



Supplemental  
Educational Services  
2012-2013 School Year

# Request For Applications Technical Assistance Meeting

December 9, 2011  
HILTON ORLANDO



# Agenda

- Welcome and Introductions
- Basics of SES
- Request for Applications
- Grievance Process
- Overview - Implementation of SES
- Questions and Answers



# Basics of SES



# What are Supplemental Educational Services (SES)?

- Extra academic assistance in reading/language arts, mathematics, and science
- Provided before or after school, or on the weekend
- High quality, research based, and specifically designed to increase students' academic achievement
- In Title I schools identified as in need of improvement (SINI)



# Schools In Need of Improvement “SINI”

YEAR	SINI Status	CONSEQUENCES
<b>Year 1</b> Not Making AYP	SINI 0	No consequences for the following year
<b>Year 2</b> Not Making AYP	SINI 1	Must offer all students state-approved supplemental educational services to eligible students in Year 3
<b>Year 3</b> Not Making AYP	SINI 2	Must offer public school choice and state-approved supplemental educational services to eligible students in Year 4
<b>Year 4</b> Not Making AYP	SINI 3	Must offer public school choice, state-approved supplemental educational services to eligible students, and implement corrective action in Year 5
<b>Year 5</b> Not Making AYP	SINI 4	Must offer public school choice, state-approved supplemental educational services to eligible students, and plan for restructuring in Year 6



# Who is Eligible for SES?

Two eligibility criteria for students:

1. Enrolled in a Title I SINI School  
*AND*
2. Eligible for free- or reduced-  
priced lunch



# Who Pays for SES?

School districts use an amount equal to 20% of their Title I funds for NCLB School Choice Options

- At least 5% for SES
- At least 5% for public school choice
- No more than 1% of the 20% on parent outreach and assistance
- Remaining funds on either SES or public school choice




# SES in Florida for 2011-2012 School Year

- 75 school districts, including four (4) lab schools, with schools in need of improvement, corrective action, or restructuring
- 458 state-approved providers
- \$134 M available for NCLB school choice
- \$1,094 state average SES per pupil allocation



# Monitoring


- FDOE is required to monitor the quality and effectiveness of services by each approved provider
- All providers must comply with monitoring procedures



# Removal from State Approved List


A provider shall be removed from the approved list, and the provider and any related organizations shall be ineligible to re-apply during the following two-year period, for the following reasons:

- The failure to deliver services as provided in Section 1008.331(3)(b), F.S.;



# Removal from State Approved List

- The award of an unsatisfactory service designation for two consecutive years, beginning with the service designation awarded in the 2010-2011 school year
- An investigation reveals that a school district has been fraudulently invoiced
- The Department determines that the matter is of such magnitude that it cannot be addressed by the district through its enforcement mechanisms



# Removal from State Approved List

- The failure to comply with provider responsibilities and assurances
- The failure to meet and maintain the eligibility requirements found in the RFA
- The failure to comply with the requirements established for providers in Rule 6A-1.039



# Request For Applications

## I. Application Instructions and Requirements



# How Do I Submit My Application?

- Only applications received via the FDOE **Web-based** Application system will be accepted to meet the online application requirements
- <http://www.fldoe.org/flbpso>
  - Resources for Supplemental Educational Services (SES) Applicants




# Remember

- All applicants must register in the online system to establish a new Username and Password
- Responses will become part of the terms of the district contract.
- Print a copy of the completed application for your records
- Click “Final Submit” button to submit to Department for review



# When is the Application Due?

- The ONLINE Requirements are Due at: **4:00 p.m. EST** on **March 2, 2012**
- The HARD-COPY Requirements to be DELIVERED to the Department by: **4:00 p.m. EST** on **March 2, 2012**



# Who Do I Contact for Help?

The Office of Public School Options

- 850.245.0479

- [bpsocontacts@fldoe.org](mailto:bpsocontacts@fldoe.org)



# Who Will Review My Application for Approval?

- The online and hard-copy requirements are reviewed by FDOE staff
- Applications must meet all requirements for approval



# What is the Scoring Criteria?

- To obtain approval, applicants must:
  - Obtain a minimum of 80 points out of a possible 100 points;
  - Meet the minimum points required for each criterion; and
  - Obtain approval of all hard-copy documentation requirements



# How Will I Be Notified of My Approval Status?

- Mail
  - Letter from the Chancellor of Public Schools
- Web-based system
  - Reasons for Denial
    - Deficiencies in Narrative Responses
    - Deficiencies in Hard-Copy Documentation
    - Late Hard-Copy Documentation
- SES Provider Directory



# Who is Ineligible to Apply?

- Terminated in 50% or more school districts in the 2011-2012 school year;
- Withdrawn from more than one district after minimum per site is met during 2010-2011 or 2011-2012 school years;
- Received an “unsatisfactory” service designation for two consecutive years beginning with the 2010-2011 school year



# Request For Applications

## II. Application Proposal



# A. Contact Information

- Legal Name of Entity
  - Doing Business As (DBA)
    - ❖ FDOE discourages the use of any names beginning with symbols
    - ❖ This name will appear on the FDOE website
- FEIN, TIN, or SSN



## A. Contact Information (cont.)

- Primary Contact Person
  - Will not be listed on the SES Provider Directory
  - Cannot be listed as the contact for any other organization
  - Contact for FDOE correspondence
  - Unique email address



## A. Contact Information (cont.)

- Secondary Contact Person
  - Must have a physical address in Florida
  - Will be listed on the SES Provider Directory.
  - Can not be listed as the contact for any other organization
  - Unique email address



## B. Applicant Status

- New
  - Applicant has never been approved under any business name to serve students in the State of Florida
  - FDOE will assign a new provider ID#
  - Skip questions 1 & 4
  - Answer questions 2 & 3



## B. Applicant Status

- Renewing
  - Applicant has been approved in the past to serve students in the State of Florida
  - Will use the same provider ID#
  - Answer questions 1, 2, 3, & 4



## C. School Districts to be Served

- Select any school district you may wish to serve
- Select “Statewide” to choose all districts in Florida
- District 11-12 policy forms will be available on FDOE’s Web site after December 12, 2011



## D. Applicant Classification

- Choose all categories that describe your organization, or select “Other” and state your classification
- Date organization was established
  - Not applicable for LEA, public schools, colleges, or universities



## E. Academic and Instructional Information

- Subject Areas
- Grade Levels to Be Served
- Staff Qualifications
- Tutor to Student Ratio



# 1. Subject Area

- Applicants will not be able to add or change subject areas after the submission deadline
- Each subject area selected will be offered to parents



## 2. Grade Levels to be Served

- Indicate the grade level(s) for each subject area the applicant plans to serve
  - The applicant will only indicate grade level(s) for the subject areas previously selected
- Curriculum described later in the application must be appropriate for the grade levels indicated



### 3. Staff Qualifications

- Tutors must meet the minimum qualifications for Title I paraprofessionals
- Districts will include providers' tutor qualifications in the notification to parents



## 4. Tutor to Student Ratio

- Select the group size that will be provided
- More than one type can be selected



## F. SES Provisions

- Student Capacity
- Location of Services
- Technology



# 1. Student Capacity

- Student with Disabilities (SWD) or students with 504 plans
- English language learners (ELLs)
- Visually Impaired (Blind and Partially Sighted)
- Deaf or Hard-of-Hearing
- If any of the above are selected, applicant must have the instructional staff and materials capable of serving these students



## 2. Location of Services

- School district facility
- Business\*
- Provider Facility\*
- Community-based Center\*
- Faith-based Center\*
- Student's Home (computer-assisted or with tutor present)
- Public Location\*

