

**Florida Department of Education
Guidance for Completing the Application to Become an SES Provider
2007-2008**

7.1.1 The academic research to support the effectiveness of the instructional methods and curriculum used by the proposed program. Cite available research studies as appropriate and provide specific data (measure, data analysis, comparison groups, etc.). If applicable, describe how the program is tailored to meet the needs of special populations (such as, students with disabilities, students with 504 plans.

<p>Strong Responses:</p> <p>Responses to this question should be specific to the program and not the successes of the applicant.</p> <ul style="list-style-type: none"> • Response answers the question • Citations to current research (last 5 years) • Specific detail • Data to support the program: i.e. 90% of the students made learning gains..... • The data should include how the data were gathered (based on increases in the SAT 10 when comparing 2005 results to 2006 results) • If reading and math, include research on both. If applicant selects both, evidence must reflect success with both subjects. 	<p>Weak Responses:</p> <ul style="list-style-type: none"> • Lacks detail • Lacks citations • Reference research in reading but not math when both subjects are taught. • Research only for high Socio economic level 	<p>Resources:</p> <ul style="list-style-type: none"> • Specific research on the program you use • The Florida Center for Reading Research: http://www.fcrr.org/ • State adopted and research-based instructional materials: http://www.firn.edu/doe/instrmat/catalog1.htm • USDE: Quality of Evidence http://www.ed.gov/rschstat/research/pubs/rigorousvid/guide_pg10.html#appendix%20b • NOTE: Programs are not approved by Florida Center for Reading Research (FCRR), they are reviewed. According to FCRR: "Whether or not a program has been reviewed does not constitute endorsement or lack of endorsement by the FCRR. The programs for which reports are available do not constitute an approved or required list, since many potentially useful programs have not yet been reviewed."
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7.1.2 Specific evidence that the SES program had a positive impact on increasing student achievement toward meeting state achievement standards as demonstrated through a valid and reliable performance data.

Strong Responses:	Weak Responses:	Resources:
<p>Responses to this question should be specific to the successes of the applicant and not the program. This is where current or past providers will detail success with students. New applicants can describe their classroom/teaching successes, etc.</p> <p>Evidence may include: % who made learning gains on state or national assessments % met goals of PDPA in past % who made gains on provider assessments</p> <ul style="list-style-type: none"> • Response answers the question • Specific detail • Data to support the program: i.e. 90% of the students made learning gains..... • The data should include how the data were gathered (based on increases in the SAT 10 when comparing 2005 results to 2006 results) • Success with student with a low socio-economic status • If reading and math then research on both – If applicant selects both than evidence must reflect success with both subjects. • Success with special needs students—if applicant plans to work with ESE or ELL students. <p>New Applicants may include information on classroom success, more specific information on the successes of the program with students.</p>	<ul style="list-style-type: none"> • Lacks detail • Lacks citations • Lacks specific quantified data • References student results in reading and not math when both subjects are taught. • Indicates progress with high socio-economic level students only 	<ul style="list-style-type: none"> • 2006 Guide to Calculating Adequate Yearly Progress (AYP) Technical Assistance Paper 2005-06 http://schoolgrades.fldoe.org/pdf/2006AYPTAP.pdf • 2006 Guide to Calculating School Grades TAP: http://schoolgrades.fldoe.org/pdf/2006AYPTAP.pdf • Measuring What Matters: Using Assessment and Accountability to Improve Student Learning: http://www.ced.org/docs/summary/summary_educ.pdf

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7.1.3 How student achievement will be improved because of the implementation of the proposed approach or model of instruction (for example, group size for instruction, direct instruction, distance learning, computer-based, individual tutoring, in-home tutoring, etc.).

Strong Responses:

Responses to this question should address the specifics of the program design. For example, describes the research to support small group size, individual assistance, tutoring programs, technology based learning, etc.

