaccurate submission of information on any state or LEA/school document, including not limited information submitted in a provider's application for approval.

- Imposing additional provider restrictions on schools, LEAs, students, or families after state approval.
- False or misleading advertising regarding the District of Columbia’s SES program.
- Failure to serve students due to low enrollment numbers at a specific school. (The provider may not require a minimum number of students greater than five. Five enrolled students shall constitute required SES services.)
- Failure to serve students at any school/district due to a low per-pupil allocation.
- Failure to provide accurate contact information.
- Failure to submit to the state or LEA required information by specified timelines.
- Change in financial soundness.
- Change in approved scope of provider services, specifically failure to deliver the SES program that is described in the approved application.
- Refusal to serve a LEA within the District of Columbia based upon the number of students or the per-pupil allocation. Verification of a provider’s refusal to serve a LEA for any of these reasons shall be considered a violation of the assurances associated with this application and will be grounds for the state to remove the provider from the approved SES provider list.
- Failure to perform annual criminal background checks of all employees who interact with students and/or document current tuberculosis test results of all employees who come in physical contact with SES employees.
- Violation of the assurances page, including but not limited to the Provider Code of Ethics.
- Failure to meet reasonable progress toward state indicators as indicated and/or established in the quarterly monitoring reports.
- Violation of the state incentives policy for SES providers.

NOTE: Only the OSSE may revoke approval of as SES provider’s right to serve students. LEAs may not act independent of the state in such matters.

Provider Application Categories

There are two categories by which SES providers can apply. They are:

- Established/existing organizations that have previously provided tutoring services to youth (whether SES or non-SES)
- Newly created organizations

Purpose of the Provider Application Process

Potential SES providers are notified on an annual basis of the opportunity to provide supplemental educational services in the District of Columbia, and of the procedures by which potential providers may apply to be considered for inclusion on the state approved list. The application document serves four main purposes. The process serves as:

- An annual opportunity to inform potential providers on the background, provision and current expectations of quality SES in the District of Columbia.

- An opportunity to collect data for review and consideration to approve the qualifications and capacity of potential SES providers.
- The origin for a list of entities approved to offer SES in the District of Columbia.
- A source for the development of a brief description of the services, qualifications, and demonstrated effectiveness of each approved provider.

The application review process ensures objectivity and meets the intent of Title I, Part A, Section 1116(e) to develop a state approved list of SES providers.

Duration of Services Covered By This Application

The approval of this application covers the project period of September 1, 2008 to August 31, 2010.

Approved providers are required to complete an annual SES provider self-evaluation and submit additional documentation including an assurance page to remain in good standing and retain approved status.

Approval may be revoked during this project period by the OSSE for cause.

Application Submission

Required Application Format:

- 1-inch margins
- Double-spaced
- 12-point font
- Pages numbered
- Typed in Arial or New Times Roman
- One sided only
- Original printed on three-hole paper
- *NO* binders or bound materials
- *NO* staples

Use the Office of the State of Superintendent Education’s Supplemental Educational Services Providers Program Request for Applications (RFA) to apply for the grant. The RFA will be available on the OSSE’s website, www.osse.dc.gov, and or by contacting the Division of Education Excellence at (202) 741-6401.

Application Evaluation and Rating

Incomplete applications are not considered for review and will not be approved. No material beyond what is specifically requested in the application is considered in the review process nor evaluated using the rubric. A review panel evaluates and scores the completed eligible application based upon the quality and completeness of the narrative questions and the requested

attachments. Quality is determined using a rubric that assigns point values as demonstrated in the application. All applications are evaluated using the same criteria.

Submission Timeline and Logistics

Applicants must submit an original application (marked original) printed on *three-hole paper* with five (5) copies of the application (**for a total of 6 applications**) and one electronic copy (on CD-ROM only) on or before July 21, 2008 at 4:00 p.m. Two (2) copies of Attachment A should be affixed to the outside of the envelope or package. One copy will be used for the applicant's receipt and one copy will be used for the OSSE's receipt.

Applications will not be forwarded to the review panel if the applicant fails to submit the required **six** applications and electronic copy (CD-ROM) **using the required application format. Emailed, telegraphic, and facsimile submissions will not be accepted.**

A complete application packet must include:

- Provider Profile (Part I of the Application).
- Provider Program Proposal (Part II of the Application).
- Provider Assurances (Part III of the Application).
- Requested attachments.

Applications must be delivered to the following location:

**District of Columbia Office of the State Superintendent of Education
Division of Education Excellence
51 N Street, NE, Lower Level
Washington, DC 20002
ATTN: Ashaki Goodall, Program Management Officer**

Applications that are mailed or delivered by messenger/courier services must be sent in sufficient time to be received by 4:00 p.m. on July 21, 2008. Applications arriving via messenger/courier services after the posted deadline of 4:00 p.m. on July 21, 2008 will not be forwarded to the review panel.

Applications submitted at or after 4:01 p.m. July 21, 2008 will not be forwarded to the review panel for funding consideration.

Include only the information requested and answer all questions thoroughly. Binders, special covers, marketing materials, etc., will not be reviewed to determine if a provider meets the criteria. Reviewers will not check websites to verify or review documentation. All relevant supplemental materials must be incorporated into the application. No exceptions. Do not exceed the page limit listed for each section. (Support documents and examples should only be attached if requested.)

Application Approval

The Office of the State Superintendent of Education notifies all applicants of the status of their applications. Applications are not considered approved unless officially notified of approval on the OSSE letterhead.

Application Appeals Process

The following process has been established for Supplemental Educational Services (SES) provider applicants to appeal a denial. If a SES applicant believes that denial of his or her application is unwarranted, the following procedure may be used by the provider to appeal the state's decision.

All appeals shall be filed in writing with the Office of the State Superintendent of Education (OSSE) within 10 calendar days of the SES provider receiving written notice from OSSE of denial of an application or suspension or revocation of state-approved status. Appeals shall be considered received by OSSE on the date they are postmarked.

Appeals may not be submitted electronically to OSSE. Only appeals filed in accordance to this time frame shall be considered for appeal by OSSE.

NOTE: The complete SES provider appeals process can be found in the appendices of this document.

What must be included in all appeals?

To be considered, appeals shall:

- Be submitted in writing and include the following information:
 - A clear statement of the allegation(s);
 - Specific reason(s) for believing OSSE's decision was not proper or was not made in accordance with federal and/or state regulations, policies, or procedures. Please note that to the extent possible, this should include specific references to federal and/or state regulations;
 - A summary of the facts upon which the allegation(s) is based. Please note that to the extent possible, this should include specific names and dates relevant to the allegation; and
 - Any documentation supporting the allegation(s).
- Be signed by the individual authorized to submit the application and/or correspond with the state on behalf of the SES provider. Please note that this individual's name should be on the application cover page and/or, in the case of a state-approved SES provider, on file with OSSE.
- Contact information, including name of individual filing the appeal, name of the organization, mailing address, telephone number(s), and email address.

What is the procedure for considering appeals?

There are two separate appeal procedures. Appeal Procedure #1 addresses OSSE's decision to deny initial approval of a SES application and subsequent refusal to place the provider on the state-approved SES provider list. Appeal Procedure #2 addresses OSSE's decision to revoke the approval of a SES provider and remove them from the state-approved provider list.

Once the type of appeal has been determined, the course of action taken shall follow the procedure as set forth below:

Appeal Procedure #1: Appeals of OSSE's decision to deny initial approval of a SES application and subsequent refusal to place the provider on the state-approved SES provider list.

- The appeal shall be reviewed by a committee three to five persons convened expressly to determine the status of a SES appeal.
- The committee will review the documentation provided within 14 calendar days. This review will include providing the applicant with the opportunity to present evidence in person to the appeals committee.
- The appeals committee will notify the State Superintendent (or his/her designee) of its decision within 10 calendar days after the review.
- The committee's decision is final.
- The Office of the State Superintendent will notify the Board of Education and the applicant of the appeals committee's decision with 10 calendar days after receipt of the final decision.

What is the composition of the SES appeals committee?

The SES appeals committee shall be comprised of three to five persons with expertise in Title I Part A and/or experience with implementation of the SES program. The committee shall contain, at minimum, one OSSE state program practitioner with expertise in Title I, Part A and members from at least two of the following categories:

- Committee of Practitioner members
- School Support Team members
- State System of Support members
- OSSE Office of Review and Compliance staff
- Representatives from Title I LEAs with experience with SES

Please note that in the case of appeals of OSSE's decision to revoke the approval of a SES provider and remove them from the state-approved provider list, the Title I LEA may not have had services delivered to its students during the current tenure of the SES provider's state-approved status.

Who appoints the SES appeals committee?

The SES appeals committee will be appointed by the Director of Academic Supports and Intervention.

What decisions may be made by the SES appeals committee?

As a result of the review process, the SES appeals committee shall make one of the following decisions:

- Affirm the original decision (deny the appeal).
 - As a result of Appeals Procedure #1, if the SES appeals committee affirms the original decision and denies the appeal, the applicant is encouraged to apply again during the next competitive cycle.
- Ask for more information (continue the review).
 - As result of Appeals Procedure #1, if the SES appeals committee asks for more information, the appeals committee's review process and timeframe for rendering a final decision may not exceed an additional 30 calendar days.
- Overturn the original decision (approve the appeal)
 - As a result of Appeals Procedure #1, if the SES appeals committee overturns the original decision and approves the appeal, OSSE will begin corrective action efforts to approve and/or re-instate the SES provider. This corrective action effort may not exceed 10 calendar days.

All SES appeals must be submitted in writing to:

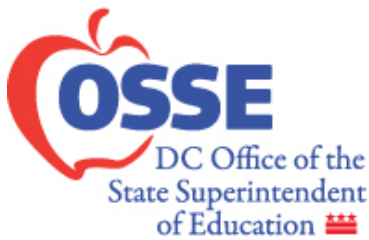
**Director of Academic Supports and Intervention
District of Columbia Office of the State Superintendent of Education
51 N Street, NE, 7th Floor
Washington, DC 20002**

Technical Assistance

Potential applicants are **mandated** to attend *one* of three Mandatory Pre-Application Conferences. **Failure to attend one of the Pre-Application Conference will disqualify applicants.**

Pre-Application Conference 1	Pre-Application Conference 2	Pre-Application Conference 3
Friday, June 27, 2008	Saturday, June 28, 2008	Wednesday, July 2, 2008
2:00 p.m. to 4:00 p.m.	11:00 a.m. to 1:00 p.m.	10:30 p.m. to 12:30 p.m.
Judiciary Square	Judiciary Square	Judiciary Square
441- 4 th Street, NW	441-4 th Street, NW	Old Council Chambers
Room 1107	Room 1107	441-4 th Street, NW
Washington, DC 20001	Washington, DC 20001	Washington, DC 20001

Applicants are encouraged to email their questions to ashaki.goodall@dc.gov on or before 4:00 p.m. on Friday, July 11, 2008. Applicants should expect a response via email within two business days. Questions submitted after the deadline date will not receive responses. Questions not received via email will not receive responses.