\*May require school district approval



### 3. Technology

Computer-assisted instruction must meet the definition of SES: “...tutoring and other supplemental academic enrichment services...” Solely providing computer access does not constitute SES

- Internet/Online
- Software-based



# G. Operations

- Day(s) Services Will Be Provided and Length of Each Session
- Times of Services



# 1. Day(s) Services Will Be Provided

- Check all that apply.
- Sessions held Monday - Friday may not exceed two hours per day
- Saturday and Sunday sessions may not exceed four hours per day and must include at least one 15-minute break
- Cumulative sessions may not exceed six hours per week



## 2. Times of Services

- Before school
- After school
- Weekends
- Summer session
  - Summer session may not be available in all school districts



# H. Cost of Services

- Per student, per hour
- Indicate an hourly rate for each type of instruction selected in Section E3: Student /Tutor Ratio
- Allowable rates are between \$5 and \$70



# Rate Considerations


- Tutor/student ratio
- Variation in per pupil allocations (PPA) among school districts
- Cost of instructional materials and equipment
- Facility usage fees
- Cost of insurance required by the district
- Cost of conducting pre- and post-assessment for students
- The PPA may be reduced if a school district selects a pre- and post-assessment



# Request For Applications

III. Review Rubric

IV. Application Narrative



# General Information Related to Application Narrative

- Be clear and concise
- Remember that your responses will be rated in relation to the rubric
- Ensure responses are consistent with other sections of the application
- Ensure anonymous review of application; do **NOT** reference company name in responses
- Each response has a maximum length of 3500 character spaces or 500 words
- All citations used must be cited in APA or MLA style



# APA Citation

- Journal Article
  - Ku, G. (2008). Learning to de-escalate: The effects of regret in escalation of commitment. *Organizational Behavior and Human Decision Processes*, 105(2), 221-232.
- Magazine Article
  - Kluger, J. (2008, January 28). Why we love. *Time*, 171(4), 54-60.
- Newspaper Article
  - Delaney, K. J., Karnitschnig, M., & Guth, R. A. (2008, May 5). Microsoft ends pursuit of Yahoo, reassesses its online options. *The Wall Street Journal*, pp. A1, A12.
- Book
  - Kidder, T. (1981). *The soul of a new machine*. Boston: Little, Brown & Company.
- Government Report
  - U.S. Department of Health and Human Services. (2005). *Medicaid drug price comparisons: Average manufacturer price to published prices* (OIG publication No. OEI-05-05- 00240). Washington, DC: Author. Retrieved from <http://www.oig.hhs.gov/oei/reports/oei-05-05-00240.pdf>
- Professional Website
  - National Renewable Energy Laboratory. (2008). *Biofuels*. Retrieved May 6, 2008, from [http://www.nrel.gov/learning/re\\_biofuels.html](http://www.nrel.gov/learning/re_biofuels.html)




# MLA Citation

- Journal Article
  - Matarrita-Cascante, David. "Beyond Growth: Reaching Tourism-Led Development." *Annals of Tourism Research* 37.4 (2010): 1141-63. Print.
- Magazine Article
  - Kaplan, David A. "Corporate America's No. 1 Gun For Hire." *Fortune* 1 Nov. 2010: 81-95. Print.
- Newspaper Article
  - Bajaj, Vikas. "The Double-Edged Rupee." *New York Times* 27 Oct. 2010: B1+. Print.
- Book
  - Nabokov, Vladimir. *Lolita*. New York: Putnam, 1955. Print.
- Government Report
  - United States. Cong. Senate. Committee on Governmental Affairs. *The Future of the Independent Counsel Act*. Hearings 106th Cong., 1st sess. Washington: GPO, 1999. Print.
- Professional Website
  - Cornell University Library. "Introduction to Research." *Cornell University Library*. Cornell University, 2009. Web. 19 June 2009 <<http://www.library.cornell.edu/resrch/intro>>.

# Review Rubric

Criteria	Total Points Possible	Minimum Points Required
1. Demonstrated Record of Effectiveness	40	30
2. High Quality, Research-Based Instructional Services	12	6
3. Services Consistent with Florida's Common Core State Standards, Next Generation Sunshine State Standards and Instructional Program of the School District	9	4
4. Measurable Achievement Goals	14	7
5. Report of Student's Progress	11	5
6. Capacity and Resources	10	5
7. Compliance with Health, Safety, & Civil Rights Laws	4	2
<b>Total Possible Points</b>	<b>100</b>	


Applicants must receive an overall score of **80** or higher **AND** receive the minimum in each criterion



# 1. Demonstrated Record of Effectiveness


The provider must have a **demonstrated record of effectiveness** in increasing the academic achievement of students in subjects relevant to meeting the State's academic content and student achievement standards.

20 USC § 6316(e); 34 C.F.R. § 200.47(b)(1)(i)



# Demonstrated Record of Effectiveness

- Applicant must have provided academic instruction for a period of 6-months or more within the last 5-years
- Response will be evaluated based on the applicant's ability to demonstrate a record of effectiveness in increasing academic achievement in the subject(s) the applicant has proposed to provide services, particularly for low-income and underachieving students



# Demonstrated Record of Effectiveness

- Provide specific data that has been gathered by the applicant to support response in the grade levels and each of the subject areas served
- Include a description of the methodology used to collect evidence of effectiveness
- Response must be specific to the applicant, i.e., how have **YOU** increased academic achievement (not the curriculum, not the assessment, not the instructional strategy)



# Demonstrated Record of Effectiveness

## Helpful Tips:

- Narrative response required for each subject area selected in Section E
- **Current approved providers** should describe success with students participating in the program (service designation information)
- **New applicants** should include information on success of program in other states, in the classroom, or other forum
- Include the number of students served
- Include the percentage of students that made academic gains
- Do not use acronyms



# Demonstrated Record of Effectiveness

A. Provide evidence of effectiveness in increasing academic achievement of students



# Demonstrated Record of Effectiveness

## Example for Currently-Approved Providers


We determine our program's effectiveness by the number of goals achieved in the program. From the current data available this school year in Brevard County, 599 students have been post-tested in Reading and 97% of them have achieved one or more of their goals. In Citrus County, 23 students have been post-tested in Reading, and 100% of them have achieved one or more of their goals. In Hernando County, 79 students have been post-tested in Reading, and of these 99% of them have achieved one or more of their goals. We were awarded an “Excellent” service designation from the FDOE for the 2010-2011 school year.



# Demonstrated Record of Effectiveness

## Example for New Providers

The president of the company has been a 10<sup>th</sup> grade mathematics teacher for over ten years. During the 2010-2011 school year, the president taught 94 students in mathematics. She was able to bring the average student grade from a 74% to an 84% within two semesters, as substantiated by the end-of-the-year report cards.



# Demonstrated Record of Effectiveness


B. Provide a description of the methodology used to collect evidence of effectiveness



# Demonstrated Record of Effectiveness

## Example

Our company collected data from the students who participated in our after school tutoring program. We visited the guidance counselor of each school that our students attended to collect report cards, FAIR test scores, and FCAT test scores. Our data analyst utilizes scores in applicable subject areas from the date of enrollment in our program to the completion of the program to compare the gains made by each student. Our analyst also calculates pre- and post-assessment progress to determine the success of our program.



## 2. High Quality, Research-Based Instructional Services

The provider must document that the **instructional services provided are high quality, research-based, and designed to increase student academic achievement.**

20 USC § 6316(e); 34 C.F.R. § 200.47(b)(2)(ii)(C)



# High Quality, Research-Based Instructional Services

- Response will be evaluated based on the applicant's ability to demonstrate that the instructional program is:
  1. High quality and research-based
  2. Designed to increase student academic achievement on statewide assessments



# High Quality, Research-Based Instructional Services

3 parts to Section 2:

- Curriculum
- Instructional strategies
- Major design elements



# A. Curriculum

- Name the curriculum
- Describe the skills that will be addressed
- Describe how the curriculum will be delivered
- Identify the subject area(s) and grade level(s) that will be used by each instructional material listed in the response
- Provide recent research citations that support the curriculum



Solely providing computer access does not constitute SES and will not be approved.



