

# Supplemental Memorandum

**To:** STATE BOARD MEMBERS

**Date:** April 29, 2003

**From:** Sue Stickel, Deputy Superintendent

**Re:** ITEM # 9

**Subject** SUPPLEMENTAL EDUCATIONAL SERVICES PROVIDERS REQUIRED BY SECTION 1116(E) OF THE NO CHILD LEFT BEHIND ACT OF 2001, INCLUDING BUT NOT LIMITED TO, PROPOSED REGULATIONS, ANNUAL NOTICE TO POTENTIAL PROVIDERS AND REVISED PROVIDER APPLICATION

The insert the following attachments:

[Attachment I](#): Application For Supplemental Educational Services Providers (pages 1-3)

[Attachment II](#): Supplemental Educational Service Provider Request for Application (pages 1-11)

[Attachment III](#): Emergency Regulations for Supplemental Services (pages 1-2)

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**JACK O'CONNELL**  
State Superintendent of Public Instruction

CALIFORNIA  
DEPARTMENT  
OF  
EDUCATION

1430 N Street

P.O. Box 944272

Sacramento, CA

94244-2720

May 31, 2003

**Dear Prospective Providers for Supplemental Educational Services:**

## **APPLICATION FOR SUPPLEMENTAL EDUCATIONAL SERVICES PROVIDERS**

You are invited to apply to the California Department of Education (CDE) to become a provider of supplemental educational services, as defined in No Child Left Behind (NCLB). Title I, Part A, Section 1116(e) of NCLB provides for supplemental educational services in English-language arts and mathematics for eligible students in schools that have been in Title I Program Improvement for two or more years. An eligible student is a child from a low-income family.

Parents of eligible students may choose a provider of supplemental educational services to assist their children in achieving California's adopted curriculum standards. Supplemental educational services include tutoring or other academic enrichment activities that are furnished beyond the regular school day. NCLB requires that services be of high quality, research-based, and designed to improve the academic achievement of participating students.

### **Application Process**

NCLB requires the State to develop an application process to establish a statewide list of qualified providers. Approved providers may be faith-based entities, non-profit or for-profit agencies, institutions of higher education, county offices of education, local educational agencies (LEAs), and schools that are not in Program Improvement.

### **Criteria for Providers**

Providers must:

- (a) Ensure that programs offered are of high quality, research-based, and specifically designed to increase the academic achievement of eligible children on the assessment instruments required under ESEA Section 1111 and attain proficiency in meeting the State's academic achievement standards.
- (b) Ensure that supplemental educational services are coordinated with the student's school program.

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(c) Ensure that the instruction and content provided are aligned with state-adopted curriculum content standards, instructional materials, and state and local assessments.

(d) Ensure that all instruction and content are secular, neutral, and non-ideological.

(e) Provide evidence of recent successful experience in improving student achievement. (If the student population served by the provider is composed in large part of English learners, the provider must demonstrate experience in improving the student achievement of English learners.)

(f) Meet all applicable federal, state, and local health, safety, and civil rights laws.

(g) Have a record or evidence of effectiveness in enhancing student achievement.

(h) Have knowledge of the state-adopted content standards, frameworks, and instructional materials.

(i) Be capable of providing appropriate services to eligible students based on individual needs consistent with the instructional program of the LEA and the state-adopted standards, frameworks, and instructional materials.

(j) Be financially sound.

(k) Guarantee that all staff working with students and their parents undergo and pass background checks.

(l) Abide by the conditions of the contract with the LEA.

## **Writing Requirements**

The application narrative must be limited to no more than ten (8 ½ x 11) pages with 12-point font and one-inch margins. The applicant's name and subject area must appear at the top of each page.

## **Application Scoring Process**

The scoring process will include two independent reviews of the application for evidence of meeting the Scoring/Screening Criteria. CDE reserves the right to verify the validity of evidence provided.

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## Appeals

The only grounds for appeal will be procedural and based upon whether the application is complete.

## Evaluation of Providers

Providers will be evaluated by the California Department of Education. The SBE may approve providers of supplemental services for eligible students on a provisional basis to ensure that each provider is able to increase the academic proficiency of students in subjects relevant to meeting state academic content and student achievement standards adopted under section 1111(b)(1) of PL 107-110. Provisional providers that meet the SBE standards for approval for two consecutive years, including evidence that students who received services are making progress toward achieving proficiency on state-adopted assessments, may be recommended for inclusion on the SBE-approved list of providers for a period of two years.

## How to Apply

The original application and three copies must be mailed to:

Title I Policy and Partnerships Office  
California Department of Education  
1430 N Street, 4<sup>th</sup> Floor  
Sacramento, California 95814  
Attn: Supplemental Services Provider

We encourage you to apply for designation as a provider of supplemental educational services. The application is available to download at:

<<http://www.cde.ca.gov/iasa/titleone/pi/supservapp.html>>

Please contact Jerry Cummings, Consultant, Title I Policy and Partnerships Office at (916) 319-0854 for additional information.