**DISTRICT OF COLUMBIA OFFICE OF THE STATE
SUPERINTENDENT OF EDUCATION
Division of Education Excellence**

**Supplemental Educational Services Providers Program
RFA #0620-08**

Division of Education Excellence Receipt of Application

(Contact Name/Please Print Clearly)

(School Name)

(Address, City, State, Zip Code)

(Telephone Number)

(Fax Number)

(Email Address)

OSSE USE ONLY

Please Indicate Time: _____ a.m./p.m.

ORIGINAL APPLICATION, _____ COPIES, and _____ CD-ROMs.

RECEIVED ON THIS DATE ____/____/ 2008__

RECEIVED BY: _____

Application Cover Page

I HEREBY CERTIFY that, to the best of my knowledge, the information contained in this application is correct, the agency or agencies named below have authorized me, as their representative, to file this application.

Authorizing Signature _____

Date _____

Printed Name _____

Applicant Agency (Name of Fiscal Agent) _____

Tax ID Number _____

Type of Organization for the Applicant Agency:

- | | |
|---|---|
| <input type="checkbox"/> Non-profit/Community agency | <input type="checkbox"/> Two-year college |
| <input type="checkbox"/> Public school (non-charter) | <input type="checkbox"/> Four-year college/university |
| <input type="checkbox"/> Charter school | <input type="checkbox"/> For-profit/private company |
| <input type="checkbox"/> Private/parochial school | <input type="checkbox"/> On-line school |
| <input type="checkbox"/> Individual | <input type="checkbox"/> Family literacy program/Even Start program |
| <input type="checkbox"/> Child care center | <input type="checkbox"/> Faith-based organization |
| <input type="checkbox"/> Library | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> 21 st Century Community Learning Center | |

Primary Contact Person _____

Office Address _____

Email Address _____

Phone _____

Fax _____

Local Contact Person _____

Local Office Address _____

Email Address _____

Phone _____

Fax _____

Brief Program Description _____

Application Part I: Provider Profile

Type of Application:

- Existing Organization** (organizations that have previously provided tutoring to youth - whether SES or non-SES)
- New Organization** (organizations that may not yet have established a demonstrated record of effectiveness)

Section A: Provider Identification/Contact Information

Provider name: _____

Name as it should appear on the approved provider list: _____

Address 1: _____

Address 2: _____

City, State, Zip: _____

Primary contact: _____

Primary contact title: _____

Primary contact phone: _____

Primary contact fax: _____

Primary contact email: _____

Secondary contact: _____

Secondary contact title: _____

Secondary contact phone: _____

Secondary contact fax: _____

Secondary contact email: _____

Type of Provider:

- | | |
|---|---|
| <input type="checkbox"/> Non-profit/Community agency | <input type="checkbox"/> Two-year college |
| <input type="checkbox"/> Public school (non-charter) | <input type="checkbox"/> Four-year college/university |
| <input type="checkbox"/> Charter school | <input type="checkbox"/> For-profit/private company |
| <input type="checkbox"/> Private/parochial school | <input type="checkbox"/> On-line school |
| <input type="checkbox"/> Individual | <input type="checkbox"/> Family literacy program/Even Start program |
| <input type="checkbox"/> Child care center | <input type="checkbox"/> Faith-based organization |
| <input type="checkbox"/> Library | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> 21 st Century Community Learning Center | |

Section B: Service Facility

Check the location(s) that best describes where services will be delivered.

- School
- Business
- Community center
- On-line
- Provider’s home
- Student’s home
- Site owned or operated by a faith-based organization (e.g., church, synagogue, mosque, temple)
- Other (explain) _____

Note: If online SES services are provided, the program proposal must include information on how and where children will access services. In the event that the program will be accessed outside of the student’s school, the applicant must indicate the supervision provided while children are participating in services including how activities will be monitored. The provider must assume responsibility for any additional costs in accessing services other than by standard internet connection.

Will transportation be provided by your agency? Yes No Radius: _____
 If yes, type of transportation: Private shuttle Public transportation assistance
 Other _____

Note: The SES resources or the per-pupil amount may not be used for transportation.

Section C: Provider Academic/Instructional Information

Program description: Indicate which keywords best match your program’s offerings.

- Language Arts Literacy
- English language acquisition
- Science
- Mathematics
- Other: _____

Grade levels served: Check all that apply.

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

Number of students served:

Note: The provider may not require a minimum number of students greater than five at any one LEA/school. Five eligible students who are in need of SES and whose parents have selected the provider based upon the provider's inclusion on the state's approved provider list shall constitute a requirement to provide SES services. Should a provider fail to comply with this policy, the state shall have just cause to immediately withdraw the provider from the state list.

If approved, maximum number of students to serve in 2008-2009: _____

Specific student populations served: Check all that apply.

- | | |
|---|--|
| <input type="checkbox"/> Economically disadvantaged | <input type="checkbox"/> Limited English proficient students:
indicate particular language(s) _____ |
| <input type="checkbox"/> Ethnic/racial minorities | |
| <input type="checkbox"/> Migrant students | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Students with disabilities | |

Times available for service: Check the time(s) that best describes when you will deliver services to students.

Note: If your program exceeds three consecutive hours on any given day, you **must** submit with this application, a schedule depicting what occurs during that timeframe. Only the portion of time dedicated to SES/tutoring is an allowable charge. For example, if tutoring occurs at an established after-school program or during the morning portion of an all-day summer program that includes recreation, etc., only the tutoring portion is an allowable SES charge.

- | | |
|--|---|
| <input type="checkbox"/> Before school | <input type="checkbox"/> Weekends/school holidays |
| <input type="checkbox"/> After school | <input type="checkbox"/> Summer |

Specific days of the week instruction will be provided: Check all that apply.

- | | | | | |
|-----------------------------------|----------------------------------|------------------------------------|-----------------------------------|---------------------------------|
| <input type="checkbox"/> Monday | <input type="checkbox"/> Tuesday | <input type="checkbox"/> Wednesday | <input type="checkbox"/> Thursday | <input type="checkbox"/> Friday |
| <input type="checkbox"/> Saturday | <input type="checkbox"/> Sunday | <input type="checkbox"/> Summer | <input type="checkbox"/> Holidays | |

Describe how SES services are generally scheduled: All providers must schedule services based upon student needs. The number of tutoring sessions and length of sessions should be discussed and arranged with parents/families during the development of the Individual Student Learning Plan. *Note: If any SES session exceeds 3 consecutive hours providers must submit a schedule detailing activities.*

General number of sessions per week:	
General number of hours per session:	
General number of weeks in the program:	

Mode of instructional delivery: Check all methods of instructional delivery that you offer or plan to offer students.

- | | |
|--|--|
| <input type="checkbox"/> Direct individual tutoring | <input type="checkbox"/> On-line/Web-based individual tutoring |
| <input type="checkbox"/> Direct small group instruction (3-5 students) | <input type="checkbox"/> On-site computer-based group tutoring |
| <input type="checkbox"/> Large group instruction (6 or more students) | <input type="checkbox"/> Other: _____ |

Student/instructor ratio: List the ratio of students to instructors in the program.

Note: Student/instructor ratio may not exceed 12:1.

_____ Students for every 1 instructor

Method and frequency of communication used to report progress to parents:

- | Method | Frequency |
|---|-----------|
| <input type="checkbox"/> Reports | _____ |
| <input type="checkbox"/> Meetings | _____ |
| <input type="checkbox"/> Phone Conferences | _____ |
| <input type="checkbox"/> Other Communications _____ | _____ |

Method and frequency of communication used to report progress to the school/district:

- | Method | Frequency |
|---|-----------|
| <input type="checkbox"/> Reports | _____ |
| <input type="checkbox"/> Meetings with Teacher | _____ |
| <input type="checkbox"/> Phone Conferences | _____ |
| <input type="checkbox"/> Other Communications _____ | _____ |

Section D: Restrictions

Complete this section carefully. This information is used to inform parents/districts of any provider limitations prior to signing agreements. Providers should remain flexible prioritizing student needs rather than offering a “one-size-fits-all” standardized tutoring program. Samples of restrictions might be:

- If the agency needs to use school facilities to deliver services.
- If the agency can only provide service in locations where there is computer/internet access.
- If the agency does not provide instruction in a second language, etc.

Such information **must** be included in the application. No restrictions may be imposed on schools, LEAs, students, or families that are not cited on the application. Should additional restrictions be imposed by a provider after state approval, the action shall be considered just cause for removal from the state’s approved SES provider list. If approved, this information will be posted on the OSSE website of approved providers to assist parents in making informed choices.

Section E: Provider Fees

Fees must be listed on a per-student/per-hour basis and may include a reasonable cost range per hour. This is the cost to provide the agency’s proposed SES program to each child according to that individual child’s achievement plan. All assessment costs must be calculated into the hourly rate.

In considering approval of each application, the state weighs potential benefits to students against the need to ensure that in order to effectively deliver services to students, providers do not impose unreasonable costs or logistical burdens on schools/districts.

In calculating professional fees, providers may not refuse to serve a LEA based upon the number of students enrolled in a particular school (as long as the number enrolled in the program is at least 5) or the LEA’s per-pupil allocation. Verification of a provider’s refusal to serve a district for any of these reasons shall be considered a violation of the assurances associated with this application and will be grounds for the state to remove the provider from the approved SES provider list.

All fees should also take into consideration the state’s requirement that SES provider fees should accommodate a minimum of 40 to 50 contact hours for each student participant.

	Amount of Provider Fee Per Student	Basic Description
Personnel	\$ _____	
Background Clearances	\$ _____	
Materials (i.e. consumables)	\$ _____	
Equipment	\$ _____	
Facility fee (as applicable)	\$ _____	
Security fee (as applicable)	\$ _____	
Incentives (not to exceed \$50.00 per student)	\$ _____	
Overhead costs	\$ _____	
Total	\$ _____	

Explain any variations in fees. (i.e. 1:1 tutoring cost per hour vs. small group or large group tutoring cost per hour.)