## EXAMPLE:

The applicant will implement Scholastic's After the Bell Reading Success curriculum for grades K-8 in reading/language arts. The curriculum will help students improve their reading and writing skills and enhance academic achievement in reading comprehension, phonics, fluency, vocabulary, word study, writing, grammar, listening, speaking, and English-language development. Dr. Jen Chall, a leading literacy expert at Harvard University, confirmed that students who learn phonics earn better scores on tests of word identification, oral reading, silent reading comprehension, and fluency than students who do not learn phonics. (Chall, J.S. (2004) Learning to Read: The Great Debate, New York: McGraw-Hill). The curriculum is designed around the organizational framework of scaffolded instruction and is delivered using the direct instruction model which includes explicit and systematic instruction.



## B. Instructional Strategies

- Identify the key instructional strategies to be used
- Describe each instructional strategy
- Identify the subject area(s) the strategies will be used for
- Provide recent research citations that support the instructional strategies



## EXAMPLE:

Direct instruction is a general term for the explicit teaching of a skill set using lectures or demonstrations of the material. Our program utilizes only direct instruction for both mathematics and language arts. Direct instruction is the most effective way to teach algebra (Darling (2007) Learning to Problem Solve, New York: McGraw-Hill).



## C. Major Design Elements

- List the major elements of your instructional program
- Describe how each element is designed to increase student academic achievement
- Provide recent research citations that support the major design elements



## EXAMPLE:


Our selected curriculum includes a workbook for each student. At the beginning of the program we assess learner performance to gauge the student's needs. In each lesson, the mini-pretest and posttest allow teachers to diagnose specific areas of weakness and measure student progress. The workbook allows for reflective practice on each covered skill. The workbooks include real-world examples. Research recommends that math instruction and practice incorporate meaningful real-world situations to activate student's prior knowledge (Darling, J. (2007) Learning to Problem Solve, New York: McGraw-Hill).



### 3. Florida's Next Generation Sunshine State Standards

The provider must ensure that supplemental educational **services** are **consistent with the instructional program of the local educational agency and aligned with State academic content and student academic achievement standards.**

20 USC Section 6316(e); 34 C.F.R. §200.47(b)(1)(ii), (b)(2)(ii)(A); 34 C.F.R. §200.47(b)(2)(ii)(B)



## Services Consistent with Florida's Standards & Instructional Program of School District

Response will be evaluated based on the applicant's ability to demonstrate:

- A. Connection between instructional program and services to Florida's Common Core State Standards (CCSS), Next Generation Sunshine State Standards (NGSSS) and Florida Comprehensive Assessment Test (FCAT) 2.0
- B. Connection between instructional program and at least one school district in Florida applicant intends to serve



# A. Florida's Standards

1. Describe how the instructional program connects to the CCSS, NGSSS, and FCAT 2.0 by content area (reading, mathematics, etc.)
2. Describe how the correlation was conducted



Subject Area	K-1	2-12
Reading	Full implementation of all CCSS for all content areas	Continue implementation of NGSSS
Mathematics	Full implementation of all CCSS for all content areas	Continue Implementation of NGSSS
Science	Continue Implementation of NGSSS	Continue Implementation of NGSSS




## Example:

Our curricula in both Reading and Math closely align to the Next Generation Sunshine State Standards. The Ready Reading and Ready Math, as well as the Phonics for Reading and STARS Reading, were developed specifically to instruct in all the NGSSS. The Ready Reading and Math programs are also correlated with Common Core Standards. We chose to use this curriculum because it is directly linked to the NGSSS and the Common Core Standards were developed in collaboration with teachers, school administrators, and educational experts.

Reading Lesson 1 targets this NGSSS - LA.3.1.6.3: The student will use context clues to determine meanings of unfamiliar words.

Ready Math program provides scaffolded lessons in correlation with those tested NGSSS and Common Core Standards. MA 3.A.1.2 - Solve multiplication and division fact problems by using strategies that result from applying number properties.



## B. Instructional Program of School District


- Describe how the proposed program aligns with the instructional program of at least one district in Florida you intend to serve

**Identify the district by name in narrative response**



## Example


The reading/language arts and mathematical instructional program guides and district improvement plans used by Pasco County have been studied, and our program is aligned with the district's instructional program (Best Practices) and the district's school improvement plan. The tutoring we provide includes intensive reading and mathematics strategies and curriculum from Curriculum Associates, which coincides with Pasco's instructional delivery model. Our goal is to assist and continue with the district's plan, ensuring all students' success by referencing the Next Generation Sunshine Standards, and the Core State Standards adopted in Pasco County. We ensure that tutors use the same instructional strategies that teachers use across the district, including using explicit and systematic instruction delivery methods, as consistent with the Curriculum Associates Inc's reading and mathematics programs. The district's instructional program guide and the Curriculum Associates Inc's program correlation for each lesson for every grade level are referenced for the Student Learning Plan. Our lesson plans are designed to help the students as they work toward meeting the grade level expectations along the continuum of the district's plan.



## 4. Measurable Achievement Goals

The provider must set measurable achievement goals for each student in consultation with each student's parents and the school district.

20 USC Section 6316(e); 34 C.F.R. §200.46(b)(2)(i)(A)



A. Identify the specific assessment(s) that will be used for pre and post assessments of the students

**Example:**


We will utilize the built-in pre and post assessment of Comprehensive Assessment of Reading Strategies for grades K-8 in language arts. We will utilize the built-in pre and post assessment of Strategies to Achieve Reading Success for grades 9-12 in language arts.



## B. Process for assessing student needs & identifying skills or knowledge gaps

### Example:


When students' names are received, we will review, if available, test data such as FCAT, FAIR, SAT, Running Records, DIBELS and any district required pre and post tests, as well as any IEPs (Individual educational Plans), LEPS (Limited English Proficient Plans) and PMPs (Progress Monitoring Plans). Our program will use these findings in addition to communication with classroom teachers as a base line for properly placing students. Through requested information of the classroom teacher and parent of every student, we'll be able to determine if the student is requiring services in reading comprehension strategies, phonics and reading comprehension strategies or mathematics instruction. For those students whose teachers have requested instruction in phonics, along with the reading pretest, we will administer a phonics pretest, which will place those students in one of the three levels of our phonics instruction program, or Phonics for Reading. The same process will occur for students requiring instruction in Mathematics.



### C. Process for creating a student learning plan based on the results of the assessment data and the student's grade level curriculum

#### Example:

After reviewing our own data from our pretest assessments we'll devise a proposed student learning plan. All plans will be explained to parents and classroom teachers, using our pretest data as a basis, as well as a correlation to any collected base line data received from the classroom teacher or district. We encourage all parents, classroom teachers and tutors to provide suggestions on measureable and achievable goals for each student. Each student will have two to three achievable goals developed from the NGSSS or CCSS, which are created according to the base line data, the information provided by the classroom teacher and the pretest data derived from our company's pretests for our curriculum. When a finished SLP is in place, our lead tutors will go over this information with both the tutors and parents, as well as providing the classroom teacher with a copy. It is a requirement of our company that all parties sign the finalized SLP and Goals, indicating a mutual agreement for the student's course of action in our program. We will provide a copy of the students SLP's to the parents, the tutor (which will be referred to for session lesson activities and progress monitoring), the local school district and a copy kept on file for our company.



