

Florida Department of Education
Guidance for Completing the Application to Become an SES Provider
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5.0 Summarize the overall proposed program in a narrative including services provided, diagnostic/prescription process, curriculum, type of instruction, mode of instruction, and major elements of the program.

Guidance:

- This question will not be scored. However, a response should give the reviewer an overall summary of the applicant's program. Consider the response as your program's summary for parents.

5.1.1 (0-5 possible points) Describe specific student achievement data to document evidence that the applicant's company or organization had a positive impact on increasing student achievement toward meeting state achievement standards. Include quantitative data that documents student learning gains.

Guidance:

- Response should be specific to the applicant's company or organization
- **Current approved providers** should describe success with students including student performance data. **New applicants** may include information on success of program in other states, in the classroom, or other forum.
- Provide data to support organization's success in increasing student achievement (Including data with success for low-achieving students and students from low-income families would enhance this response)
- Include evidence to address subject areas in program (reading/language arts, mathematics, or both); grade levels and special populations

Examples:

- In a study conducted by the University of ABC in 2004, students participating in the XYZ Tutoring Program showed an average gain of 70% in reading and a 65% gain in mathematics as compared on a pre- and post-test.
- In the six school districts in Florida in which we provide services, 90% of the 500 students participating in the XYZ Tutoring Program showed an average learning gain of 25% on the SAT 10 in reading and an average learning gain of 32% in mathematics in 2006.

Resources:

- USDE: *Quality of Evidence* http://www.ed.gov/rschstat/research/pubs/rigorousetid/guide_pg10.html#appendix%20b

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5.2.1 (0-5 possible points) Identify the curriculum of the proposed program and quantitative research that documents its effectiveness in increasing student achievement.

Guidance:

- Identify the specific curriculum(s) to be used
- Describe the primary curriculum to include information such as subject areas and grade levels
- Include citations to current research (last five years) and data supporting the curriculum
 - *Note : Good citations include title, author(s), date, and publishing entity*
- Focus on the program's curriculum – not the company

Example:

- 278 students using Rainbow Curriculum in an afterschool program showed significant growth as evidenced on the California Achievement Test used as a pre and post assessment in May 2006. Students were tutored between 25 and 35 hours. 94% of the students showed significant gains of at least 5 NCE points in reading.

Resources:

- Teaching Resources for Florida ESE: *Curriculum* <http://www.cpt.fsu.edu/ESE/cs/csmain.html>

5.2.2 (0-5 possible points) Identify the key instructional strategies of the proposed program and the quantitative research that documents the effectiveness of the instructional strategies in increasing student achievement. Examples of instructional strategies may include scaffolding, graphic organizers, use of manipulative resources, effective question and answer techniques, use of prior knowledge, direct instruction, directed practice, and mastery learning. For more information on effective instructional strategies, see <http://www.cpt.fsu.edu/ESE/in/strmain.html>.

Guidance:

- Identify the specific key instructional strategies to be used such as scaffolding, graphic organizers, use of manipulative resources, effective questions and answer techniques, use of prior knowledge, direct instruction, directed practice, and mastery learning
- Describe the key instructional strategies
- Include citations to research and data supporting the key instructional strategies
 - Scaffolding is an instructional technique whereby the teacher models the desired learning strategy or task, then

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gradually shifts responsibility to the students (introduction of skill, guided practice, independent practice)

- Direct instruction is a model for teaching that emphasizes well-developed and carefully planned lessons designed around small learning increments and clearly defined and prescribed teaching tasks.
- Mastery learning is an instructional method that presumes all children can learn if they are provided appropriate learning conditions. Specifically, mastery learning is a method whereby students are not advanced to subsequent learning objective until they demonstrate proficiency with the current one.

Example:

- According to a study by Cinderella and Prince Charming in 2005, 87% of the 200 third grade students participating in an academic intervention program using mastery learning showed substantial learning gains as evidenced by a post-test as compared to the pre-test in reading. 80% of the third grade students experienced an increase of 3 NCE points while 7% showed an increase of 5 NCE points.

5.2.3 (0-5 possible points) Identify the major design elements of the proposed program and quantitative research that documents the effectiveness of the elements in increasing student achievement. Examples of major elements may include mode of instruction, time on task, or resource materials.