Section F: Evidence of Liability Insurance

All applicants must submit proof of adequate liability insurance. Adequate is defined as a minimum of \$500,000.00. Providers must enclose a copy of the policy cover page depicting amounts per incident and per occurrence.

Evidence of Liability Insurance Attached: YES NO
 Comment:

Section G: Recruitment

All applicants must describe the process for participant recruitment. Specifically address:

- How is information about your program advertised? If applicable, submit any advertising documentation (e.g., brochures, fliers, radio spots, etc.).
- Describe your organization's incentive policy. Specifically address:
 - What types of incentives are offered?
 - How are rewards earned?
 - How is information concerning incentives shared with parents?
 - How is this incentive policy aligned with the District of Columbia's state policy on SES incentives?

Application Part II: SES Provider Program

Section H: Evidence of Effectiveness in Improving Student Academic Achievement

[NCLB Section 1116(e)(4)(B)]

The applicant must provide a **demonstrated record of effectiveness** in raising student achievement in English/language arts, Mathematics, or both areas. This section **MUST** include the following:

Existing Organizations

- Empirical or statistical evidence of significant improvement in student academic achievement in either English/language arts, Mathematics, or both over time as a result of provider services. Where appropriate, this response should include clearly labeled tables/graphs/charts that depict the academic improvement of students.
- Provide a description of the methodology used to collect this evidence (measures and analysis used).

Newly Created Organizations

- Anticipated levels of achievement expected from proposed SES tutoring, including rationale for the anticipated levels.
- Methodology that will be used to collect evidence related to student achievement to demonstrate effectiveness.

Section I: Documentation of High Quality Curriculum and Instructional Strategies

[NCLB Section 1116(e)(12)(C)]

- Describe your tutoring program. Explain the research upon which your program is based. Include all necessary research citations.
- Describe the curriculum used by your program.
- Describe instructional methods that are used to implement the curriculum described in bullet 2.
- Describe the direct link between your program's elements (e.g., curriculum, instructional methods, length & number of sessions, class size, lesson plans, etc.) and increased student achievement. Include all necessary research citations.
- Provide a detailed description of a one-hour module of tutoring. This section should include a detailed sample lesson plan and materials for a one-hour module of tutoring.

Additionally, the sample lesson plan should refer to the components of the curriculum (described in bullet 2) used during this sample lesson.

Section J: Connection to the District of Columbia Content Curriculum Standards and Local LEA Instructional Programs [NCLB Sections 1116(e)(5)(B) and 1116 (e)(12)(C)]

Note: Find the District of Columbia Content Curriculum Standards at www.osse.dc.gov . Click the link “Teaching and Learning Standards.”

- Describe the ways in which your program’s curriculum and instructional methods directly connect to the District of Columbia Content Curriculum Standards, especially those for English/Language Arts and Mathematics. Provide examples of specific standards your curriculum and lessons address. Be sure to include exact standard citations.
- Describe how you have established or plan to establish connections with the academic programming of the LEA(s) in which you operate.
 - Cite specific LEA curriculum or instructional methods to which your program connects, as applicable. Please note that providers are unable to serve only the District of Columbia Public Schools LEA if students from another District LEA enrolls in your program. Therefore, all applicants are strongly encouraged to make reference to LEA curriculum or instructional methods in at least one charter LEA as well as the DCPS LEA..
 - Describe how your organization plans to build relationships with LEA staff including LEA central office staff, principals and teachers.

Section K: Student Assessment and Goal Setting [NCLB Section 1116(e)(3)(A)]

- Describe a typical learning goal for a student (e.g. students who complete 40 sessions will gain one-half of a grade level equivalency as measured by the Brigance Assessment) and explain the method and reasoning behind your organization’s goal setting.
- Describe how you have worked or plan to work with LEA staff and parents to ensure that individual student goals are measurable, feasible, and individually appropriate.
- Name and describe the standardized assessment that will be used to pre-test students to diagnose and assess student needs and to post-test students to measure growth. Provide a description of why this assessment was selected and evidence that this assessment is an appropriate and valid measure for your programming.
- Describe how the selected assessment connects to DC-CAS as a measure of a student’s mastery of District of Columbia state standards.

Section L: Assessment of Progress and Reporting Information

[NCLB Sections 1116(e)(3)(A) and 1116(e)(3)(B)]

- Describe the process used to develop an individualized instructional program based on each student's individual needs with clear goals and a timetable for achievement gains. This section must include a description of how the standardized test described in Section K will be used as part of the program development process.

- If you plan to operate as a small or large group program (i.e., with a student/tutor ratio of greater than 1:1), describe how tutoring will be individualized based on student needs and the program developed for each student even in the small or large group, as well as the ways in which tutors will adjust each student's programming based on student progress,

OR

if you plan to operate as a one-to-one program, describe how you will adjust instruction periodically based on each student's level of progress toward academic goals.

- Describe the specific procedures, including the timeline and frequency of reporting, to be used in reporting student progress to the following:
 - Parents
 - Teachers
 - Local school staff
 - LEA
- Describe your progress report and include an actual sample progress report.
- Explain how you will maintain compliance with confidentiality precautions as set forth in NCLB and FERPA in your progress reporting.

Section M: Qualifications of Instructional Staff [NCLB Section 1119]

- Describe your staff's qualifications to provide high quality supplemental services. Descriptions of staff qualifications MUST include a description of degrees and/or certifications necessary to become a tutor.
- Describe how your staff qualifications are appropriate for your program (e.g., How will staff with these qualifications enable your program to improve student academic achievement?).
- Describe your process for recruiting and retaining high quality staff.
- List and describe the professional development opportunities tutors attend. In addition, explain how these opportunities directly improve the instruction and services offered by staff (e.g., How will each opportunity enable tutors to help students improve academic achievement?).

Section N: Student Safety [NCLB Section 1116(e)(5)(C)]

- Do you conduct criminal background checks on all employees before hiring?
- Please describe the process and/or system used to conduct checks.
- Describe the process used to ensure the accuracy of background checks submitted (e.g., is the spelling of the employee's name, date of birth or social security rechecked once the background check is returned your organization?).
- Do you require current tuberculosis test results for all employees who come in direct physical contact with students?
- Describe your organization's policies concerning student safety which MUST include policies regarding student drop-off/pick-up, transportation (if applicable), evacuation plans, disciplinary action, emergency notification, and any other applicable policies. In addition, please attach copies of these policy documents.

Section O: Compliance with Federal, State, and Local Health, Safety, and Civil Rights

Laws [NCLB Section 1116(e)(5)(C)]

- Submit evidence demonstrating that your organization complies with federal, state and local civil rights protections for employees and students (e.g., a description of hiring procedures, documents that include the organization's non discrimination policy, etc.).
- If you intend to provide services to students with disabilities, submit evidence demonstrating that your organization complies with IDEA and ADA requirements.

Section P: Evidence That the Provider is Financially Sound [NCLB Section 1116(e)(12)(B)]

All Organizations

- Submit evidence that verifies funds from providing Supplemental Educational Services will NOT be your organization's sole source of income.
- Submit proof of liability insurance (include a copy of the policy cover page which should include company name and policy number).
- Submit a copy of a notarized business license or formal documentation of legal status with respect to conducting business in the District of Columbia.

AND

Existing Organizations (Organizations in operation for 1 or more years)

- Submit a copy of one of the following sources of evidence of financial soundness:
 - Audited financial statements or other comparable documents of financial viability such as financial letters of credit.
 - A copy of the organization's tax return for the past two years.

New Organizations (Organizations in operation for less than 1 year)

- Submit a description of how your business currently receives or plans to receive funds (e.g., grants, fees-for service, etc.).

**DISTRICT OF COLUMBIA OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION
EVALUATION RUBRIC FOR SUPPLEMENTAL SERVICE PROVIDER APPLICATIONS
2008-2009**

Section H: Evidence of Effectiveness in Improving Student Academic Achievement (23%)

EXISTING ORGANIZATIONS

1. Provide empirical or statistical evidence of significant improvement in student academic achievement in either English/language arts, Mathematics, or both over time as a result of provider services. [Where appropriate, this section should include clearly labeled tables/graphs/charts that depict the academic improvement of students.]

NOTE TO REVIEWERS: If the organization is applying as a new organization, please refer to #1(a) below for review.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
Extensive evidence is provided; evidence is sound; evidence is more than adequate to show student improvement; if tables/graphs/charts are included, they are highly useful in depicting achievement.	Some clear evidence is provided; evidence is generally sound; evidence is generally adequate to show student improvement; if tables/graphs/charts are included, they are somewhat useful in depicting achievement.	Evidence is partial or vague; evidence may be suspect; evidence seems inadequate to show student improvement; if tables/graphs/charts are included, they are vague or unclear.	No evidence is provided.

NEW ORGANIZATIONS

1(a). Provide a specific description of the levels of achievement that you anticipate students will make after participation in your program for one year. Include rationale for anticipated levels of achievement.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
Description of achievement levels is clear and extensive; anticipated achievement levels appear feasible yet ambitious; rationale is sound and strongly supports anticipated levels.	Description of achievement levels is generally clear; anticipated achievement levels appear possible but not ambitious; rationale is clear and somewhat supports anticipated levels of achievement.	Description of achievement levels is partial or vague; anticipated achievement levels are unclear, overly ambitious, or not feasible or appropriate; rationale is unclear and does not support anticipated levels.	No description is provided.

NEW AND EXISTING ORGANIZATIONS:

2. Provide a description of the methodology used (or to be used) to collect the evidence provided in #1.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
Description of methodology is extensive; methodology used is extensive and sound.	Description of methodology is generally clear but not extensive; methodology used is adequate and is relatively sound.	Description of methodology is partial or vague; methodology used is inadequate, unsound, or inappropriate.	No description is provided.

Section I: Documentation of High Quality Curriculum and Instructional Strategies (18%)

1. Describe your tutoring program. Explain the research upon which your program is based. Include all necessary research citations.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1pt.)	NOT PROVIDED (0 pts.)
Tutoring program appears strongly research-based; explanation is extensive; research base is strong; applicant clearly understands research used; explanation includes only research that has been published in peer-reviewed journals.	Tutoring program appears somewhat research-based; explanation is generally clear but not extensive; research is fairly strong; applicant generally understands research used; explanation includes some research that has been published in peer-reviewed journals.	Tutoring program is not research-based or is weakly linked to research; explanation is partial or vague; research is weak; applicant does not seem to understand research used; explanation includes no research that has been published in peer-reviewed journals.	No explanation is provided.