D. Process that allows student weaknesses to be met while still addressing required grade-level curriculum

**Example:**

Our reading intervention program is designed to accelerate the reading performance of struggling readers to grade level by providing direct, systematic instruction in the five critical areas of early reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension.



## 5. Reports of Student's Progress

The provider must measure the student's progress, and regularly inform the student's parents and teachers regarding the progress of the student in improving academic achievement as outlined in the student learning plan.

20 USC Section 6316(e); 34 C.F.R. §200.46(b)(2)(i)(B), (ii)



# Student Progress

- A. Tracking student progress
- B. Reporting student progress to parents
- C. Reporting student progress to classroom teacher(s)



# A. Tracking Student Progress

- Identify the specific tools used to track student progress
- Provide the frequency of progress monitoring
- Describe how mastery or non-mastery of each objective is assessed and reported
- Explain the process for adjusting the instructional program to address each student's progress for students meeting objectives as planned AND for students not meeting objectives as planned




# A. Tracking Student Progress

## Example:

It is the belief of our tutoring program that tracking our students' progress in their set goals and SLP's on a daily basis and sharing this information with parents and classroom teachers, as well as staff and the school district is imperative. Each student's goals are reviewed by the tutor and student before each session as well as following the specific outlined lesson plans to cater to the needs of the student. Each student will have a "Learning Folder" that will contain a copy of the students' pre - tested information as well as the student's SLP and goals. All of our curricula include mini assessments allowing our company to continuously adjust and readjust instruction to make sure the students' needs are consistently being met. Tutors will use these mini assessments layered throughout our chosen curriculum to keep track of the students' progress towards their goals. At the end of each tutoring session, the tutor will record progress of the students' goals and keep track of covered lessons in the outlined lesson plans.

Students who are meeting objectives as planned will continue with the instructional program as outlined in the SLP. For those students who are not meeting objectives as planned, our company will adjust the instructional program to meet the student's needs. One such strategy would be to add the use of Curriculum Associates Focus on Reading books and Focus on Math books for supplemental work in specific areas of weakness or strength. Both of the Focus on Reading and Math books are aligned with the NGSSS and the approved instruction of the school district.



## B. Reporting Student Progress to Parents


- Explain how progress reports will be meaningful, understandable, and provided in the parents' native language
- Provide the method/manner of dissemination of the progress report to parents
- Provide the frequency of reporting progress to parents (at least monthly)



## B. Reporting Student Progress to Parents

### Example:

Our company will utilize translation software to translate all progress reports into the parents' native language. Our progress reports will contain both a narrative and a pictorial (in the form of a graph) representation of the student's progress so parents can easily understand the student's progress. We will provide progress reports to parents on a bi-weekly basis. The report will either be hand-delivered to the parent after the session or sent via US mail if the parent is unavailable after the session.



## C. Reporting Student Progress to teacher(s)

- Provide the method/manner of dissemination of the progress report to teacher(s)
- Provide the frequency of reporting progress to teacher(s)(at least monthly)



## C. Reporting Student Progress to Teacher(s)

### **Example:**

Per each school's request, we will provide monthly progress reports to classroom teachers either electronically and/or by placing the report directly in the teachers' mailboxes.



## 6. Capacity and Resources

The provider must have the capacity and resources to provide supplemental services to students.

20 USC Section 6316(e); 34 C.F.R. §200.47(b)(1)(iii)



# Capacity & Resources

A. High Quality Staff

B. Professional Development

C. Supervising & Monitoring Staff



## A. High Quality Instructional Staff

- Describe the procedures to recruit instructional staff
- Describe the procedures for hiring instructional staff, including how the applicant determines that the staff is qualified to effectively work with students who are performing below grade level
  - Application
  - Interview
  - Fingerprint/background screening
- Describe the procedures for the initial training of instructional staff



## A. High Quality Instructional Staff

### Example:

Our company works with school districts during teacher fairs to recruit instructional staff. We only hire certified teachers. Once a potential tutor is identified, they are required to complete an application so we may verify the tutor's qualifications. Once verification has occurred, a tutor is given a provisional offer of employment contingent on successful passage of the fingerprinting and background screening required by the district. After receiving clearance from the district, our tutors are put through a rigorous initial training that includes information on the curriculum we utilize, best practices on instructional strategies, and all of our policies and procedures (i.e., dress code, incentives, Code of Ethics, etc.)



## B. Professional Development

- Describe how each activity will enable instructional staff to help increase the academic achievement of students served in the program
- Include the timelines the professional development will take place



## B. Professional Development

### Example:

On-going professional development occurs throughout the year using various methods. In November and December tutors participate in web assisted conference call training and support through our management observation system. Our team includes a lead tutor at each school assisted by supervisors who observe and monitor students and tutors and assess quality and effectiveness of instruction.

Throughout the active months of tutoring (November-March) feedback and demonstration of methods/strategies for using the curriculum and/or teaching lessons more effectively are available. Information and training are continually provided through power point presentations, one-on-one training with lead tutors and supervisors and additional conference calls. This continuous professional development results in immediate support of tutors. In addition, Curriculum Associates offers our tutors online professional development training covering topics such as classroom discipline strategies, comprehension for struggling readers, motivating students to learn and differentiated instruction.



## C. Supervision and Monitoring

- Identify the staff responsible for supervising **and** monitoring instructional staff
- Include the timelines for reviewing staff performance
- Include any instruments that are used to review instructional staff



# C. Supervision and Monitoring


## Example:

Our lead tutors and supervisors will monitor these critical areas: student/tutor ratios; attendance of student/staff; usage of approved company lesson plans and materials; time on task; delivery models; behavior and safety management; supervision of students before tutoring, after tutoring and until an authorized adult with proper ID picks them up; accurate record keeping; and accurate start and stop times. Lead tutors are required to complete a midway and final evaluation of each tutor by using an observation checklist covering, but not limited to, the critical areas.

Supervisors will also do random walk-thrus and observations of both tutors and lead tutors. If a problem is identified, policies and procedures will be reviewed with the tutor and performance improvement plans will be discussed and implemented. Attempts will be made to correct problems by phone conversations, email discussions, and face to face meetings. In addition, weekly random phone calls will be made to parents to see if tutors are offering the services agreed upon in the SLP. Parent surveys are also sent out upon the completion of the program.

Tutors are supervised by lead tutors and lead tutors are supervised by supervisors.

We believe that by regularly staying on top of all situations we can adjust strategies and curriculum if needed and can deal with minor issues before they become major problems. If tutors are incapable or unwilling to work with us to change needed behaviors they will be terminated.



## 7. Compliance with Applicable Federal, State, & Local Health, Safety, & Civil Rights Laws

The provider must comply with applicable federal, state, and local health, safety, and civil rights laws and regulations, to provide supplemental services to students.

20 USC Section 6316(e); 34 C.F.R. §200.47(b)(2)(iii)




# Compliance with Laws

- A. Plan to address and comply with federal, state, and local civil rights laws and regulations
- B. Staff training regarding federal, state, and local health, safety and civil rights laws and regulations



## A. Policies Relating to Compliance with Laws

- Describe a clear plan to address and comply with federal, state, and local civil rights laws and regulations:
  - Incentives policy
  - Confidentiality of student records policy
  - Student health & safety issues (i.e., student release, student supervision, etc.)



## A. Policies Relating to Compliance with Laws

### Example:

Our company believes that celebrating the child's accomplishments is crucial in the development of his/her confidence. Attendance incentives include a company t-shirt, and items given to the children upon completing all sessions at the Completion Ceremony: Completion Certificate , a "YES I DID" silicone bracelet, a medallion, and a Wal-Mart gift card (to be used for a Toy Shopping Spree).