- Response answers the question
- Citations to current research (last 5 years) on the model or approach
- Specific detail in the response
- Research to support the model: i.e. 90% of the students made learning gains.....
- Success with students with a low socio-economic status

Weak Responses:

- Lacks detail
- Does not or minimally answers the question
- References student results in reading and not math when both subjects are taught.
- Indicates progress with high socio-economic level students only
- References instruction type other than the type in section six of the RFA

Resources:

- Research on Instructional Models: <http://www.teach-nology.com/teachers/methods/models/>
- “Instructional Models, Strategies, Methods, And Skills”: <http://www.sasked.gov.sk.ca/docs/policy/approach/instrapp03.html>
- The Effects of Early Intervention Tutoring Programs: <http://www.readingrecovery.org/pdfs/ASCD%20Research%20Brief%20Analysis.pdf>

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7.2.1 How the proposed program’s instruction and content is connected to the Sunshine State Standards, especially the grade level expectations for reading/language arts and/or mathematics. For information on Florida’s Sunshine State Standards, see www.firn.edu/doe/curric/prek12/index.html

Strong Responses:

- Response answers the question
- Describes how the correlation was conducted
- Specific detail in the response
- Clearly describes the alignment of the program with the Sunshine State Standards (SSS)
- Describes how the program will ensure lessons are correlated to the SSS

Weak Responses:

- Lacks detail
- Does not or minimally answers the question
- References only a few of the Sunshine State Standards by number (i.e. LAA112)

Resources:

For information on Florida’s Sunshine State Standards, see www.firn.edu/doe/curric/prek12/index.html.

<http://myfloridaeducation.com/doe/sas/fcat.htm>

7.2.2 Process to ensure alignment of the proposed programs with the instructional program of the school district(s) that the applicant intends to serve. Cite specific examples of the correlation of the proposed program and describe its integration with at least one district that the applicant intends to serve.

Strong Responses:

- Response answers the question
- Describes how the correlation was conducted
- Specific detail in the response to the correlation with the district’s curriculum.
- Specifically mentions a

Weak Responses:

- Lacks detail
- References a district but does not describe the correlation of the program to the specific curriculum or the district
- Does not describe the process for ensuring all

Resources:

Curriculum Mapping:
<http://www.edfocusinitiative.org/>

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curriculum and/or a district and the connection	program components align with each district's instructional program	
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7.2.3 Process to ensure that the applicant will coordinate supplemental educational services with the classroom instructional program of the student receiving the services. (NOTE: Homework assistance is not a form of SES.)

<p>Strong Responses:</p> <ul style="list-style-type: none"> • Response answers the question • Describes how the applicant will coordinate the instructional program • Specific detail in the response to the correlation with the district's curriculum. • Specifically mentions a curriculum and/or a district and the connection 	<p>Weak Responses:</p> <ul style="list-style-type: none"> • Lacks detail • Simply states that SES will coordinate with the classroom • Simply states that teachers will receive a progress report 	<p>Resources:</p> <ul style="list-style-type: none"> • 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
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7.2.4 Process the applicant will use to ensure that the instructional materials used to provide services to students are appropriate for each student's grade level and proficiency level. For more information on state-adopted instructional materials, see <http://www.firn.edu/doe/instmat/>. If assistance in reading will be provided, describe immediate intensive reading intervention strategies. See <http://www.justreadflorida.com/> for more information on reading interventions.

<p>Strong Responses:</p> <ul style="list-style-type: none"> • Response answers the question • Describes how the applicant will ensure that the materials are appropriate for the grade level and proficiency of the individual students 	<p>Weak Responses:</p> <ul style="list-style-type: none"> • Lacks detail • Does not mention grade level and proficiency • Does not explain how students are placed in program • Does not describe the interventions in reading 	<p>Resources:</p> <ul style="list-style-type: none"> • Just Read, Florida!: http://www.justreadflorida.com/ • For more information on state-adopted instructional materials, see http://www.firn.edu/doe/instmat/
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	<ul style="list-style-type: none"> • Simply expects that tutors will know since they are employed with the district. • Provides only grade level materials • Places students in program by grade level only without consideration to proficiency level 	/
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7.3.1 How the key instructional strategies, curriculum, and major design elements of the proposed program are of high quality, based on research, and specifically designed to increase academic achievement of eligible students. Examples of major elements may include mode of instruction, time on task, or resource materials. For more information on effective instructional strategies, see <http://www.cpt.fsu.edu/ESE/in/strmain.html>.