2. Describe the curriculum used by your program.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1pt.)	NOT PROVIDED (0 pts.)
Curriculum is extensively and clearly described; curriculum is highly appropriate for the tutoring program previously described; curriculum is strongly linked to research; applicant demonstrates a strong understanding of curriculum.	Curriculum is described in a generally clear manner; curriculum is somewhat appropriate for the tutoring program previously described; curriculum is generally linked to research; applicant demonstrates a generally clear understanding of curriculum.	Curriculum is unclear; curriculum is inappropriate for the tutoring program previously described; curriculum is not research-based; applicant demonstrates a poor understanding of curriculum.	No explanation is provided.

3. Describe instructional methods that are used to implement the curriculum and tutoring program described in numbers 1 and 2.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1pt.)	NOT PROVIDED (0 pts.)
Methods are extensive; methods are highly appropriate for the program and curriculum; methods are research-based and appear highly likely to support student achievement.	Methods are adequate but not extensive; methods are somewhat appropriate for the program and curriculum; methods are generally research-based and appear somewhat likely to support student achievement.	Methods are inadequate or unclear; methods are inappropriate for the program and curriculum; methods are weak or not research-based and appear unlikely to support student achievement.	No explanation is provided.

4. Describe the direct link between your program’s elements (e.g., length & number of sessions, class size, delivery of instruction, lesson plans, etc.) and increased student achievement. Include all necessary research citations.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
Described linkages are extensive; evidence provided shows strong connection to program elements and increased student achievement; applicant demonstrates strong understanding of connections.	Described linkages are clear but not extensive; evidence provided shows adequate but not extensive connection to program elements and increased achievement; applicant demonstrates adequate but not extensive understanding of connections.	Described linkages are unclear or inadequate; evidence provided shows inadequate or unclear connection to program elements and increased achievement; applicant demonstrates poor understanding of connections.	No explanation is provided.

5. Provide a detailed description of a one-hour module of tutoring. This section should include a detailed sample lesson plan and materials for a one-hour module of tutoring. Additionally, the sample lesson plan should refer to components of the curriculum and instructional strategies (described in numbers 2 and 3) used during this sample lesson.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
Lesson plan is strong and high quality; clear and extensive references are made to curriculum and instructional strategies; lesson plan is highly appropriate.	Lesson plan is of adequate quality; references to curriculum and instructional strategies are somewhat clear; lesson plan is somewhat appropriate.	Lesson plan is partial, vague, or of low quality; references to curriculum and instructional strategies are unclear; lesson plan is inappropriate.	No lesson plan is provided.

Section J: Connection to District of Columbia State Curriculum Content Standards and LEA Instructional Programs (22%)

1. Describe the ways in which your program’s curriculum and instructional methods directly connect to District of Columbia curriculum content standards, especially those for English/Language Arts and Mathematics. Provide examples of specific standards your curriculum and lessons address. Be sure to include exact citations.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
Connection to standards is strong, extremely clear, and extensively described; specific standards are cited; applicant demonstrates a strong understanding of District of Columbia curriculum content standards.	Connection to standards is somewhat clear; some specific standards are cited; applicant demonstrates an adequate understanding of District of Columbia curriculum content standards.	Connection to standards is partial or vague; few or no specific standards are cited; applicant demonstrates a poor understanding of District of Columbia curriculum content standards.	No connection to standards is provided.

2. Describe how you have established or plan to establish connections with the academic programming of LEAs, including charter. a) Cite the specific LEA curriculum or instructional methods to which your program connects, and b) Describe how you intend to build relationships with district staff, including central office, principals, and teachers.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
Connection to district program(s) is strong and extremely clear; specific programs are cited and clear connections are established; plans to build relationships are extensive and seem likely to succeed.	Connection to district program(s) is somewhat clear; some specific programs are cited and moderate connections are established; plans to build relationships are generally clear and seem possible to succeed.	Connection to district program(s) is partial or vague; description is limited; no specific programs are cited or connections to specific program(s) are unclear; plans to build relationships are unclear and seem unlikely to succeed.	No explanation is provided.

Section K: Student Assessment and Goal Setting (11%)

1. Describe a typical learning goal for a student (e.g., students who complete 40 sessions will gain one-half of a grade level equivalency as measured by the Brigance Assessment) and explain the method and reasoning behind your organization’s goal-setting.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
Rationale behind goal setting is strong and clear; goal clearly ties to rationale; goal is feasible and highly appropriate.	Rationale behind goal setting is somewhat clear; goal somewhat ties to rationale; goal is generally feasible and appropriate.	Rationale behind goal setting is unclear or vague; goal not clearly tied to rationale; goal is not feasible / appropriate.	No goal or description is provided.

2. Describe how you have worked with or plan to work with district staff and parents to ensure that individual student goals are measurable, feasible, and individually appropriate.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
Plan is extensive and strong; plan appears highly likely to result in appropriate, measurable, and feasible individualized goal-setting.	Plan is generally adequate; plan appears possible to result in appropriate, measurable, and feasible individualized goal-setting.	Plan is inadequate or inappropriate; plan appears unlikely to result in appropriate, measurable, and feasible individualized goal-setting.	No goal or description is provided.

3. Name and describe the standardized assessment that will be used to pre-test students to diagnose and assess student needs and to post-test students to measure growth. Provide a description of why this assessment was selected and evidence that this assessment is an appropriate and valid measure for your programming.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
Extensive description of assessment is provided; assessment is highly appropriate; applicant demonstrates extensive understanding.	Clear but not extensive description of assessment is provided; assessment is generally appropriate; applicant demonstrates adequate understanding.	Partial or vague description of assessment is provided; assessment is inappropriate; applicant demonstrates poor understanding.	No description is provided or no assessment is used.

4. Describe how the selected assessment connects to DC-CAS as a measure of a student's mastery of District of Columbia curriculum content standards.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
Description is strong; assessment extensively connects to DC-CAS and academic standards; applicant demonstrates an extensive understanding of the connection.	Description is adequate; assessment generally connects to DC-CAS and academic standards; applicant demonstrates an adequate understanding of the connection.	Description is vague or inadequate; assessment connects poorly to DC-CAS and academic standards; applicant demonstrates a poor understanding of the connection.	No data are provided.

Section L: Assessment of Progress and Reporting Information (16%)

1. Describe the process used to develop an individualized instructional program based on each student’s individual needs with clear goals and a timetable for achievement gains. This section must include a description of how the standardized assessment described in Section K will be used as part of the program development process.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
Process is extensive, extremely clear and likely to be successful at identifying student needs; standardized assessment is clearly connected to program development process; applicant demonstrates a strong understanding of connection between planned programming and goals.	Process is adequate and possible to be successful at identifying student needs; standardized assessment is adequately connected to program development process; applicant demonstrates an adequate understanding of the connection between planned programming and goals.	Process is vague or inadequate and unlikely to be successful at identifying student needs; standardized assessment is poorly connected to program development process; applicant demonstrates a poor understanding of the connection between planned programming and goals.	No description is provided

2. If you plan to operate as a small or large group program (i.e., with a student/tutor ratio of greater than 1:1), describe how tutoring will be individualized based on student needs and the program developed for each student even in the small or large group, as well as the ways in which tutors will adjust each student’s programming based on student progress. OR, if you plan to operate as a one-to-one tutoring program, describe how you will adjust instruction periodically based on the student’s level of progress toward his/her academic goals.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
For small/large groups: description is strong and extensive; applicant demonstrates a clear and extensive understanding of how to individualize within a group. For one to one programs: description is strong and extensive; applicant demonstrates a clear & extensive process for adjusting instruction.	For small/large groups: description is adequate; applicant demonstrates an adequate understanding of how to individualize within a group. For one to one programs: description is adequate; applicant demonstrates an adequate process for adjusting instruction.	For small/large groups: description is poor or inadequate; applicant demonstrates a poor understanding of how to individualize within a group or does not plan to individualize. For one to one programs: description is inadequate or poor; applicant demonstrates a poor or inadequate process for adjusting instruction.	No description is provided.

3. Describe the specific procedures, including the timeline and frequency of reporting, to be used in reporting student progress to (1) parents; (2) teachers; and (3) local LEA staff. (10 points).

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
Procedures are extensive; procedures are extremely clear and more than adequate for reporting progress to necessary parties; procedures appear likely to ensure that all parties are informed of student progress.	Procedures are adequate; procedures are relatively clear and adequate for reporting progress to necessary parties; procedures appear possible to ensure that all parties are informed of student progress.	Procedures are partial or vague; procedures are unclear or seem inadequate for reporting progress to necessary parties; procedures appear inadequate for ensuring that all parties are informed of student progress.	No description is provided.

4. Describe your progress report and include an actual sample progress report.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
Progress report is extensive and extremely clear. Report seems highly likely to convey appropriate information to necessary parties and support student learning.	Progress report is generally clear but not extensive. Report seems possible to convey appropriate information to necessary parties and support student learning.	Progress report is vague and unclear. Report seems unlikely to convey appropriate information to necessary parties and support student learning.	No report is provided.

5. Explain how you will maintain compliance with confidentiality precautions as set forth in NCLB and FERPA in your progress reporting.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
Plan is extensive; applicant demonstrates strong knowledge of confidentiality requirements of NCLB and FERPA.	Plan is clear but not extensive; applicant demonstrates fair knowledge of confidentiality requirements of NCLB and FERPA.	Plan is unclear; applicant demonstrates poor knowledge of confidentiality requirements of NCLB and FERPA.	No plan is provided.

Section M. Qualifications of Instructional Staff (10%)

1. Describe your staff qualifications to provide high quality supplemental services. Description of staff qualifications MUST include a description of degrees and/or certifications necessary to become a tutor.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
Description is extensive; staff qualifications are strong and likely to support high quality services.	Description is clear but not extensive; staff qualifications are adequate to support high quality services.	Description is partial or vague; staff qualifications seem inadequate to support high quality services.	No description is provided OR no description of degrees and/or certifications necessary is provided.

2. Describe how your staff qualifications are appropriate for your program (e.g., how will staff with these qualifications enable your program to improve student academic achievement)?

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
Description is extensive; qualifications are highly appropriate for programming; applicant demonstrates a strong understanding of qualifications necessary for the programming.	Description is clear but not extensive; qualifications are adequate for programming; applicant demonstrates an adequate understanding of qualifications necessary for the programming.	Description is partial or vague; qualifications are inadequate or inappropriate for programming; applicant demonstrates a poor understanding of qualifications necessary for the programming.	No description is provided

3. Describe your process for recruiting and retaining high quality staff.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
Description is extensive; process for recruiting & retaining is extensive and highly appropriate.	Description is clear but not extensive; process for recruiting & retaining is adequate.	Description is partial or vague; process for recruiting & retaining is vague and inadequate.	No description is provided.