Performance incentives include a Super Student Certificate , which is given to those students whom tutors feel are going above and beyond during the tutoring sessions. The total of these incentives is: \$40.20.



### Example continued:

Only those individuals within the company who have gone through JLA Clearance have access to student records. Our company is provided a username and password for the Cayen site, which is where we receive our student information. All records are stored in secure locations. In the case of the hard records kept on-site, the Lead Tutors will collect each day after tutoring to store them in a secure lock box.

The company policy requires that students are under adult supervision from the moment they are placed in our care until the time they are released to their parent/guardian. Tutors are required to remain with students until the student's authorized parent/guardian arrives for pick-up; tutors are allowed to release students to ONLY the parent/guardian, unless the parent/guardian has provided, in writing, an alternate designee; if a designee picks up the student, tutors are required to match the person's ID to the name listed on the parent/guardian's written authorization form.



## B. Staff Training

- Describe the training for staff related to federal, state, and local health, safety, and civil rights laws and regulations



## B. Staff Training

### Example:

All staff sign a contractual document indicating they've been trained and have received our comprehensive company handbook and training manual w/ reference and informational materials on: (1) professional code of ethics (includes EIA code of ethical standards for SES Providers); (2) non-discrimination policy stating we provide equal opportunities and don't discriminate on any basis; (3) policy of zero-tolerance for any type of harassment; (4) policy stating harassment or discrimination will result in discipline and/or termination; (5) policy outlining proprietary nature of records which are to be kept strictly confidential; (6) strict guidelines and requirements for student supervision at all times; (7) accident and incident reporting; (8) inclement weather procedures; (9) reporting of suspected child abuse; (10) discipline policies; (11) extensive FERPA information and guidelines; and (12) need to adhere to district and school policies and procedures for safety and well-being of students during emergencies such as: lock down; fire drills; and designated emergency evacuation routes and procedures.

Tutors have manuals on hand during tutoring sessions to use as reference guides and have copies of health information sheets filled out by each child's parent/designated caregiver - to include emergency phone numbers. Lead tutors are required to have a cell phone at all times.



# Request For Applications

V. Hard-Copy Documentation



# Submission Requirements

- Due **4:00 p.m. EST on March 2, 2012**
- Submit by mail or hand-delivery
- Organize hard-copy documentation by using the divider sheets
- Print the hard-copy documentation requirements from the main menu of the online application
- Only submit what is requested
- Submit all requirements at one time



# Cover Page

Name **MUST** match the legal name or DBA entered into the online system



# Evidence of Legal Qualification to do Business in Florida

B1 - Copy of one of the following

- Florida business license
- Florida Certificate of Status
- 501(c)3

**AND**

B2 - Copy of one of the following

- Articles of Incorporation
- Articles of Organization
- Partnership Agreement
- “Doing Business As” filing for sole proprietorship

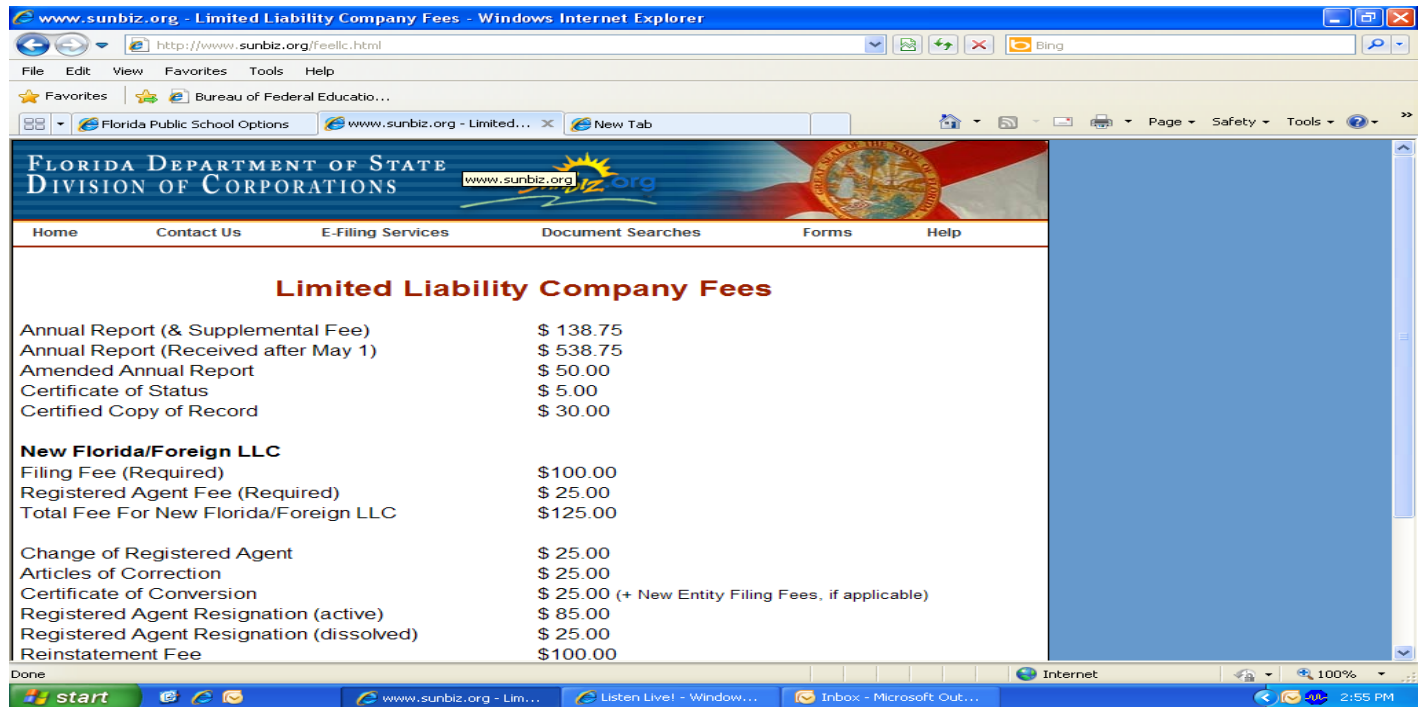


## Attachment B-1

- Florida business license
  - Formerly known as an “occupational license”
  - Is a tax receipt required by most counties and/or cities to have legal ability to do and have a business in that county or city
  - Only one copy from a single city or county needs to be submitted

# Attachment B-1 (cont.)

- Request for FL Certificate of Status for LLC

A screenshot of a Windows Internet Explorer browser window displaying the Florida Department of State website. The browser's address bar shows the URL 'http://www.sunbiz.org/feellc.html'. The website header includes the Florida Department of State logo and navigation links: Home, Contact Us, E-Filing Services, Document Searches, Forms, and Help. The main content area is titled 'Limited Liability Company Fees' and lists various services and their associated costs. The table includes fees for annual reports, certificates of status, and the formation of new LLCs. The Windows taskbar at the bottom shows the Start button, several open applications, and the system clock indicating 2:55 PM on a Tuesday.