<p>Strong Responses:</p> <ul style="list-style-type: none"> • Contains citations to the research and data supporting the strategies, curriculum, and/or design elements • Cites multiple research sources (journals, books, conferences, paper, etc.) 	<p>Weak Responses:</p> <ul style="list-style-type: none"> • Does not describe the strategies used within the program • Strategies described are not research based • Lacks references to specific research • Research cited is out of date and/or weak 	<p>Resources:</p> <ul style="list-style-type: none"> • Just Read, Florida!: http://www.justreadflorida.com/ • Instructional Strategies: http://www.cpt.fsu.edu/ESE/in/strmain.html
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7.3.2 How the program and instruction are focused, intensive, and tailored to meet the individual needs of students, including special populations (such as, students with disabilities, students with 504 plans, and/or English language learners).

<p>Strong Responses:</p> <ul style="list-style-type: none"> • Describes the intensity of the program • Describes the process for obtaining, reviewing and aligning the special plans with the goal identified on the individual student plans 	<p>Weak Responses:</p> <ul style="list-style-type: none"> • Lacks detail • Simply states that the program will meet the individual needs of the students. • Lacks plan for informing/training tutors in how to meet the special needs of students 	<p>Resources:</p> <p>Differentiated Instruction Literature:</p> <p>http://www.frsd.k12.nj.us/rfmslibrarylab/di/differentiated_instruction.htm</p>
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<ul style="list-style-type: none"> • Describes how the program will be monitored to see that instruction is individualized for any special needs 		<p>http://www.newhorizons.org/strategies/differentiated/front_differntiated.htm</p> <p>http://tst1160-35.k12.fsu.edu/mainpage.html</p>
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7.4.1 How applicant will ensure that instruction is guided by appropriate screening, diagnostic and progress monitoring assessments. Name each assessment and describe how it will be used to identify the student’s knowledge and skill gaps and set measurable achievement goals.

<p>Strong Responses:</p> <ul style="list-style-type: none"> • Gives the name, purpose, and uses of each assessment (diagnostic, progress monitoring and outcome) • Specific detail • Describes how each assessment will be used 	<p>Weak Responses:</p> <ul style="list-style-type: none"> • Simply states that an assessment will be given. • Provides the name of each assessment, but not how the results will be used. 	<p>Resources:</p> <p>Screening, Diagnosing and Progress Monitoring for Fluency: http://www.idonline.org/article/11200</p> <p>FCRR: http://www.fcrr.org/assessment.htm</p> <p>USDOE: http://www.ed.gov/admins/comm/suppsvcs/sesprograms/report_pg8.html#goals</p> <p>TAPS: http://info.fldoe.org/docshare/dsw eb/Get/Document-4046/k12_06_151att.pdf and http://info.fldoe.org/docshare/dsw eb/Get/Document-4046/k12_06_151att.pdf</p>
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7.4.2 How the instructional program/intervention will be designed to meet the needs of each student.		
<p>Strong Responses:</p> <ul style="list-style-type: none"> • Describes a program design that is personalized for each student • Describes how tutors will meet individual needs given their specific class sizes 	<p>Weak Responses:</p> <ul style="list-style-type: none"> • Provides only grade level student work, not individualized • Describes a “cookie cutter” type of program—one size fits all • Only describes PDPA process not the instructional time 	<p>Resources:</p> <p>Progress Monitoring: http://www.studentprogress.org/default.asp http://www.pattan.k12.pa.us/teachlead/ProgressMonitoring.aspx</p>

7.4.3 The procedures and timelines to be used to track the student’s progress on the goals identified in the Individualized Student Plan.		
<p>Strong Responses:</p> <ul style="list-style-type: none"> • Provides a clear description of how progress is tracked and interventions take place. (i.e. overview of tutor work) • Describes a specific process in which student progress is reported on the specific 	<p>Weak Responses:</p> <ul style="list-style-type: none"> • Does not describe how student progress will be tracked. • Simply states that student progress will be tracked • Does not describe the timelines for 	<p>Resources:</p> <ul style="list-style-type: none"> • Effective Tutoring Practices: http://www.nwrel.org/ecc/steccr/index.html • Progress Monitoring:

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<p>goals of the individual plans to teachers and parents</p> <ul style="list-style-type: none"> • Provides for oversight of tutors by monitoring of student performance and learning gains • Describes specific timelines or intervals of when monitoring of progress will occur. 	<p>tracking progress</p> <ul style="list-style-type: none"> • Describes a process in which student progress is reported on overall individual student plan not the specific goals. • 	<p>http://www.studentprogress.org/default.asp http://www.pattan.k12.pa.us/teachlead/ProgressMonitoring.aspx</p>
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7.4.4 The procedures and timelines to be used to report student’s progress to the student’s parents (in parents’ native language, if feasible), teachers, and appropriate school district staff.

<p>Strong Responses:</p> <ul style="list-style-type: none"> • Describes the methods used to ensure parent understanding of progress reports (for example: Use of interpreters or bilingual tutors) • Describes how reports will describe progress in a meaningful way (i.e. percentage of gain in a specific area not just levels in a particular assessment) • Describes timelines or intervals of progress reports to parents and teachers 	<p>Weak Responses:</p> <ul style="list-style-type: none"> • Does not describe the method for translating documents for parents • Does not describe timeline or regularity of progress reports • Simply explains work done in sessions, not the progress of a particular area. 	<p>Resources:</p> <p>Translation Software: http://www.freetranslation.com/services/translation-software.htm</p>
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7.4.5 How student attendance and participation data will be collected, verified, and reported to the school district. Include strategies for improving the attendance of students who are habitually absent.

<p>Strong Responses:</p> <ul style="list-style-type: none"> • Includes strategies for improving attendance 	<p>Weak Responses:</p> <ul style="list-style-type: none"> • Describes the collection and 	<p>Resources:</p> <ul style="list-style-type: none"> • Strategies to Encourage
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<ul style="list-style-type: none"> • Clearly describes an incentive plan (if implemented) • Describes the process used to verify attendance 	<p>verification of attendance but does not describe strategies for improving attendance.</p> <ul style="list-style-type: none"> • Lacks details in how attendance will be reported to the district 	<p>Attendance:</p> <ul style="list-style-type: none"> • http://www.nwrel.org/request/2004june/strategies.html • Triumph Over Truancy: Tips for Improving Student Attendance: http://www.educationworld.com/admin/admin/admin442.shtml
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7.4.6 The process and timeline the applicant will use to ensure that services begin no later than October 15, 2007. NOTE: Diagnostic assessments and the development of Individualized Student Plans with measurable goals and timelines must be completed before services begin.

<p>Strong Responses:</p> <ul style="list-style-type: none"> • Describes a clear timeline with dates which will ensure services begin by 10.15.07 • Includes dates for all aspects needed to build the infrastructure: hiring, fingerprinting, training, materials, procedures, policies, district contracts, securing facility space, etc. • Describes a plan to work with the district and parents in the development of the individual student plans • Describes the method to ensure that signatures are obtained on PDPAs 	<p>Weak Responses:</p> <p>Lacks detail to describe how services will begin on time</p>	<p>Resources:</p> <ul style="list-style-type: none"> • TAP of Section 1008.331, Florida Statutes: http://info.fldoe.org/docushare/dsw eb/Get/Document-4044/k12_06_150att1.pdf • TAP on Contract Management: http://info.fldoe.org/docushare/dsw eb/Get/Document-3878/k12_06_107att1.pdf
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7.5.1 Specific qualifications of the personnel who will provide instruction. Include how the applicant determines that instructors are qualified to effectively work with students who are performing below grade level. Describe the procedures that will be used to maintain, monitor, and notify the school district regarding personnel updates related to applicant's staff changes.