4. Describe your process for regularly reviewing staff performance.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
Description is extensive; process is extensive and highly appropriate and seems likely to support high quality instruction.	Description is clear but not extensive; process is adequate and seems probable to support high quality instruction.	Description is partial or vague; process is inadequate and seems unlikely to support high quality instruction.	No description is provided.

5. List and describe the professional development that tutors attend. In addition, explain how these opportunities directly improve the instruction and services offered by the staff (e.g., how will each opportunity enable tutors to help students improve academic achievement?).

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
Description is extensive; opportunities are extensive, and highly likely to lead to improved instruction.	Description is clear but not extensive; opportunities are clear but not extensive and somewhat likely to lead to improved instruction.	Description is partial or vague; opportunities are limited and seem inadequate and unlikely to lead to improved instruction.	No description is provided.

Sections N, O, P: Reviewed but unscored.



**GOVERNMENT OF THE DISTRICT OF COLUMBIA
Office of the Chief Financial Officer**



**Certifications Regarding
Lobbying; Debarment, Suspension and Other Responsibility
Matters; and Drug-Free Workplace Requirements**

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 28 CFR Part 69, "New Restrictions on Lobbying" and 28 CFR Part 67, "Government-wide Debarment and Suspension (Non-procurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 28 CFR Part 69, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 28 CFR Part 69, the applicant certifies that:

- (a) No Federally appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (b) If any funds other than Federally appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - III, "Disclosure of Lobbying Activities," in accordance with its instructions; and
- (c) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all sub-recipients shall certify and disclose accordingly.

2. Debarment, Suspension, and Other Responsibility Matters (Direct Recipient)

As required by Executive Order 12549, Debarment and Suspension, and implemented at 28 CFR Part 67, for prospective participants in primary covered transactions, as defined at 28 CFR Part 67, Section 67.510—

A. The applicant certifies that it and its principals:

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, sentenced to a denial of Federal benefits by a State or Federal court, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public Federal, State, or local transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

1. Drug-Free Workplace (s Other Than Individuals)

As required by the Drug Free Workplace Act of 1988, and implemented at 28 CFR Part 67, Subpart F. for s, as defined at 28 CFR Part 67 Sections 67.615 and 67.620—

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the applicant's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about—

(1) The dangers of drug abuse in the workplace;

(2) The applicant's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will—

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction.

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title to: DCPS State Education Agency, DCPS, 825 N. Capitol St., NE, 8th floor, Washington, DC 20002. Notice shall include the identification number(s) of each effected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted—

- (1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 - (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
 - (3) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (1), (c), (d), (e) and (f).
- B. The applicant may insert in the space provided below the sites) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Drug-Free Workplace (s who are Individuals)

As required by the Drug-Free Workplace Act of 1988, and implemented at 28 CFR Part 67, subpart F, for s as defined at 28 CFR Part 67; Sections 67.615 and 67.620—

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to:

DCPS State Education Agency, DCPS, 825 N. Capitol St., NE, 8th Floor, Washington, DC 20002.

As the duly authorized representative of the applications,
I hereby certify that the applicant will comply with the above certifications.

1. Applicant Name and Address

2. Application Number and/or Project Name

3. Applicant IRS/Vendor Number

4. Typed Name and Title of Authorized Representative

5. Signature

6. Date

The following assurances are required of all District of Columbia SES providers.

As the duly authorized representative of this applicant, I certify compliance with all of the following assurances:

1. Provider agrees to abide by the USDOE Supplemental Educational Services Non-Regulatory Guidance found at: <http://www.ed.gov/policy/elsec/guid/suppsvcsguid.doc>
2. Provider agrees to comply with policies as described by the Education Industry Association Code of Professional Conduct and Business Ethics for Supplemental Educational Services Providers at [http://www.educationindustry.org/eia/files/ccLibraryFiles/Filename/00000000220/EIA%20SES%20Code of Standards and Ethics final%20rev 1-08-08.pdf](http://www.educationindustry.org/eia/files/ccLibraryFiles/Filename/00000000220/EIA%20SES%20Code%20of%20Standards%20and%20Ethics%20final%20rev%201-08-08.pdf)
3. Prior to state approval, provider will present evidence that the agency is in compliance with all District of Columbia tax regulations.
4. Prior to state approval, provider agrees to submit evidence of adequate liability insurance. Adequate liability insurance will be maintained for the term of SES.
5. Provider ensures that the instruction and content of the SES program are consistent with the instruction provided, and content used by, the local educational agency and state, and are aligned with District of Columbia curriculum content standards in language arts literacy and/or mathematics.
6. Provider assures services are provided outside of the regular school day.
7. Provider agrees to supply, at a minimum, monthly academic achievement progress reports, as well as an annual report summarizing student progress upon completion of services to parents/families and to the students' school district. Reports to parents will be in a format and to the extent practicable, in a language, or other mode of communication that the parent can access and understand.
8. Provider will collaborate with the school and parents/family to develop an Individual Student Service Plan providing appropriate services for the student.
9. Provider ensures the confidentiality of students' needs and progress, and share this information only with parents/guardians and appropriate school personnel.
10. Provider will not disclose to the public the identity of any student who is eligible for, or receiving, supplemental educational services without the written permission of the parents/guardians of the student.
11. Provider involves parents/guardians in developing the needs assessment for the student, developing a plan of services, and exchanging information on the progress of the student.
12. Provider is fiscally sound and will complete services to the eligible student.
13. Provider will not impose additional admission criteria on eligible students.
14. Provider will provide or secure a healthy, safe, and clean environment in which to serve students.

15. Provider follows the procedure for registering eligible students set forth by the LEA.
16. Provider agrees to uphold all applicable federal, state, and local health, safety, and civil rights laws.
17. All instruction and content is secular, neutral, and non-ideological.
18. Provider assures that eligible students with disabilities and eligible students with limited English proficiency have equal access to services offered by the organization.
19. Provider assures that supplemental educational services are available in locations accessible to individuals with disabilities, to the extent required by section 504 of the Rehabilitation Act of 1973 (29 U.S.C. §794) and the Americans with Disabilities Act (42 U.S.C. §§12101 et seq.).
20. Provider assures that all individuals employed by, or otherwise associated with (including volunteering), the organization, who have direct contact with eligible students, are subject to all of the fingerprint and criminal history record check requirements and have current tuberculosis test results.
21. Provider agrees to abide by the conditions of the contract with the LEA including the fees in compliance with NCLB Section 1116(e)(6)(A)(B).
22. Provider agrees to comply with the District of Columbia Office of the State Superintendent's policy with regard to the use of incentives by supplemental educational services providers.
23. Provider includes with this document all relevant information necessary for clear review and understanding of the proposed SES program and provider further understand the appeals process and timeline.
24. Provider agrees to abide by the information in this document.

The undersigned hereby certifies that I am an individual authorized to act on behalf of the organization in submitting this application and assurances. I certify that all of the information provided herein is true and accurate, to the best of my knowledge. I understand that, if any of the information contained herein is found to have been deliberately misrepresented, that may constitute grounds for denying the applicant's request for approval to be placed on the District of Columbia List of Approved Supplemental Educational Services Providers or for removal from that same list. I further certify that the organization will comply with all the assurances set forth herein.

 Name of Organization:
 (PLEASE PRINT/TYPE)

 Name of Authorized Representative:
 (PLEASE PRINT/TYPE)

 Title of Authorized Representative
 (PLEASE PRINT/TYPE)

 Signature of Authorized Representative:

 Date Signed:

**DEPARTMENT OF FINANCE AND REVENUE
TAX CERTIFICATION AFFIDAVIT**

Name of Organization/Entity: _____

Address: _____

Name Soc. Sec. No. Title

Principal Officers: _____

Business Telephone No: _____

Finance and Revenue Registration No: _____

Federal Identification No: _____

DUNS No.: _____ Contract No.: _____

Unemployment Insurance Account No: _____

I hereby certify that:

1. I have complied with the applicable tax filing and licensing requirements of the District of Columbia.

2. The following information is true and correct concerning tax compliance for the following taxes for the past five (5) years:

District:		Current	Not Current
	Sales and Use	()	()
	Employer Withholding	()	()
	Hotel Occupancy	()	()
	Corporation Franchise	()	()
	Unincorporated Franchise	()	()
	Personal Property	()	()
	Professional License	()	()
	Arena/Public Safety Fee	()	()
	Vendor Fee	()	()

3. If not current, as checked in item 2, I am in compliance with a payment agreement with the Department of Finance and Revenue ____ Yes ____ No
Attach copy of the Agreement.

If outstanding liabilities exists and no agreement has been made, please attach a listing of all such liabilities.

The Department of Finance and Revenue also requires:

- (A) **Copies of Form FR-532 (Notice of Registration) or a copy of an FR-500 (Combined Registration Form)**
- (B) **Copies of canceled checks for the last tax period(s) filed for each tax liability; i.e., sales and use, employer withholding, etc.**

The District of Columbia Government is hereby authorized to verify the above information with appropriate Government authorities. Penalty for making false statements is a fine of not more that \$1,000.00, imprisonment for not more than one (1) year, or both, as prescribed in D.C. Code Sec. 22-2514. Penalty for false swearing is a fine of not more than \$2,500.00, imprisonment for not more than three (3) years, or both, as prescribed in D.C. Code sec. 220-2513.

Signature of Person Authorized
to Sign this Document

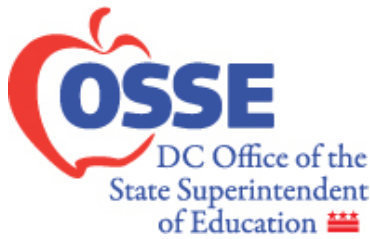
Title

Printed Name

Notary: DISTRICT OF COLUMBIA, ss:

**Subscribed and sworn before me this _____ day of _____
Month and Year**

Notary Public
My Commission Expires _____



EQUAL EMPLOYMENT OPPORTUNITY (EEO) POLICY STATEMENT

(Statement shall be submitted on Company Letterhead)

_____ SHALL NOT DISCRIMINATE AGAINST ANY EMPLOYEE OR APPLICANT FOR EMPLOYMENT BECAUSE OF RACE, COLOR, RELIGION, NATIONAL ORIGIN, SEX, AGE, MARITAL STATUS, PERSONAL APPEARANCE, SEXUAL ORIENTATION, FAMILY RESPONSIBILITIES, MATRICULATION, POLITICAL AFFILIATION, OR PHYSICAL HANDICAP.