Limited Liability Company Fees	
Annual Report (& Supplemental Fee)	\$ 138.75
Annual Report (Received after May 1)	\$ 538.75
Amended Annual Report	\$ 50.00
Certificate of Status	\$ 5.00
Certified Copy of Record	\$ 30.00
<b>New Florida/Foreign LLC</b>	
Filing Fee (Required)	\$100.00
Registered Agent Fee (Required)	\$ 25.00
Total Fee For New Florida/Foreign LLC	\$125.00
Change of Registered Agent	\$ 25.00
Articles of Correction	\$ 25.00
Certificate of Conversion	\$ 25.00 (+ New Entity Filing Fees, if applicable)
Registered Agent Resignation (active)	\$ 85.00
Registered Agent Resignation (dissolved)	\$ 25.00
Reinstatement Fee	\$100.00

- 501(c) 3
  - copy of IRS letter

# Attachment B-2

Access your company state filings at  
[www.sunbiz.org](http://www.sunbiz.org)

**FLORIDA DEPARTMENT OF STATE**  
**DIVISION OF CORPORATIONS**

[www.Sunbiz.org](http://www.sunbiz.org)

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- [Help](#)
- [Contact Us](#)
- [E-Mail, Address & FEI/EIN Update](#)
- [Fee Schedules](#)
- [Service of Process](#)
- [Notaries](#)
- [Apostilles](#)
- [Cable Franchise Filing](#)

**CONSUMER ALERT!** Arvitas, LLC is a businesses in Florida offering to file an **AGENT OR REPRESENTATIVE FOR THE F OF CORPORATIONS**. Arvitas is acting o own company. It is offering to file ann Florida at an inflated fee. They do not off is available to the public on sunbiz.org. behalf of the Dept. of State, is currently pursuing legal action against Arvitas.

**CONSUMER ALERT!** Please be aware that COMPLIANCE SERVICES (not to be confused with the Florida corporation, Compliance Services, Inc.) is mailing notices to business entities requesting that "Annual Minutes" and a fee of \$125.00 be sent to them for filing. These notices are NOT from the Dept. of State, Division of Corporations. "Annual Minutes" are NOT required to be filed with any agency. They are to be kept by the business entity itself. Do NOT confuse these notices with the messages sent by the Division of Corporations reminding each business entity to file its 2011 Annual Report.

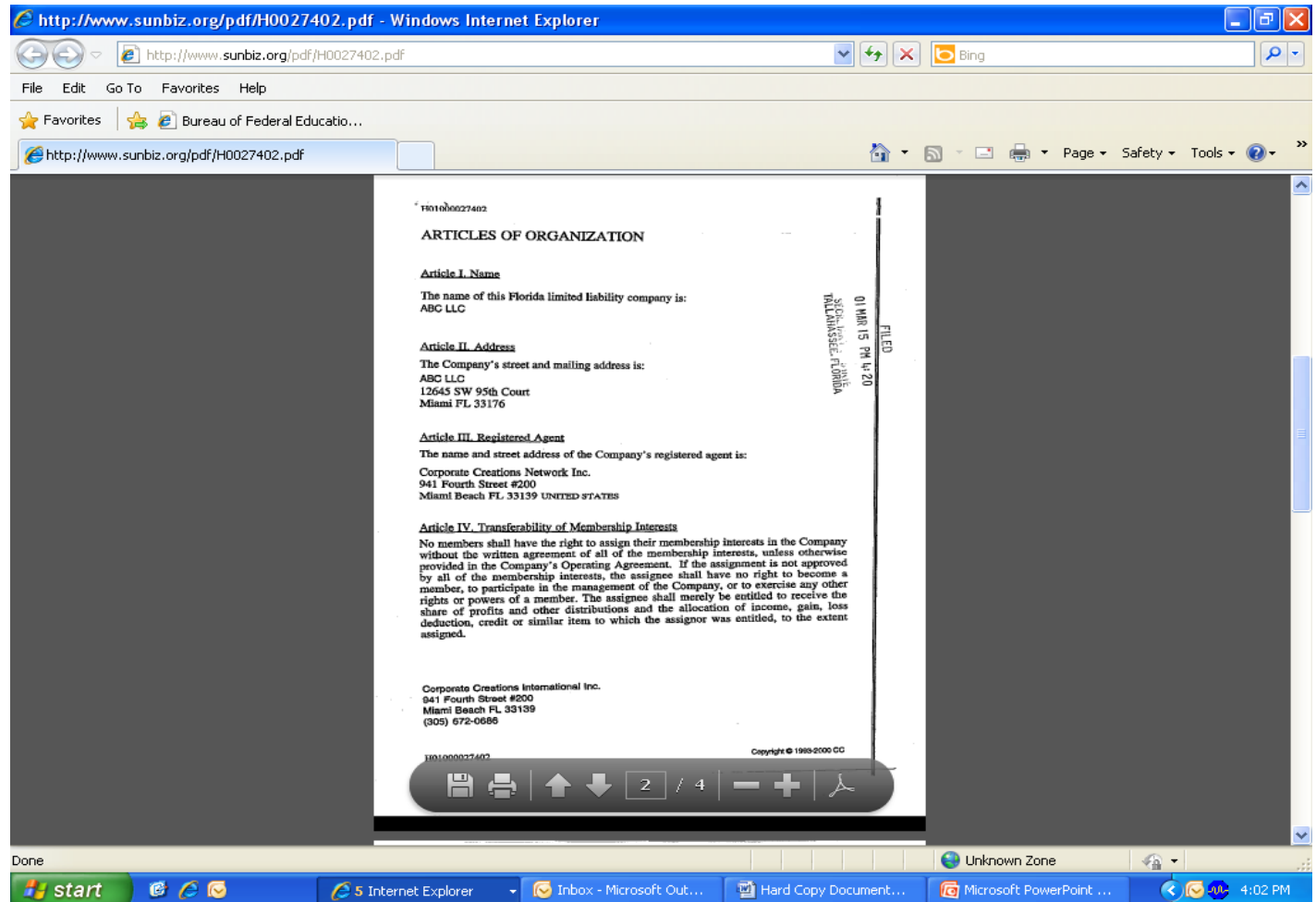
[File a Reinstatement here!](#) [Get Online Reinstatement Filing Instructions](#)

Welcome to the Florida Division of Corporations' Sunbiz™ web site. From here you can search and access filed information for

start Internet Explorer In-box - Microsoft Out... Microsoft PowerPoint ... Hard Copy Document... 8:43 AM

# Attachment B-2 (cont.)

- Articles of Organization



The screenshot shows a Windows Internet Explorer browser window displaying a PDF document. The address bar shows the URL <http://www.sunbiz.org/pdf/H0027402.pdf>. The document content is as follows:

130100027402

## ARTICLES OF ORGANIZATION

**Article I. Name**  
The name of this Florida limited liability company is:  
ABC LLC

**Article II. Address**  
The Company's street and mailing address is:  
ABC LLC  
12645 SW 95th Court  
Miami FL 33176

**Article III. Registered Agent**  
The name and street address of the Company's registered agent is:  
Corporate Creations Network Inc.  
941 Fourth Street #200  
Miami Beach FL 33139 UNITED STATES

**Article IV. Transferability of Membership Interests**  
No members shall have the right to assign their membership interests in the Company without the written agreement of all of the membership interests, unless otherwise provided in the Company's Operating Agreement. If the assignment is not approved by all of the membership interests, the assignee shall have no right to become a member, to participate in the management of the Company, or to exercise any other rights or powers of a member. The assignee shall merely be entitled to receive the share of profits and other distributions and the allocation of income, gain, loss deduction, credit or similar item to which the assignor was entitled, to the extent assigned.

Corporate Creations International Inc.  
941 Fourth Street #200  
Miami Beach FL 33139  
(305) 672-0686

130100027402 Copyright © 1999-2000 CC


01 MAR 15 PM 4:20  
FILED  
TALLAHASSEE, FLORIDA

The browser interface includes a menu bar (File, Edit, Go To, Favorites, Help), a Favorites bar, and a Windows taskbar at the bottom with the Start button and several open applications: Internet Explorer, Microsoft Outlook, Hard Copy Document..., and Microsoft PowerPoint. The system clock shows 4:02 PM.