Sincerely,

SUE STICKEL

Deputy Superintendent, Curriculum and Instruction Branch

SS:lj:flh

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**Supplemental Educational Services Provider**

**REQUEST FOR APPLICATION**

**TITLE I PART A  
SECTION 1116(e)**

**PREPARED BY THE  
CALIFORNIA DEPARTMENT OF EDUCATION  
SACRAMENTO, CALIFORNIA  
MAY 2003**

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## Supplemental Educational Services Provider Request for Application

### Instructions

Please submit the original completed application plus three copies to:

**Title I Policy and Partnerships Office**  
**California Department of Education**  
**1430 N Street, 4th Floor, Suite 4309**  
**Sacramento, California 95814**  
**Attn: Supplemental Educational Services**

**Application to serve as a Supplemental Educational Services Provider (see Section 1116(e) of No Child Left Behind (NCLB)). Criteria for providers include the following:**

- (a) Ensure that programs offered are of high quality, research-based, and specifically designed to increase the academic achievement of eligible children on the assessment instruments required under ESEA Section 1111 and attain proficiency in meeting the State's academic achievement standards.
- (b) Ensure that supplemental educational services are coordinated with the student's school program.
- (c) Ensure that the instruction and content provided are aligned with state-adopted curriculum standards, instructional materials, and state and local assessments.
- (d) Ensure that all instruction and content are secular, neutral, and non-ideological.
- (e) Provide evidence of recent successful experience in improving student achievement. (If the student population served by the provider is composed in large part of English learners, the provider must demonstrate experience in improving the student achievement of English learners.)
- (f) Meet all applicable federal, state, and local health, safety, and civil rights laws.
- (g) Have a record or evidence of effectiveness in enhancing student achievement.
- (h) Have knowledge of the state-adopted curriculum standards, frameworks, and instructional materials.
- (i) Be capable of providing appropriate services to eligible students based on

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individual needs consistent with the instructional program of the LEA and the state-adopted standards, frameworks, and instructional materials.

(j) Be financially sound.

(k) Guarantee that all staff working with students and their parents undergo and pass background checks.

(l) Abide by the conditions of the contract with the LEA.

The application must include each of the parts described below. In order for the application to be considered, all parts must be received (you may use this page as a checklist to verify completion of all items.)

## **Application Cover**

Please use the attached (page 4).

## **I. Provider Profile** (page 8)

Please summarize your proposed services as a Supplemental Educational Services Provider on the attached Provider profile.

## **II. Professional Resumé** (page 5)

Please submit a two- to three-page professional resumé of the program director (see page 5 for requirements).

## **III. Narrative Responses** (page 6)

Please provide a written response to each of the eight items; please do not exceed a total of ten pages for Part III.

## **IV. Evidence of Financial Responsibility**

Please provide a copy of a business license or other evidence of financial responsibility.

## **V. Assurances**

Please read carefully, sign, and return (page 7).

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**SUPPLEMENTAL EDUCATIONAL SERVICES PROVIDER  
APPLICATION**

**Provider Information:** Please type or write clearly.

**Name:** \_\_\_\_\_

**Title/Position:** \_\_\_\_\_

**Company/Affiliation:** \_\_\_\_\_

**Preferred Address:** \_\_\_\_\_

\_\_\_\_\_

**Work Phone** ( ) \_\_\_\_\_ **Home Phone:** ( ) \_\_\_\_\_

**Cell Phone** ( ) \_\_\_\_\_

**Work Fax:** ( ) \_\_\_\_\_

**E-mail Address:** \_\_\_\_\_

**Geographic areas (county, city, district) in California in which you will deliver services:**

\_\_\_\_\_

(Please check applicable box)

- For Profit Company    Non-profit Organization    School District    Individual  
 Faith Based Organization    School

**I certify that all the information contained within this application is true.**

\_\_\_\_\_  
**Signature of Authorized Agent**

\_\_\_\_\_  
**Date**

The original completed application plus **three** copies must be mailed to:

Title I Policy and Partnerships Office  
California Department of Education  
1430 N Street, 4<sup>th</sup> Floor Suite 4309  
Sacramento, California 95814  
Attn: Supplemental Educational Services

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## I. Provider Program Profile

- Complete the attached Provider Program Profile (page 8).

## II. Professional Resumé

Please include a professional resumé not to exceed three pages that highlights experiences related to performing in the role of a provider for underperforming students.

The resumé is to be completed by the program director. Resumés for tutors may be requested at a later time. The California Department of Education reserves the right to verify the accuracy of any information provided in the resumé.