- **If applicable, describe how instructors are qualified to provide services to special populations (such as, students with disabilities, students with 504 plans, and/or English language learners).**
- **On-line providers (distance learning providers) must describe who will provide the on-line tutoring services.**

Strong Responses:

Strong Responses:

- Describes monitoring and oversight of non-certified personnel
- Includes a description of the qualifications of the staff the applicant plans to hire
- Description matches section six of the application
- Describes a process to match students by qualifications and/or experience of the tutors
- Clearly describes the methods that will be used to notify the district of personnel changes

Weak Responses:

- Simply states “the district will be notified”—this does not describe the process.
- Narrative conflicts with the information in section six of the RFA
- Does not describe how qualifications of tutors will be confirmed

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=e1c85ee3d74f4010VgnVCM10000022f95190RCRD>

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7.5.2 Process for recruiting, hiring, and initial training of high quality staff.

Strong Responses:

Tutors must meet minimum of highly qualified paraprofessional as follows:

- (AA or 60 hours of college or higher
- Describes special training or qualifications of tutors working with special populations

- Describes a clear process for recruiting, hiring, and initial training that includes program implementation, paperwork requirements, documentation, reporting progress, etc.
- Describes process for specific training in applicant's curriculum, instructional methods, and strategies

Weak Responses:

- Describes advertisements and hiring, but not initial training
- Simply states that "certified teachers will be hired."

Resources:

Example of hiring process:
<http://www.tutorjobs.com/sftutorjobs/hiring.htm>

Example from a college tutoring program:
<http://www.gearup.umb.edu/employment.shtml>

Tutor Training:
<http://users.moscow.com/mareese/bestpractices/training.html>

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7.5.3 Describe the professional development, monitoring, and support provided to tutors to ensure that the proposed program is implemented with fidelity.		
<p>Strong Responses:</p> <ul style="list-style-type: none"> • Describes on-going training provided to tutors • Describes monitoring of tutoring sessions both paper lesson plans/student progress and personal observations. Describes the process the applicant will use to monitor the tutors to ensure the program is implemented with fidelity • Describes staff development for less proficient tutors • Describes process to support tutors and improve their skills 	<p>Weak Responses:</p> <ul style="list-style-type: none"> • Minimally describes the support provided to tutors. • Only describes the initial training • Does not fully describe how tutors will be monitored. 	<p>Resources:</p> <p>Feedback to Tutors: http://www.nwrel.org/ecc/steccr/building_partnerships2.html</p> <p>Tutor Observation form: http://faculty.ccp.edu/dept/Learn_lab/fortutor/tuteval.pdf</p> <p>Providing feedback to tutors: http://wichita.kumc.edu/strategies/observation/feedback.html</p>

7.5.4 Procedures to be used for completion of and compliance with fingerprint based staff background checks for employees providing direct services to students and access to school grounds where students are present [section 1012.465, Florida Statutes].		
<p>Strong Responses:</p> <ul style="list-style-type: none"> • Describes the procedures and process for all tutors including certified teachers • Describes how the applicant will ensure that it is completed in a timely manner 	<p>Weak Responses:</p> <p>Simply states that all employees will be fingerprinted</p>	<p>Resources:</p> <p>Technical assistance paper on fingerprinting: http://www.firn.edu/doe/flbpso/pdf/tap_fingerprint.pdf</p>

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7.5.5 How access to services will be provided to minimize the need for transportation for students.

Providers using distance-learning technology should explain the type of equipment that will be supplied to student participants, how students will access those services, how applicant will ensure student safety on the internet, and what equipment is required of the parent/guardian and/or LEA.

Strong Responses:	Weak Responses:	Resources:
<ul style="list-style-type: none"> • Describes the provisions in the program which will minimize the need for transportation such as: <ul style="list-style-type: none"> ○ days/times of services ○ babysitting provided (if applicable) <p>Technology-based applicants</p> <ul style="list-style-type: none"> • Describes how families will receive/borrow computers • Describes the process the parents will use to return the equipment • Describes the security in place on the computers 	<p>Only minimally answers the question or only parts of the question.</p>	<p>Effective Tutoring Programs: http://www.ed.gov/pubs/RoadtoRead/part6.html</p>