_____ AGREES TO AFFIRMATIVE ACTION TO ENSURE THAT APPLICANTS ARE EMPLOYED, AND THAT EMPLOYEES ARE TREATED DURING EMPLOYMENT, WITHOUT REGARD TO THEIR RACE, COLOR, RELIGION, NATIONAL ORIGIN, SEX, AGE, MARITAL STATUS, PERSONAL APPEARANCE, SEXUAL ORIENTATION, FAMILY RESPONSIBILITIES, MATRICULATION, POLITICAL AFFILIATION, OR PHYSICAL HANDICAP. THE AFFIRMATIVE ACTION SHALL INCLUDE, BUT NOT BE LIMITED TO THE FOLLOWING: (A) EMPLOYMENT, UPGRADING, OR TRANSFER; (B) RECRUITMENT OR RECRUITMENT ADVERTISING; (C) DEMOTION, LAYOFF, OR TERMINATION; (D) RATES OF PAY, OR OTHER FORMS OF COMPENSATION; AND (E) SELECTION FOR TRAINING AND APPRENTICESHIP.

_____ AGREES TO POST IN CONSPICUOUS PLACES THE PROVISIONS CONCERNING NON-DISCRIMINATION AND AFFIRMATIVE ACTION.

_____ SHALL STATE THAT ALL QUALIFIED APPLICANTS WILL RECEIVE CONSIDERATION FOR EMPLOYMENT PURSUANT TO SUBSECTION 1103.2 THRU 1103.100 OF MAYOR'S ORDER 85-85, "EQUAL EMPLOYMENT OPPORTUNITY REQUIREMENTS IN CONTRACTS".

_____ AGREES TO PERMIT ACCESS TO ALL BOOKS, PERTAINING TO ITS EMPLOYMENT PRACTICES, AND TO REQUIRE EACH SUBCONTRACTOR TO PERMIT ACCESS TO BOOKS AND RECORDS.

_____ AGREES TO COMPLY WITH ALL GUIDELINES FOR EQUAL EMPLOYMENT OPPORTUNITY APPLICABLE IN THE DISTRICT OF COLUMBIA.

_____ SHALL INCLUDE IN EVERY SUBCONTRACT THE EQUAL OPPORTUNITY CLAUSES, SUBSECTION 11203.2 THROUGH 1103.10 SO THAT SUCH PROVISIONS SHALL BE BINDING UPON EACH SUBCONTRACTOR OR VENDOR.

AUTHORIZED OFFICIAL AND TITLE

AUTHORIZED SIGNATURE

FIRM/ORGANIZATION NAME

DATE

41 4th Street, NW * Washington, DC 20001 * (202) 724-1385 * FAX (202) 724-3786

Definitions

Adequate Yearly Progress: Adequate yearly progress (AYP) is the measure of the extent to which students in a school, taken as a whole and certain groups within the school, demonstrate proficiency in at least language arts literacy and mathematics. It also measures the progress of schools under other academic indicators, such as the graduation or school attendance rate. The same provisions also apply to LEAs. Each State has developed its own definition of AYP, and these definitions have been approved by the U.S. Department of Education and are available in the State's accountability plan on the Department's website (<http://www.ed.gov/admins/lead/account/Stateplans03/index.html>). State definitions must reflect the objective of all students demonstrating proficiency by the end of the school year 2013-2014 [*Section 1111(b)(2)*].

Corrective Action: A school identified for corrective action is a school that has not made AYP for four years [*Section 1116(b)(7)*].

Eligible Student: Students eligible for supplemental educational services are those students from low-income families who attend Schools that are in their second year of school improvement, in corrective action, or in restructuring. Eligibility is thus determined by whether a student is from a low-income family and the improvement status of the school the student attends [*Section 1116(e)(12)(A)*]. Note that this differs from the eligibility criteria for public school choice, which is made available to *all* students in Schools in need of improvement, corrective action, or restructuring.

Eligible School: An eligible school is a School that has students eligible for supplemental educational services. This includes (1) a School that does not make adequate yearly progress by the end of the first full school year after having been identified as a school in need of improvement [*Section 1116(b)(5)*]; (2) a School that is in corrective action [*Section 1116(b)(7)*]; and (3) a School identified for restructuring [*Section 1116(b)(8)*].

Provider: A provider of supplemental educational services may be any public or private (non-profit or for-profit) entity that meets the State's criteria for approval. Potential providers include public schools (including charter schools), private schools, districts, educational service agencies, institutions of higher education, faith- and community-based organizations, and private businesses. A public school or an district that is in need of improvement may not be a provider. A provider (1) has a demonstrated record of effectiveness in increasing student academic achievement; (2) can document that its instructional strategies are of high quality, based upon research, and designed to increase student academic achievement; (3) is capable of providing supplemental educational services that are consistent with the instructional program of the LEA and State academic content standards, (4) is financially sound, and (5) abides by all applicable Federal, State, and local health, safety, and civil rights laws [*Section 1116(e)(12)(B)* and *Section 1116(e)(5)(C)*].

Public School Choice: Students who attend a school in need of improvement, corrective action, or restructuring are eligible to transfer to another public school in the district, including a public charter school, that is not in need of improvement, corrective action, or restructuring status. Districts are required to make at least two transfer options available to students, if at least two options exist, and are responsible for paying all or a portion of transportation necessary for students to attend their new school; if funds are not available to satisfy all requests for transportation, districts must give priority to the lowest-achieving low-income students who request transportation.

Restructuring: A school identified for restructuring is a school that has not made AYP for five years [*Section 1116(b)(8)*]. The first year of restructuring may be used for planning; the plan for the restructured school must be implemented no later than the second year.

School Improvement: A school is in its first year of school improvement when it has not made AYP for two consecutive years. Once in school improvement status, a school must make AYP for two consecutive years to exit. A school is identified for year two of school improvement if it does not make AYP for a second year after initially being identified as in need of improvement [*Section 1116(b)(1)(A)*].

Supplemental Educational Services: Supplemental educational services are additional academic instruction designed to increase the academic achievement of students from low-income families that attend schools in their second year of school improvement, in corrective action, or restructuring. These services may include academic assistance such as tutoring, remediation and other educational interventions, provided that such approaches are consistent with the content and instruction used by the LEA and are aligned with the State's academic content standards. Supplemental educational services must be provided outside of the regular school day. Supplemental educational services must be high quality, research-based, and specifically designed to increase the academic achievement of eligible students. [*Section 1116(e)(12)(C)*].

SUPPLEMENTAL EDUCATIONAL SERVICES POLICIES

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APPEALS.

The following process has been established for Supplemental Educational Services (SES) provider applicants and current state-approved providers to appeal a denial, suspension, revocation of state approval. If a state-approved SES provider believes that suspension or revocation of state approval as a SES provider and thereafter a removal from the state list of state-approved providers is unwarranted or if a SES applicant believes that denial of his or her application is unwarranted, the following procedure may be used by the provider to appeal the state’s decision.

All appeals shall be filed in writing with the Office of the State Superintendent of Education (OSSE) within 10 calendar days of the SES provider receiving written notice from OSSE of denial of an application or suspension or revocation of state-approved status. Appeals shall be considered received by OSSE on the date they are postmarked.

Appeals may not be submitted electronically to OSSE. Only appeals filed in accordance to this time frame shall be considered for appeal by OSSE.

What must be included in all appeals?

To be considered, appeals shall:

- Be submitted in writing and include the following information:
 - A clear statement of the allegation(s);
 - Specific reason(s) for believing OSSE’s decision was not proper or was not made in accordance with federal and/or state regulations, policies, or procedures. Please note that to the extent possible, this should include specific references to federal and/or state regulations;
 - A summary of the facts upon which the allegation(s) is based. Please note that to the extent possible, this should include specific names and dates relevant to the allegation; and
 - Any documentation supporting the allegation(s).
- Be signed by the individual authorized to submit the application and/or correspond with the state on behalf of the SES provider. Please note that this individual’s name should be on the application cover page and/or, in the case of a state-approved SES provider, on file with OSSE.
- Contact information, including name of individual filing the appeal, name of the organization, mailing address, telephone number(s), and email address.

What is the procedure for considering appeals?

There are two separate appeal procedures. Appeal Procedure #1 addresses OSSE's decision to deny initial approval of a SES application and subsequent refusal to place the provider on the state-approved SES provider list. Appeal Procedure #2 addresses OSSE's decision to revoke the approval of a SES provider and remove them from the state-approved provider list.

Once the type of appeal has been determined, the course of action taken shall follow the procedure as set forth below:

Appeal Procedure #1: *Appeals of OSSE's decision to deny initial approval of a SES application and subsequent refusal to place the provider on the state-approved SES provider list.*

The appeal shall be reviewed by a committee three to five persons convened expressly to determine the status of a SES appeal.

The committee will review the documentation provided within 14 calendar days. This review will include providing the applicant with the opportunity to present evidence in person to the appeals committee.

The appeals committee will notify the State Superintendent (or his/her designee) of its decision within 10 calendar days after the review.

The committee's decision is final.

The Office of the State Superintendent will notify the Board of Education and the applicant of the appeals committee's decision with 10 calendar days after receipt of the final decision.

Appeal Procedure #2: *Appeals of OSSE's decision to revoke the approval of a SES provider and remove them from the state-approved provider list.*

The appeal shall be reviewed by a committee of three to five persons convened expressly to determine the status of a SES appeal.

The committee will review the documentation provided within 14 calendar days. This review will include providing the SES provider with the opportunity to present evidence in person to the appeals committee. This meeting will be open to the public for additional comment regarding the status of the SES provider. Parents, students, and LEA representatives will be encouraged to participate in the meeting.

The appeals committee will notify the State Superintendent (or his/her designee) of its decision with 10 calendar days after the review.

The committee's decision is final.

The Office of the State Superintendent will notify the Board of Education and the applicant of the appeals committee's decision with 10 calendar days after receipt of the final decision.

What is the composition of the SES appeals committee?

The SES appeals committee shall be comprised of three to five persons with expertise in Title I Part A and/or experience with implementation of the SES program. The committee shall contain, at minimum, one OSSE state program practitioner with expertise in Title I, Part A and members from at least two of the following categories:

- Committee of Practitioner members
- School Support Team members
- State System of Support members
- OSSE Office of Review and Compliance staff
- Representatives from Title I LEAs with experience with SES
- Current SES provider in “good standing”

Please note that in the case of appeals of OSSE’s decision to revoke the approval of a SES provider and remove them from the state-approved provider list, the Title I LEA may not have had services delivered to its students during the current tenure of the SES provider’s state-approved status.