Guidance:

- Identify the specific major design elements to be used such as the mode of instruction, time on task, resource materials
- Describe the major design elements and how they will be used to support instruction
- Include citations to current research and data supporting the major design elements

Resources:

- Just Read, Florida!: *Resources* <http://www.justreadflorida.com/>
- FLDOE Office of Mathematics and Science: *Resources for Teachers*
http://www.fldoestem.org/Site_Root/FLDOE_STEM/Resources_for_Teachers/Science_and_Math_Resources/Science_and_Math_Resources.aspx

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5.2.4 (0-5 possible points) Identify the delivery model of the proposed program and the quantitative research that documents the effectiveness in increasing student achievement. Include academic research with specific evidence the delivery model has positive impact on increasing student achievement. Examples of delivery models include group size for instruction, direct instruction, distance learning, computer-based, individual tutoring, in-home tutoring. (NOTE: Homework assistance is not a form of SES.)

Guidance:

- Identify the specific delivery model to be used such as group size for instruction, direct instruction, distance learning, computer-based instruction, individual tutoring, in-home tutoring
- Describe the delivery model and how it will be used to support instruction
- Include citations to current research and data supporting the delivery model

Resources:

- Just Read, Florida!: *Resources* <http://www.justreadflorida.com/>
- FLDOE Office of Mathematics and Science: *Resources for Teachers* http://www.fldoestem.org/Site_Root/FLDOE_STEM/Resources_for_Teachers/Science_and_Math_Resources/Science_and_Math_Resources.aspx

5.2.5 (0-5 possible points) Describe how instruction will be focused, intensive, and tailored to meet the needs of individual students, including students with disabilities, students with 504 plans, and/or English language learners.

Guidance:

- Describe how the instruction will be individualized:
 - Address how the tutor determines how the learning goals and instruction are specific to each child
 - Describe how the tutor groups students to more effectively deliver instruction
- If the organization plans to serve special needs students, describe the process for obtaining, reviewing, and aligning the educational plans of special needs students with the student learning plans

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Resources:

- FLDOE Bureau of Exceptional Education and Student Services: *Resources* <http://www.fldoe.org/ese/linkhome.asp>
- FLDOE Bureau of Exceptional Education and Student Services: *Technical Assistance Papers* <http://www.fldoe.org/ese/tap-home.asp>
- FLDOE Office of Academic Achievement through Language Acquisition: *Documents and Publications* <http://www.fldoe.org/aala/omspubpg.asp>

5.3.1 (0-5 possible points) Describe the process the applicant will use to ensure that the proposed curriculum is correlated to the Sunshine State Standards (SSS). For information on Florida's Sunshine State Standards, <http://www.fldoe.org/bii/curriculum/sss/>.

Guidance:

- Applicant must ensure correlation with SSS
- Describe how the applicant will ensure the lessons are aligned with SSS
- Describe how the correlation was conducted to ensure the proposed curriculum is aligned with SSS
- Response should address the process of alignment
- Response that includes only examples of standards is insufficient

5.3.2 (0-5 possible points) Describe the process the applicant will use to ensure the proposed program aligns with the instructional program of the school district(s) in which the applicant intends to serve students. Cite at least one example of the correlation of the proposed program and describe its integration with at least one district that the applicant intends to serve.

Guidance:

- Contact the district(s) you wish to serve to obtain information regarding their curriculum
- Describe how the correlation was conducted to ensure the proposed program aligns with and is consistent with the instructional program of each school district in which you plan to serve
- Provide at least one example of how you plan to correlate your program with the district's program

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Resources:

- Florida Directory of Districts and Schools http://www.fldoe.org/schoolmap/flash/schoolmap_text.asp
- District Reading Plans http://www.justreadflorida.com/Reading%5FPlans/view_plans.aspx
- District and School Improvement Plans http://www.bsi.fsu.edu/0607_sip_template/login.aspx

5.3.3 (0-5 possible points) Describe the process to ensure that the applicant will coordinate supplemental educational services with the classroom instructional program of the students receiving the services.