The resumé must include the six sections listed below and should not exceed three pages.

### Categories of Information

1. Name and contact information
2. Academic Qualifications
3. Employment/Experience
4. Current Employment
5. Professional Development
6. Professional Affiliations

## III. Narrative Responses

All applicants must respond to each of the eight items on page 6, which address the application evaluation criteria adopted by the California State Board of Education.

Each response should reflect the applicant's actual experience(s). Documentation of the school, district, or other setting in which the cited experiences occurred is essential. Also, at a minimum, school/district name(s), dates (months, year), applicant's role/capacity, etc., should be provided.

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## **Narrative:**

Please address the following eight items in a narrative of no more than ten pages total:

1. Describe the program that will be offered.
2. Describe how the content is aligned with California's adopted academic content standards in English-language arts and mathematics.
3. Indicate the names of the individuals who will provide the instruction for the program, their qualifications, and the ongoing support they will receive.
4. Describe the research base that demonstrates that the proposed program is an effective method to increase student achievement.
5. Provide evidence of the program's demonstrated record of effectiveness. If available include data that supports student academic progress.
6. Describe how the program will be monitored for effectiveness.
7. Describe how the progress of students receiving supplemental educational services will be measured and what assessments will be used to determine their progress.
8. Describe how the school and parents will be notified of the student's progress (in their native language, if necessary.)

## **IV. Business License or Other Evidence of Ability to Enter into Contracts in California.**

Applicants must submit a copy of the business license filed with the Secretary of State or other formal documentation of the individual's legal status with respect to conducting business in California.

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## Part V: Assurances

### Supplemental Educational Services Provider

The following assurances are required of all Supplemental Educational Services Providers.

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

1. Provider will provide an instructional program that is supplemental to and aligned with the regular school program.
2. Provider agrees to provide, at a minimum, quarterly academic achievement progress reports to parents and students' home school district.
3. Provider will collaborate with the school to provide appropriate services for the student.
4. Provider will respect the confidentiality of student needs and progress and share this information only with parents and appropriate school personnel.
5. 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 student's parents.
6. Provider will make every effort to involve parents/guardians in developing the needs assessment for the student, developing a plan of services, and exchanging information on progress of the student.
7. Provider will provide a healthy, safe, and clean environment in which to tutor students.
8. Provider agrees to meet all applicable federal, state, and local health, safety, and civil rights law.
9. Provider will provide secular, neutral, and non-ideological instruction and content.
10. Provider has liability insurance. List company name and policy number or attach a copy of the policy cover page. \_\_\_\_\_
11. Provider will provide copies of background checks to school districts.
12. Provider agrees to abide by the conditions of the contract with the LEA including the fee that will be in compliance with Section 1116(e)(6)(A)(B) of the No Child Left Behind Act of 2001.

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Signature of Service Representative

Date signed

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Name of Agency

Position of Service Representative

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Provider Program Profile

**Title of Organization:**

**Service Area:** (Statewide, counties, city or school districts)

**Description of Proposed Services**

Subject areas provided:

Grade levels:

Number of students that can be served:

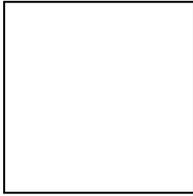
Time and place of services:

Mode of instructional delivery:

Instructional materials/resources to be used:

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## Supplemental Educational Services Rubric



Proposal # \_\_\_\_\_  
 Reviewer: \_\_\_\_\_

**OVERALL SCORING:** \_\_\_\_\_ /40

### Part II Application Narrative

|                   |                |           |
|-------------------|----------------|-----------|
| <b>Element I.</b> | <b>Program</b> | <b>10</b> |
| <b>points</b>     |                |           |

- ❖ Describe the program that will be offered. Be sure to include the following specifics:
  - Location of service delivery
  - Length of each tutoring session (i.e., everyday, biweekly, summer)
  - Grade Levels served
  - Special groups served, if applicable
  - Discuss the transportation arrangements, if applicable
  
- ❖ Indicate how the content of the program will be aligned with the state academic standards.

| Level I<br>0-1 points  | Level II<br>2-5 points   | Level III<br>6-10 points   |
|--|--|--|
| <ul style="list-style-type: none"> <li>• The description fails to provide an adequate description of the program.</li> <br/> <li>• The description fails to demonstrate how the provider's services are consistent with state academic standards.</li> </ul> | <ul style="list-style-type: none"> <li>• The description addresses some of the areas listed above in the program description.</li> <br/> <li>• The description includes some information regarding the alignment of the supplemental services offered and state academic standards.</li> </ul> | <ul style="list-style-type: none"> <li>• The description details clearly the instructional program offered by the provider. Addresses each of the areas listed above.</li> <br/> <li>• The description includes strong evidence that the program offered is consistent with the state academic standards.</li> </ul> |

|   |
|---|
| <b>Total points for element _____ /10</b> |
|---|

Comments:

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|                    |              |           |
|--------------------|--------------|-----------|
| <b>Element II.</b> | <b>Staff</b> | <b>10</b> |
| <b>points</b>      |              |           |

- ❖ Indicate who will be teaching in the program, their qualifications and the ongoing support that they will receive.

| <b>Level I<br/>0-1 points</b>  | <b>Level II<br/>2-5 points</b>  | <b>Level III<br/>6-10 points</b>  |
|--|---|---|
| <ul style="list-style-type: none"> <li>• The description does not address the qualifications of teachers or the ongoing support that will be given.</li> </ul> | <ul style="list-style-type: none"> <li>• The description provides some description of the qualifications of teachers and the ongoing support that will be given.</li> </ul> | <ul style="list-style-type: none"> <li>• Staff is identified and fully qualified.</li> <li>• There is a comprehensive plan in place for professional development and technical assistance.</li> </ul> |

|                                 |     |  |
|---------------------------------|-----|--|
| <b>Total points for element</b> | /10 |  |
|---------------------------------|-----|--|

Comments:

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| <b>Element III.</b> | <b>High Quality Research and Program Effectiveness</b> | <b>10</b> |
| <b>points</b>       |  |           |

- ❖ Describe the research that demonstrates that this is an effective method to increase student achievement.
- ❖ Provide evidence of the program’s effectiveness. If available, include data that supports student academic progress.

| <b>Level I<br/>0-1 points</b>  | <b>Level II<br/>2-5 points</b>   | <b>Level III<br/>6-10 points</b>  |
|--|--|---|
| <ul style="list-style-type: none"> <li>• The description fails to discuss the research that supports the effectiveness of the program.</li> <li>• The description fails to include evidence that the program has a record of effectiveness.</li> </ul> | <ul style="list-style-type: none"> <li>• The description shows some evidence of the research that supports the effectiveness of the program.</li> <li>• The description shows some evidence that the program has a record of effectiveness.</li> </ul> | <ul style="list-style-type: none"> <li>• The description cites research that fully supports that this method is effective.</li> <li>• The description provides strong evidence that the program has a record of effectiveness.</li> </ul> |

|                                 |     |  |
|---------------------------------|-----|--|
| <b>Total points for element</b> | /10 |  |
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Comments:

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|                    |                               |           |
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| <b>Element IV.</b> | <b>Evaluation/ Monitoring</b> | <b>10</b> |
| <b>points</b>      |                               |           |

- ❖ Describe how the program will be monitored for effectiveness.
- ❖ Delineate how the progress of students receiving supplemental educational services will be measured and which assessments will be used.
- ❖ Describe how the school and parents will be notified of the student’s progress (in their native language, if necessary).

| <b>Level I<br/>0-1 points</b>   | <b>Level II<br/>2-5 points</b>  | <b>Level III<br/>6-10 points</b>   |
|---|---|--|
| <ul style="list-style-type: none"> <li>• The description fails to discuss how the program will be evaluated.</li> <li>• The description does not address monitoring progress of each student receiving tutorial assistance.</li> <li>• The description does not adequately explain how parents and schools will be informed of a student’s progress.</li> </ul> | <ul style="list-style-type: none"> <li>• The description provides some description of how the program will be evaluated.</li> <li>• The description shows limited method for monitoring progress of each student receiving tutorial assistance.</li> <li>• The description provides some explanation as to how parents and schools will be informed of a student’s progress.</li> </ul> | <ul style="list-style-type: none"> <li>• The description clearly explains how the program will be consistently monitored for effectiveness</li> <li>• The description details how student progress will be monitored through assessments.</li> <li>• The description describes plan to thoroughly inform parents and schools of the student’s progress.</li> </ul> |

|                                 |            |
|---------------------------------|------------|
| <b>Total points for element</b> | <b>/10</b> |
|---------------------------------|------------|

Comments:



1 (h) Have knowledge of the state-adopted content standards, frameworks, and instructional  
2 materials.

3 (i) Be capable of providing appropriate services to eligible students based on individual  
4 needs consistent with the instructional program of the LEA and the state-adopted standards,  
5 frameworks, and instructional materials.

6 (j) Be financially sound.

7 (k) Guarantee that all staff working with students and their parents undergo and pass  
8 background checks.

9 (l) Abide by the conditions of the contract with the LEA.

10 And, by the end of the second year of provisional approval, ninety-five percent of eligible  
11 students receiving services have made increases in academic proficiency at a level articulated in  
12 the supplemental educational services contract and as measured by the STAR.

13 NOTE: Authority cited: Reference:  
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