Who appoints the SES appeals committee?

The SES appeals committee will be appointed by the Director of Academic Supports and Intervention.

What decisions may be made by the SES appeals committee?

As a result of the review process, the SES appeals committee shall make one of the following decisions:

- Affirm the original decision (deny the appeal)
- Ask for more information (continue the review)
- Overturn the original decision (approve the appeal)

As a result of Appeals Procedure #1, if the SES appeals committee affirms the original decision and denies the appeal, the applicant is encouraged to apply again during the next competitive cycle.

As a result of Appeals Procedure #2, if the SES appeals committee affirms the original decision and denies the appeal, the SES provider may not be placed on the state-approved list for two continuous years after revocation and removal.

As result of either Appeals Procedure #1 or #2, if the SES appeals committee asks for more information, the appeals committee’s review process and timeframe for rendering a final decision may not exceed an additional 30 calendar days.

As a result of either Appeals Procedure #1 or #2, if the SES appeals committee overturns the original decision and approves the appeal, OSSE will begin corrective action efforts to approve and/or re-instate the SES provider. This corrective action effort may not exceed 10 calendar days.

All SES appeals must be submitted in writing to:

*Director of Academic Supports and Intervention
District of Columbia Office of the State Superintendent of Education
51 N Street, NE, 7th Floor
Washington, DC 20002*

CODE OF ETHICS.

A provider will abide by ethical business practices, as adopted by the Education Industry Association in its Code of Professional Conduct and Business Ethics for Supplemental Education Services Providers (See

http://www.educationindustry.org/eia/files/ccLibraryFiles/Filename/000000000220/EIA%20SES%20Code_of_Standards_and_Ethics_final%20rev_1-08-08.pdf), amended January 8,2008.

CONTRACTS.

In order to ensure consistency in the contracting process and to assist Local Educational Agencies (LEAs) in their monitoring role for contract compliance of Supplemental Educational Service (SES) providers, the following elements are required to be included in any contracts drawn up between the LEA and SES. Both the Office of the State Superintendent of Education (OSSE) and the LEAs have an obligation to review these contracts to ensure appropriate execution of the elements there within. In the event that the contract elements are not adhered to, appropriate steps must be taken by the LEA to offer the SES provider a notice to cure. Continued failure to execute the required contract elements should be reported to OSSE for appropriate action, included but not limited to removal from the state-approved SES provider list.

Dates of Contract Execution. All contracts must contain language that gives specific dates in which the contract is valid. Valid dates for a contract may not exceed a one-year period, although second option year may be offered based on the compliance and effectiveness of the SES provider. LEAs are encouraged to open contracts to a 12 month period, which would include the provision of services during the summer months for eligible students.

Termination of Contract. All contracts must contain language that provides for the termination of the contractual relationship prior to the stated end date of the contract. Specific reasons for termination of contract should be listed. These include, but are not limited to:

- (1) Parents opting to discontinue services with a particular provider for any reason;
- (2) Removal from state-approved SES list;
- (3) staff providing services to students prior to receiving appropriate background clearances;
- (4) Inappropriate marketing techniques, which include, but are not limited to agreements between any school and/or LEA official to receive special consideration for program that limits access by other state-approved SES providers;
- (5) Failure to provide services to assigned students due to actions on the part of the SES provider (i.e. failure for tutor to show up to render services for more than 3 sessions);
- (6) Submission of falsified documents to support services rendered to students; and
- (7) Contractual violations.

This section must also include information regarding notice to cure and appeal processes available to the SES provider. This information must include the timeline for implementation of the cure notice.

Revision of Contract Terms. All contracts must contain language regarding revision of contract terms. Specifically, this information should state when contract revisions can be made and for what reasons.

Provider Obligation To Evaluate Students. All contracts must have language regarding the following:

- (1) The date by which the specific achievement goals for each student receiving SES services will be developed
- (2) The specific method by which the achievement goals will be developed
- (3) The description of how student progress will be measured and the frequency of that measurement
- (4) The specific timeframe for improving student achievement before the date of the state assessment
- (5) The specific timeframe and method for reporting student achievement results to LEA, school officials, and parents
- (6) The specific assessment method used to evaluate students, including the specific name of the pre- and post-assessments

Program Description. All contracts must have language regarding the following:

- (1) The amount of instructional time to be provided to each student. This includes the number of days, sessions, instructional hours for service delivery.
- (2) The minimum number of students required for the SES provider to establish a tutoring site, as applicable.
- (3) The location of services to be provided. This includes alternative locations should the minimum number of students to establish a site not be met.
- (4) A brief summary of the program to be delivered, including instructional methodology.
- (5) The tutor to student ratio for instruction

Reporting. All contracts must include language regarding the timeline and frequency of the SES provider reports to the following entities:

- (1) Parents
- (2) LEA officials
- (3) School officials

Additionally, language must be in the contract regarding the language the reports should be prepared in and the accessibility by which these reports can be obtained.

All reports must contain:

- (1) Information about the student progress (when applicable stating the results of pre, post, and benchmark assessments)
- (2) Attendance information regarding the student
- (3) The number of sessions remaining for the student
- (4) The amount of funding available for the student
- (5) Verification of receipt (i.e. signature and date) from the entities stated above

Staffing. All contracts must include language regarding:

- (1) The qualifications of staff responsible for delivery of instructional program
- (2) The student- teacher ratio
- (3) The method by which staff is recruited (i.e. will this be regular school day staff?)
- (4) Certification that staff members are not able to begin working directly with students until appropriate FBI fingerprint and background clearance is on file.

Monitoring Providers. All contracts must contain language regarding:

- (1) How the LEA will monitor providers
- (2) What the monitoring will entail (i.e. reports, site visits, etc.)
- (3) What documentation will be used for monitoring
- (4) What will be the frequency of the monitoring, including what is the timeline for notification and completion
- (5) What, if any, scale/rubric will be used to determine contractual compliance
- (6) The accessibility of documentation and services to LEA monitoring team

Billing/Payment Procedures. All contracts must have language regarding:

- (1) The specific hourly rate per services to students
- (2) The specific provisions for payment of services
 - a. what documentation is required
 - b. what date invoices may be submitted
 - c. number of days until payment will be received
 - d. who invoices and documentation should be submitted to
- (3) Procedure for resubmitting invoices, if applicable

Student Confidentiality. All contracts must contain an assurance from provider that identity of students eligible for or receiving SES will not be disclosed without written permission of parent of student.

Special Student Populations. All contracts must address the following:

- (1) In case of a student with disabilities under IDEA or a student covered under Section 504, the SES plan is consistent with the student's IEP under 614(D) of the IDEA or the student's individualized services under Section 504 of the Rehabilitation Act of 1973
- (3) A description of services that will be provided LEP students, if applicable

Assignment of Students. All contracts must address how students and when students will be assigned to providers. Specifically, contracts must address the way in which the enrollment forms must be submitted to the LEA for appropriate verification (i.e. are providers allowed to collect enrollment forms or must they be submitted to school/LEA).

Technical Assistance/Implementation Meetings. All contracts must specify the expectations of the LEA that SES providers participate in technical assistance/implementation meetings. This should include the number of meetings and frequency and duration of meetings. These meetings may also be part of the monitoring protocol.

EVALUATION.

The purpose of this policy is to establish how the state will monitor and evaluate supplemental educational service providers.

Providers will be evaluated in three areas: service delivery, customer satisfaction and academic effectiveness. Based on data submitted for each category described in detail below, an overall evaluation rubric is used to rate each provider in the three categories. Accompanying each category will be an assessment scale consisting of five levels of attainment and accompanying verbal descriptions. An example of a possible provider rubric is provided in Table 1¹.

In addition to provider determined assessments, a provider will undergo a state evaluation, utilizing a state-approved assessment, to determine student progress. Section 200.47(a)(4)(i) of the federal regulations requires the state to monitor the quality and effectiveness of services offered by each provider. Sec. 200.47(b)(1)(ii) requires the provider to offer SES services that are consistent with the state academic content and achievement standards. To ensure that the state can accurately report on the progress of its students participating in tutoring programs, a uniform assessment will be used.

The provider understands that each student is required to participate in a state-approved assessment. If the LEA administers a state-approved assessment to its students, those results will be used for the evaluation. If the student's LEA does not administer a state-approved assessment, then the provider will be required to do so. The state will provide funding and training for providers who administer the assessment. Training will be conducted at the mandatory meetings in the summer. The provider will annually submit assessment and attendance data to the state office by May 30th, in order to determine if providers are making progress with their students. Those providers providing services over the summer will submit assessment and attendance data, for the June 1st – August 15th period, to the state office by August 30th in order to determine if providers are making progress with their students enrolled during the summer months.

Evaluation results regarding the quality and effectiveness of provided services will be posted on the state website.

The first evaluation category is: **SERVICE DELIVERY**

Each provider's Service Delivery rating is based on:

ON-SITE MONITORING VISITS-Providers are rated on observed lesson quality, teacher qualifications, time on task, and student/instructor ratio. Providers are also asked to submit compliance documentation, including information about criminal background checks, health and safety policies, lesson plans, progress reporting, and financial viability.

¹ Source: Kentucky Department of Education and the Center for Research in Educational Policy

SURVEYS – District coordinators, principals, site coordinators, teachers, and parents are asked to respond to a survey and give their perceptions of the service delivery (including contract compliance) by providers, for the current school year.

The second evaluation category is: **CUSTOMER SATISFACTION**

Each provider's Customer Satisfaction score is based on:

SURVEYS – District coordinators, principals, site coordinators, teachers, and parents are asked to respond to a survey and give their level of satisfaction with provider services for the current school year. All of these respondent groups are asked to react to similar questions to promote triangulation of data. These questions relate to such areas as provider communications, adherence to academic standards, individualization of instruction, and the overall perceptions of each provider serving students.

The third evaluation category is: **ACADEMIC EFFECTIVENESS**

Each provider's Academic Effectiveness score is based on:

PROVIDER DATA FORMS - Providers are required to report pre and post assessment scores for each subject offered that are aggregated, disaggregated by subgroup, and provided for a 75 percent sample of individual students (with all identifying student information removed). The sample must include students in each of the completion tiers: Tier I – 80% or more program completion; Tier II – 50% to 79% program completion, and; Tier III – 49% or less program completion.

Providers are required to report attendance data and the number of students meeting goals that were predetermined with the district.