Guidance:

- Describe how the applicant will coordinate the instructional program with the students' classroom instructional program
- Address how communication will be coordinated between the provider/tutor and students' schools/teachers

Resources:

- District Reading Plans http://www.justreadflorida.com/Reading%5FPlans/view_plans.aspx
- District and School Improvement Plans http://www.bsi.fsu.edu/0607_sip_template/login.aspx

5.4.1 (0-5 possible points) Describe how diagnostic assessment data will be used to identify the student's knowledge and skills gaps and set measurable goals for the student learning plan. Identify the specific assessment to be administered if district student data are not available for developing the student learning plan.

Guidance:

- Applicant may want to contact the district(s) to identify what type of student performance data are available
- Identify the name, purpose, and uses of each assessment that will be used when student diagnostic data is not available
- Describe how each assessment will be used to identify academic weaknesses
- Describe how the results will be used to develop the student learning plan

Resources:

- Florida Directory of Districts and Schools http://www.fldoe.org/schoolmap/flash/schoolmap_text.asp
- Florida Center for Reading Research <http://www.fcrr.org/assessment.htm>

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- Teaching Resources for Florida ESE: *Assessment* <http://www.cpt.fsu.edu/ESE/as/asmain.html>
- Screening and Progress Monitoring with DIBELS® <http://www.fcrr.org/assessmentScreeningProgressMonitoring.htm>
- Florida Comprehensive Assessment Test <http://fcats.fldoe.org/>

5.4.2 (0-5 possible points) Describe the process and timelines for the development of the student learning plan.

Guidance:

Describe the process and specific timelines to include, but not limited to:

- Diagnostic assessment
- Analysis of results
- Identification of academic deficiencies (tested benchmarks)
- Consultation with parents and school
- Develop specific learning goals – SMART goals
 - SMART – specific, measurable, achievable, relevant, and time-based
- Discuss specific timelines based on receipt of student information from the district

Resources:

- Technical Assistance Papers related to Student Learning Plans (formerly Parent District Provider Agreements) http://info.fldoe.org/docushare/dsweb/Get/Document-4046/k12_06_151att.pdf and http://info.fldoe.org/docushare/dsweb/Get/Document-3818/july06_tap.pdf

5.4.3 (0-5 possible points) Describe the procedures and timelines to be used to evaluate, monitor, and report each student's progress toward meeting the goals as stated on the student learning plan. Address how applicant ensures that the progress reports are understandable to parents and in parents' native language, if feasible. Include frequency of progress reports to student's parents, teachers, and appropriate school district staff.

Guidance:

- Provide a clear description of how progress is tracked and interventions take place

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- Include specific timelines (frequency)
- Describe the specific process for reporting students' progress on specific goals of student learning plans to parents and teachers
- Describe how progress reports will indicate progress in a meaningful and understandable way to parents and in parents' native language (Contact districts to determine percentage of English Language Learners)
- Describe how progress reports will be disseminated to all required stakeholders

Resources:

- Technical Assistance Papers related to Student Learning Plans (formerly Parent District Provider Agreements)
http://info.fldoe.org/docushare/dsweb/Get/Document-4046/k12_06_151att.pdf and
http://info.fldoe.org/docushare/dsweb/Get/Document-3818/july06_tap.pdf

5.4.4 (0-5 possible points) Describe how student attendance and participation data will be collected, verified, and reported to the school district. Include strategies for improving attendance of students who are habitually absent.

Guidance:

- Describe process for documenting attendance (attendance sheets, logs, verification)
- Include specific strategies for improving attendance

Resources:

- Strategies to Encourage Attendance <http://www.nwrel.org/request/2004june/strategies.html>
- Triumph Over Truancy: *Tips for Improving Student Attendance*
http://www.educationworld.com/a_admin/admin/admin442.shtml
- FLDOE Student Support Services Project: *Resources (Attendance)*
http://sss.usf.edu/Resources/other_online/index.html#attendance

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5.4.5 (0-5 possible points) Describe the process and timelines the applicant will use to ensure that services begin no later than October 15th of each school year. Include steps and timelines the applicant will implement from approval of the application to the provision of services to students.