# Attachment B-2 (cont.)

- Partnership Agreement
- Doing Business as Filing for Sole Proprietorship
  - Also known as “fictitious name”
- Sole Proprietorships conducting business under the owner’s “legal name” not a “dba” need only to submit a statement saying that business will be conducted under owner’s legal name
- Access state filings at [www.sunbiz.org](http://www.sunbiz.org)



## Evidence of Legal Qualification to do Business in Florida

- Applications will NOT be sent to reviewers if any requested documentation is missing.
- NO applications for filings will be accepted in lieu of requested documents.
- ALL documents should be current where applicable.

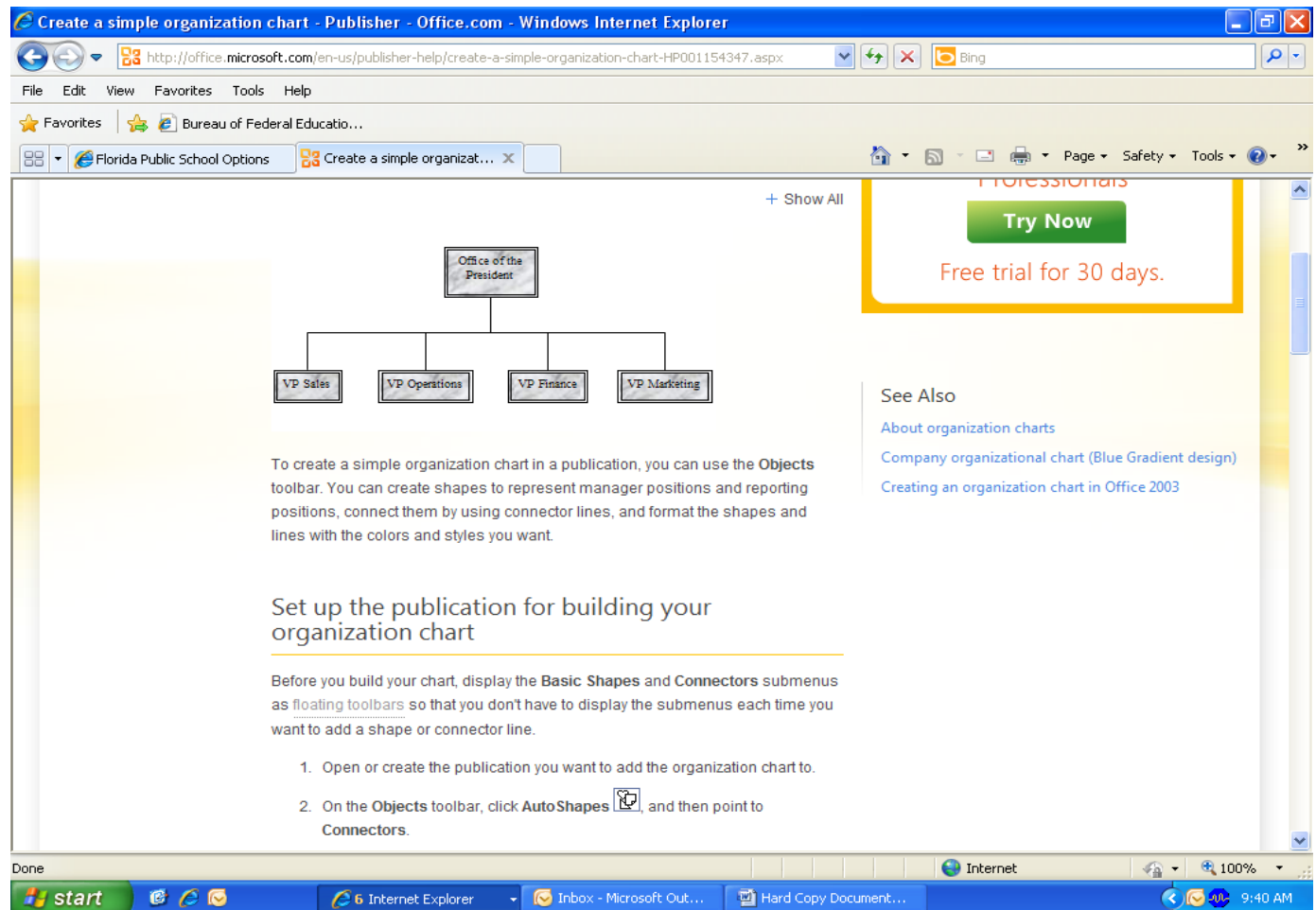


# Management Structure

Attach a copy of your entity's organizational chart with a complete list of the board of directors, managing members, or chief officers of the organization and their titles

# Management Structure (cont.)

## Organizational Chart



Office of the President

```
graph TD; OP[Office of the President] --- VP_Sales[VP Sales]; OP --- VP_Operations[VP Operations]; OP --- VP_Finance[VP Finance]; OP --- VP_Marketing[VP Marketing];
```

Try Now  
Free trial for 30 days.


See Also

- [About organization charts](#)
- [Company organizational chart \(Blue Gradient design\)](#)
- [Creating an organization chart in Office 2003](#)

To create a simple organization chart in a publication, you can use the **Objects** toolbar. You can create shapes to represent manager positions and reporting positions, connect them by using connector lines, and format the shapes and lines with the colors and styles you want.

### Set up the publication for building your organization chart

Before you build your chart, display the **Basic Shapes** and **Connectors** submenus as **floating toolbars** so that you don't have to display the submenus each time you want to add a shape or connector line.

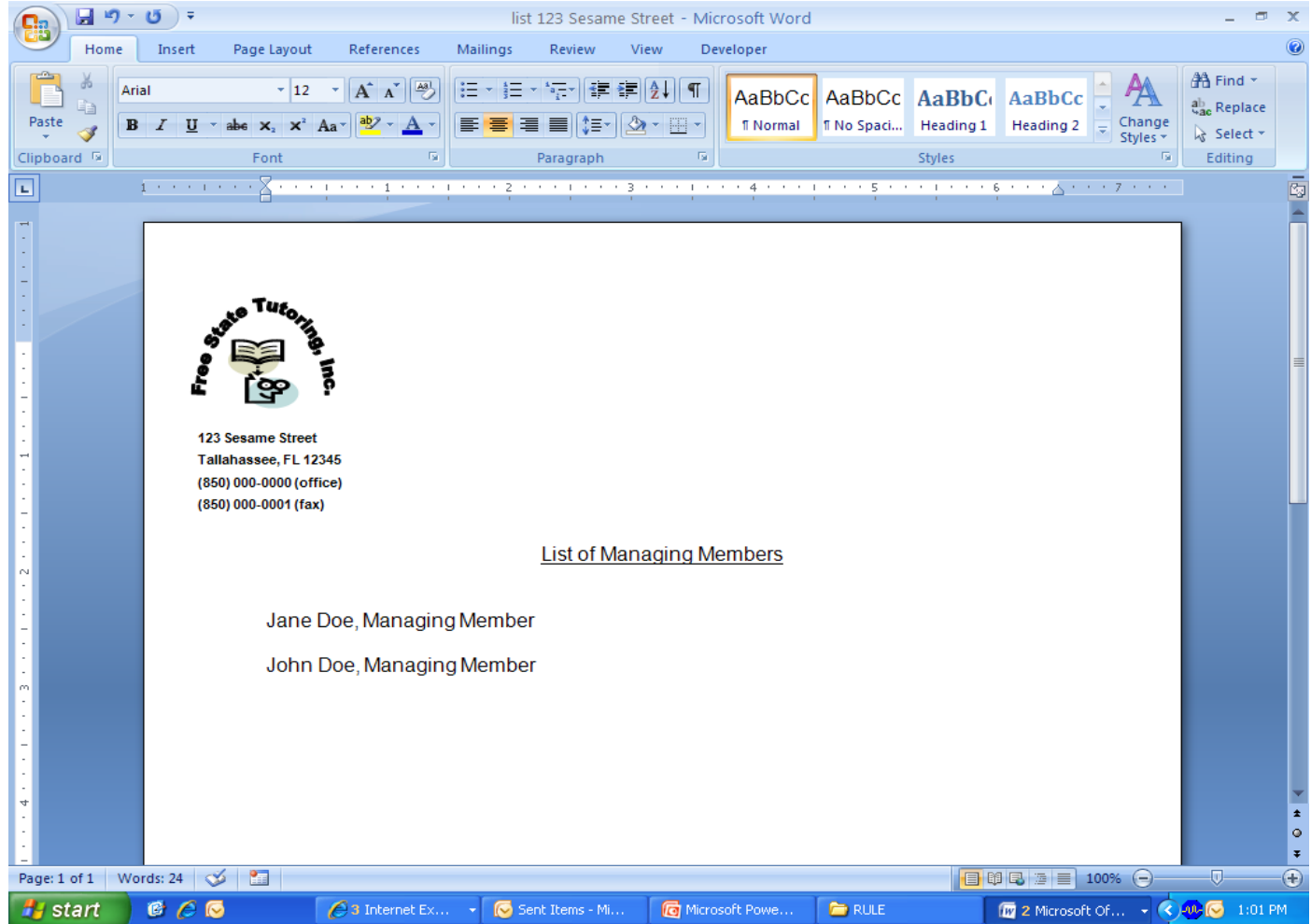
1. Open or create the publication you want to add the organization chart to.
2. On the **Objects** toolbar, click **AutoShapes** , and then point to **Connectors**.