STATE ASSESSMENT COMPARISON - This part of the evaluation process is currently in the pilot phase only. However, in the future, this will also be included as part of the state's overall evaluation of a provider's academic effectiveness. Providers will be graded based on the percentage of students who have increased state assessment (i.e., DCCAS, DIBELS) scores, as well as their students' performances on state assessment (i.e., DCCAS, DIBELS) when compared to a within-school matched group of non-SES students.

Table 1. *Sample Rubric of Overall Evaluation of Provider Effectiveness*

Outcome	Insufficient Information	Below Standards	Marginal Quality	Acceptable	Above Standards
1. Student Achievement	There is insufficient information available to determine student achievement outcomes.	Students have not shown gains related to tutoring received from service providers.	About half of the students have made some gain related to tutoring received from service providers.	There has been some gain for the majority (over 60%) of students related to tutoring received from service providers.	Most students (over 75%) have shown gains related to tutoring received from service providers.
2. Communication	There is insufficient information available to determine communication outcomes.	Provider has not communicated with the principals, teachers, and parents of students served.	There has been limited communication throughout the year between the provider and at least two of the following: principals, teachers, and parents.	There has been some regular communication throughout the year between the provider and the principals, teachers, and parents of students served.	There is an ongoing and sustained system of communication between the provider and the school-level educators as well as parents of students served.
3. Instructional Plans	There is insufficient information available to determine instructional plans of the provider.	Provider does not plan instruction explicitly geared to student needs or to reinforce their regular academic program.	Provider is in the planning stages of gearing instruction to student needs, and reinforcing the regular academic program.	Provider has made some attempt with the majority of students to plan instruction explicitly geared to student needs and to reinforce the regular academic program.	Provider instructional plans are explicitly geared to the needs of most or all students and reinforce the regular academic program.
4. Local and State Standards	There is insufficient information available to determine alignment with local and state standards.	None of the instructional plans used by the provider are aligned with local and state academic standards for students.	Provider is in the process of aligning instructional plans with local and state academic standards for students.	Some of the instructional plans used by the provider are presently aligned with local and state academic standards for students.	Most or all of the instructional plans are presently aligned with local and state academic standards for students.
5. Special Ed/ELL Students	There is insufficient information available to determine special ed/ELL student outcomes.	Provider does not offer accommodations for addressing the needs of special ed or ELL students.	Provider has made limited accommodations for addressing the needs of special ed and ELL students.	Provider has made some accommodations for addressing the needs of special ed and ELL students.	Provider offers appropriate services, if needed, to special education and ELL students.
6. Provider Overall	There is insufficient information available to determine provider overall outcomes.	There is overall dissatisfaction with the provider at the district and school levels.	There is more dissatisfaction than satisfaction with the provider at the district and school levels.	There are mixed but mostly positive reactions about the provider at the school and district levels.	There is overall satisfaction with the provider at the district and school levels.

INCENTIVES.

Incentives: Incentives are rewards offered, which may be financial or otherwise. Incentives include, but are not limited to, goods, services, gifts, gift certificates, coupons, discounts, and cash. For the purpose of this document, two types of incentives will be identified: enrollment incentives and completion incentives.

Enrollment incentives: Incentives that are offered for students to enroll in a provider's program OR that are offered to switch from one provider to another after a student has already enrolled. Incentives of this nature are prohibited.

Completion incentives: Incentives that are offered AFTER a student has enrolled with a provider. These incentives may be for student attendance, student completion, or student achievement.

Overview of Incentives

United States Department of Education guidance gives the DC Office of the State Superintendent (OSSE) the authority to set parameters on the use of provider incentives. This document reflects those parameters. Providers not in compliance with this document may be removed from the state-approved provider list or may be put on warning status. Providers will be required to report all incentives on a regular basis to the state.

Section B provides detailed information about various types of incentives. Please note that enrollment incentives and incentives to districts are NOT allowable at any time.

Enrollment incentives: These are any type of incentives that are offered for students to enroll with a provider OR to switch from one provider with whom they are already enrolled to another provider who is offering the incentive. No enrollment incentives of any kind, no matter how small or large, are allowable.

Providers are not permitted to offer districts, district employees, school employees (including teachers), or any other personnel associated with the district or the SES-eligible school, any type of incentive, financial or otherwise, for encouraging parents to select that provider or for allowing that provider to offer services in school facilities. Districts must ensure that administrative policies to provide information to parents and teachers about providers are clear, consistent, and fairly implemented.

Completion incentives: These types of incentives are allowable only if they fall within the parameters set by this guidance document. Incentives may be offered only AFTER a student has already enrolled with a provider. Incentives after enrollment may be offered for student attendance, student completion, student achievement, or other types of academically-related success. Incentives may be publicized by the provider only to the extent that they reflect information about what the child may receive if s/he completes the necessary steps to obtain the incentive.

The value of completion incentives may not exceed \$50 per student per school year (or per complete provider program), or \$25 per student per semester. However, providers may offer an incentive of up to \$50 per student for students who complete THE ENTIRE PROGRAM offered by the provider in less than one year. In other words, if a provider’s program is 60 lessons in length and usually runs for one year, but a student satisfactorily completes the 60 lessons in less than one year, the provider may offer a completion incentive to that student of up to \$50. If any district or provider has a question as to the appropriateness of completion incentives, the OSSE should be contacted.

NOTE: Refreshments or healthy snacks offered as part of a provider’s regular SES program (not offered as a reward) are not considered incentives and do not count against the provider’s maximum allowable incentive award amount of \$50 per student per school year. In addition, stipends offered for internships that are part of the provider’s SES program are not considered incentives. Field trips offered as incentives must be separate and apart from the SES program schedule.

Section B: Examples of allowable/non-allowable incentives

Section B provides examples of incentives (completion incentives) that are allowable, and those that are non-allowable. Please note that enrollment incentives of any kind are NOT allowable. This list should not be considered exhaustive—any provider or district that has a question about a particular incentive should contact the DC Office of the State Superintendent.

Allowable	Non-Allowable
Gift certificates	Cash
Pizza parties	Non-academic electronic devices of any kind. This includes, but is not limited to:
Ice cream parties	GameBoys
Books	Play Stations
Educational games	Game Cubes
Educational CDs or CD-ROMs	X Boxes
Local educational field trips with parent permission (e.g., the zoo, museums, etc.)	DVD Players/VCRs
	Music-playing devices (e.g., iPods, MP3 players, radios, Discmans, etc.)
	TVs
	Camcorders
	Digital cameras
	Non-educational video games

PARENTAL ENGAGEMENT/NOTIFICATION.

A provider will annually participate in a state/district promotional fair to promote supplemental educational services.

A provider will regularly, no less than monthly, provide written notify to parents and the appropriate schools regarding the academic progress of students receiving SES.

An LEA will make informational phone calls to all parents in the schools receiving SES/School Choice, announcing the availability of services. These calls will be scheduled during the month of October to November.

An LEA will be providing Supplemental Educational Services information at the Family/Parent Informational sessions hosted by the schools during open house and other family/parental meetings.

District of Columbia
Office of the State Superintendent of Education
Supplemental Educational Services Per-Pupil Allocation (*PROJECTED*)
SY 2008-2009

Local Educational Agency	PER PUPIL CAP	Maximum Number of Students Who Can Be Served During SY 08-09*	
		From	To
ABC - Bilingual Community Academy	2,265	7	9
Achievement Prep	2,339	5	7
ALTA - Academy for Learning Through the Arts	2,265	4	5
Appletree Early Learning Center	2,265	7	10
Arts and Technology	2,130	37	49
Barbara Jordan PCS	2,265	5	7
Booker T. Washington	2,265	13	17
Bridges Academy	2,265	3	4
Capital City	2,265	6	9
Cesar Chavez	2,265	59	78
Children's Studio	2,265	5	6
City Collegiate	Does not meet the 35% poverty threshold		
City Lights	2,265	3	4
Community Academy	2,265	44	59
DC Bilingual	2,265	10	14
DC Preparatory	2,265	22	29
District of Columbia Public Schools	2,246	2046	2728
Eagle Academy	2,265	10	13
Early Childhood Academy	2,265	10	13
Education Strengthens Families (ESF)	2,265	1	2
EL Haynes	2,265	11	15
Elsie Whitlow Stokes	2,265	14	19
Excel	2,339	4	6
Friendship	2,265	175	234
Hope Community	2,265	14	18
Hospitality High	2,265	8	10
Howard Road PCS	2,265	27	35
Howard University Middle School for Math & Science	2,265	11	14

Local Educational Agency	PER PUPIL CAP	Maximum Number of Students Who Can Be Served During SY 08-09*	
		From	To
Hyde	2,265	30	40
Ideal PCS	2,265	19	26
Imagine SE	2,339	9	12
Integrated Design Electronics Academy (IDEA)	2,265	19	26
Kamit Institute for Magnificent Achievers	2,265	8	11
KIPP DC/Key Academy	2,265	41	54
Latin American Montessori Bilingual (LAMB)	Does not meet the 35% poverty threshold		
Mary McLeod Bethune	2,265	11	14
Maya Angelou	2,265	19	26
MEI Futures Academy PCS	2,265	2	3
Meridian	2,265	27	36
Next Step	2,265	2	3
Nia Community	2,265	7	9
Options	2,265	16	21
Paul Junior High	2,265	23	31
Phillips	2,339	2	3
Potomac Lighthouse	2,265	5	7
School for Arts in Learning (SAIL)	2,265	5	7
SEED	2,265	15	20
Septima Clark	2,265	3	4
St. Coletta*	2,265	7	10
Thea Bowman	2,339	4	6
Thurgood Marshall	2,265	16	21
Tree of Life Community	2,265	20	27
Tri-Community	2,265	6	7
Two Rivers	Does not meet the 35% poverty threshold		
Washington Latin School*	Does not meet the 35% poverty threshold		
Washington Math Science Technology	2,339	22	29
Washington Yu Ying	2,339	6	8
William E. Doar Jr.	2,265	13	17
Young America Works	2,265	11	14

Supplemental educational services are a component of Title I, Part A of the Elementary and Secondary Education Act as reauthorized by the No Child Left Behind Act (NCLB) that provide extra academic assistance for eligible children. These figures are based on census data.

Note: * These numbers assume (1) that the LEA has schools that are required to offer SES to eligible students based on their school improvement status; (2) that each student will complete the selected SES provider program. In some cases, students may not exhaust all funds, and the LEA may reassign the dollars to another student.

Those names in **bold** are anticipated new LEAs opening in SY 2008-2009. Students are not eligible for SES.