Guidance:

- Describe clear timeline with dates that will ensure services to students begin by Oct 15th
- Include proposed timeline for all aspects beginning with announcement of approved providers through the beginning of services

Resources:

- TAP regarding SES in Title I Schools http://info.fldoe.org/docushare/dsweb/Get/Document-4044/k12_06_150att1.pdf
- TAP on Contract Management http://info.fldoe.org/docushare/dsweb/Get/Document-3878/k12_06_107att1.pdf
- BPSO web site <http://www.fldoe.org/flbpso/> under New and Hot Topics – (click) 2008-2009 Request for Applications (RFA) to access the **SES Timeline**

5.5.1 (0-5 possible points) Describe the applicant's infrastructure, including resources such as personnel, buildings, or equipment, and capacity to ensure services begin no later than October 15th of each school year. Include roles and responsibilities of staff within the organization.

Guidance:

- Describe what resources are in place or how the applicant will ensure those resources remain in place to serve students by Oct 15th.
- Include resources such as personnel, facilities, roles and responsibilities, funds, materials, and computers.

Resources:

- TAP regarding SES in Title I Schools http://info.fldoe.org/docushare/dsweb/Get/Document-4044/k12_06_150att1.pdf
- TAP on Contract Management http://info.fldoe.org/docushare/dsweb/Get/Document-3878/k12_06_107att1.pdf

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5.5.2 (0-5 possible points) Describe the process for recruiting, hiring, and initial training of staff.

Guidance:

- Describe a clear process for recruiting and hiring staff
- Include process for paperwork and documentation of qualifications
- Describe process for specific training in applicant's curriculum, instructional methods, strategies, and code of ethics

Resources:

- NCLB Title I Paraprofessionals Non-Regulatory Guidance (*issued March 1, 2004*)
<http://www.ed.gov/policy/elsec/guid/paraguidance.doc>
- ETS The ParaPro Assessment site
<http://www.ets.org/portal/site/ets/menuitem.fab2360b1645a1de9b3a0779f1751509/?vgnnextoid=e1c85ee3d74f4010VgnVCM1000022f95190RCRD>

5.5.3 (0-5 possible points) Describe the professional development and support provided to tutors to ensure that the proposed program is implemented with fidelity.

Guidance:

- Describe ongoing staff development for tutors after tutoring begins for students
- Include frequency of any meetings/trainings/topics
- Describe process for supporting tutors to improve their skills

Resources:

- Building Effective Partnerships: *The Tutoring Team* http://www.nwrel.org/ecc/steccr/building_partnerships2.html

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5.5.4 (0-5 possible points) Describe procedures for supervising tutors to ensure the proposed program is implemented with fidelity and that all employees comply with ethical business practices pursuant to assurances found in the Request for Application, such as behavior at provider fairs, quality of tutoring services, and effectiveness of instruction.

Guidance:

- Describe the process for supervising and monitoring tutors to ensure compliance with expected behavior during tutoring sessions and any staff at other SES activities
- Identify staff responsible for supervising tutors, frequency, and feedback process
- Address quality and fidelity of tutors

5.5.5 (0-5 possible points) Describe the process and procedures for monitoring the program to ensure the proposed program is implemented with fidelity, such as tutor/student ratio, supervision of students, approved instructional materials, students on task, or beginning services on time.

Guidance:

- Describe process for monitoring tutoring sessions to ensure implementation with fidelity
- Include monitoring tool or observation checklist
- Include frequency of ongoing observations of tutoring sessions and any interventions if problems are observed
- Include a description of any staff meetings
- Identify staff responsible for monitoring this process

Resources:

- USDOE Innovations in Education. Creating Strong Supplemental Educational Services Programs: *Set Clear Goals and Monitor Progress* http://www.ed.gov/admins/comm/suppsvcs/sesprograms/report_pg8.html#goals
- National Center on Student Progress Monitoring <http://www.studentprogress.org/default.asp>

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5.5.6 (0-5 possible points) Describe procedures to be used to ensure that all staff providing direct services to students and/or access to school grounds comply with fingerprint-based background screening pursuant to Section 1012.465, Florida Statutes (Background screening requirements for certain noninstructional school district employees and contractors). For more information, see the related Technical Assistance Paper at http://www.fldoe.org/flbpso/pdf/tap_fingerprint.pdf.