Done

start | Internet Explorer | 6 Internet Explorer | Inbox - Microsoft Out... | Hard Copy Document... | 9:40 AM

# Management Structure (cont.)

- Managing Members





# Signed Statement

- On official company letterhead
- Signed by an individual authorized to act on behalf of the organization
- Copy the wording **EXACTLY** as it appears in the application

# Signed Statement (cont.)



The screenshot shows a Microsoft Word window titled "letterhead sample123 Gaines Street (Preview) - Microsoft Word". The ribbon is set to "Print Preview". The document content includes:

**Free State Tutoring, Inc.**  
123 Sesame Street  
Tallahassee, FL 12345  
(850) 000-0000 (office)  
(850) 000-0001 (fax)

**Debarment:** Federal Executive Order (E.O.) 12549 "Debarment and Suspension" requires that all contractors receiving individual awards, using federal funds, and all sub-recipients certify that the organization and its members are not disbarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded by **any** federal department or agency from doing business with the federal government.

Your signature certifies that neither you nor your company is presently in disbarment status, declared ineligible or voluntarily excluded from participation in this transaction by any federal department or agency.

Print Owner/CEO Name \_\_\_\_\_  
Signature \_\_\_\_\_ Date \_\_\_\_\_

The status bar at the bottom indicates "Page: 1 of 1" and "Words: 102". The taskbar shows the Start button and several open applications: Internet Explorer, Sent Items - Mail, Microsoft PowerPoint, and a folder named RULE. The system clock shows 12:29 PM.



# Financial Soundness

- Determine which applicant category (Column I) describes your organization
- Attach required documents (Column II) from a US bank or financial institution
  - CPA-Audited
- Must demonstrate (Column III):
  - Current assets exceed current liabilities; AND
  - Resources are sufficient to operate SES for a period of 6 months



# General Assurances

- Read and initial each assurance in **blue** ink
- Agency head signs last page of assurances in **blue** ink
- Assurances signed by someone other than the agency head must be accompanied by a letter of authorization from the agency head
- Failure to comply with or meet provider assurances may result in termination of provider approval



# Grievance Procedures



# Basis of Grievance

Grievances must contain a statement of specific facts the grievant contends warrants reversal or modification of the Department's action and a statement of the specific rules or statutes that require reversal, or modification will not be considered.



# Timeframes

Grievances shall be no later than ten (10) days after the Department mails notice of the intended action



# Process for Filing a Grievance

- Grievances shall be in written format
- The grievance shall be mailed or delivered to the following address:

**Florida Department of Education  
Bureau of Federal Educational  
Programs**

**325 West Gaines Street, Suite 348  
Tallahassee, FL 32399-0400**



# Contents of Grievance Must Include:

- o Name and Mailing Address of Organization
- o Name of Representative
- o Mailing Address
- o E-mail Address
- o Telephone Number of grievant or representative
- o Provider Identification Number
- o Grounds or basis for the grievance
- o Rule or Statute grievant contends requires reversal
- o Any documentation the grievant intends to rely on



# Contents of Grievance

- A grievance that requests reconsideration without identifying alleged errors or deviation from the application is insufficient.
- All notices to grievant will be e-mailed to the address provided by grievant.



# Pre-Review Procedures

- Within thirty (30) days of receipt, the Department shall review the grievance and any supporting documentation identifying the specific alleged errors and deviations submitted with the grievance.
- If the Department determines that the grievance should be granted, the grievant shall be notified within (3) working days of the decision and the grievance shall be dismissed with no further action by the Department.



# Pre-Review Procedures

If the Department determines that the grievance should not be granted, the grievance and response shall be forwarded to the Hearing Officer.



# Hearing Officer

The Commissioner shall appoint one or more hearing officers to hear disputes and make a recommendation to the Commissioner for resolution of the grievance.



# Conduct Review

- The determination shall be based upon written submissions unless a request for a formal review is received with the grievance and the Hearing Officer determines that a formal hearing is necessary in order to resolve the grievance. Either the agency or grievant may request a formal review.
- Reviews may be conducted telephonically.



# Recommendation

The Hearing Officer shall recommend findings of fact and conclusions of law to the Commissioner.



# Common Mistakes

- Grievance not submitted by the deadline
- Grievance missing statement of specific facts
- Grievance missing a statement of the specific rules or statutes
- Grievance does not include all facts
- All communication through email address in the grievance



# Important Note

- All communication will be through the email address in the grievance



# Timelines

- Due Date
  - March 2, 2012
- Departmental Reviews
  - March - April
- Pre-Appeals List Released
  - May 2012
- Final List Released
  - June 2012

# Overview - Implementation of SES

Timelines for major activities

# May

- Providers will be notified of any school district that has selected an acceptable pre-and post-assessment for measuring student learning gains

# June

- School districts initiate the contractual process by notifying each state-approved provider designated for the specific district.
  - *Letter of Intent vs. Contract*
- Approved SES Providers attend mandatory meeting

# July - September

- Providers coordinate with school districts to develop parent outreach
- Attend school district informational meetings
- Providers coordinate with school districts to complete fingerprint/background screenings
- Implement plan to hire and train employees
- Maintain infrastructure to serve students
- Conduct diagnostic assessments for the development of the Student Learning Plans
- Meet with parents for scheduling diagnostic assessments and developing the Student Learning Plans

# October

Begin providing supplemental educational services to students no later than October 15

Section 108.331, Florida Statutes

# Ongoing

- Submit invoices and attendance records for payment
- Provide student's academic progress at regularly scheduled intervals in an understandable format for each student's parents, school, and school district in accordance with the Student Learning Plans
- Participate in monitoring and evaluation reporting

# Questions



# Contact Information

Bureau of Federal Educational Programs

850.245.0479

[bpsocontacts@fldoe.org](mailto:bpsocontacts@fldoe.org)

Melvin Herring, III, Program Director

[Melvin.Herring@fldoe.org](mailto:Melvin.Herring@fldoe.org)

Marixcia Chrishon, Program Specialist

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Colinthia Walker, Administrative Assistant

[Colinthia.Walker@fldoe.org](mailto:Colinthia.Walker@fldoe.org)