Guidance:

- Describe the procedures and process for ensuring all tutors including district employees meet required fingerprint-based background screening
- Describe how the applicant will ensure that this is completed in a timely manner
- Describe how applicant will keep track of personnel who have been screened and dates tutors were cleared by the district

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4.0 RESOURCES

Additional information can be found at:

- Bureau of Public School Options: <http://www.fldoe.org/flbpso>
- Registration for the Florida Department of Education's Paperless Communications System: <http://www.fldoe.org/Paperless>
- U.S. Department of Education's website for more information on the NCLB regulations and requirements and Supplemental Educational Services: <http://www.ed.gov/nclb/choice/help/ses/index.html>
- NCLB Legislation Title I - Improving The Academic Achievement of the Disadvantaged Part A - Improving Basic Programs Operated by Local Educational Agencies, Section 1116: Academic Assessment and Local Educational Agency and School Improvement. [see (e) Supplemental Educational Services]: <http://www.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1116>
- NCLB Supplemental Educational Services Non-Regulatory Guidance (*issued June 13, 2005*): <http://www.ed.gov/policy/elsec/guid/suppsvcsguid.doc>
- Section 1008.331 (Supplemental educational services in Title I schools; school district and provider responsibilities.--), Florida Statutes. <http://www.flsenate.gov/statutes/index.cfm>
- Sunshine State Standards: <http://www.fldoe.org/bii/curriculum/sss/>
- 2007-2008 Title I Schools Identified In Need Of Improvement Data: http://www.fldoe.org/flbpso/nclbchoice/ses/ses_title1.asp
- Federal No Child Left Behind - Adequate Yearly Progress (AYP) Report (by school, school district, or state): <http://schoolgrades.fldoe.org/default.asp>
- 2007 Guide to Calculating Adequate Yearly Progress (AYP) Technical Assistance Paper 2006-2007 <http://schoolgrades.fldoe.org/pdf/0607/2007SchoolGradesTAP.pdf>
- The Education Industry Association's Code of Professional Conduct and Business Ethics for Supplemental Educational Services Providers http://www.educationindustry.org/EIA/files/ccLibraryFiles/Filename/000000000066/Code_of_Standards_and_Ethics_final%20rev%2011-10-05.pdf
- Florida Comprehensive Assessment Test®: <http://fcats.fldoe.org/>
- Just Read, Florida!: <http://www.justreadflorida.com/>
- Office of Mathematics and Science <http://www.fldoestem.org/center13.aspx>
- The Florida Center for Reading Research: <http://www.fcrr.org/>
- Catalog of State Adopted Instructional Materials: http://www.fldoe.org/BII/Instruct_Mat/catalog1.asp
- Primary and Secondary Diagnostic Instruments <http://www.justreadflorida.com/educators/PrimSecDiagChart.asp>
- Per pupil allocation for supplemental educational services: <http://www.fldoe.org/flbpso/xls/perpupil-allocation0708.xls>
- District profiles: The Education Information and Accountability Services (EIAS) Data Publications and Reports Web site at: <http://www.fldoe.org/eias/eiaspubs/default.asp>

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- Florida Schools Indicator Report (FSIR) searchable database provides data on public elementary, middle, and high schools for each of Florida's 67 school districts on school status and performance over the last seven school years. <http://data.fldoe.org/fsir/>
- FDOE's Education Information and Accountability Services Department:
<http://www.fldoe.org/eias/>
- NCLB Title I Paraprofessionals Non-Regulatory Guidance (*issued March 1, 2004*):
<http://www.ed.gov/policy/elsec/guid/paraguidance.doc>
- ETS The ParaPro Assessment site
<http://www.ets.org/portal/site/ets/menuitem.fab2360b1645a1de9b3a0779f1751509/?vgnextoid=e1c85ee3d74f4010VgnVCM10000022f95190RCRD>
- Federal Resources for Educational Excellence <http://www.free.ed.gov/>
- Sunshine Connections: Resources for Teachers...developed by Teachers
<http://www.sunshineconnections.org>
- Center on Innovation and Improvement: *Twin paths to better schools*
<http://www.centerii.org/>
- Council of Chief State School s <http://www.ccsso.org/>
- Mid-continent Research for Education and Learning: *Delivering Research and Practical Guidance to Educators* http://www.mcrel.org/topics/topics_overview.asp
- National Staff Development Council <http://www.nsd.org/>