



State of Arizona
Department of Education

Supplemental Educational Services *(SES)*

Guidebook

For LEAs

Some History

Supplemental Educational Services or SES came about with the passage of the *No Child Left Behind Act (NCLB)* in 2001 for the purpose of giving students of low income the opportunity to have a private tutor who will assist them in meeting the academic goals of the law. Section 1116(e) of NCLB <http://www.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1116> explains the provision while the *Non-Regulatory Guidance of 2005* and the updated version, *January, 2009*. <http://www.ed.gov/policy/elsec/guid/suppsvcsguid.pdf> provides some assistance in interpreting the implementation. Low income students who attend schools that have not made AYP for 2 or more years are eligible. Parents then become an important part of this legislation since it is they who choose the tutoring provider while the district pays the bill. Money for this program may come from the district's own Title I allocation or any other funds that equal 20% of that allocation. Each district has a certain amount payable for service to each child. This per pupil amount varies depending upon the district's Title I allocation.

The following information will help guide you through the many avenues necessary to reach implementing a SES program. If you keep in mind the objective of this program is to lead assistance to the children who least can afford a tutor, the bumps you encounter will be worth the ride.
Let's get started!

Getting Started

Make sure you have appointed a coordinator for this program with an accurate email as all information is disseminated by email.

Be sure to review all materials on the website. <http://www.ade.az.gov/asd/TitleI/SES/> Here you'll find samples, templates, and other valuable information.

Once you have a designation for Annual Yearly Progress (AYP) that falls into the categories of Year 2, Corrective Action (CA), Planning to Restructure (RP), or Restructure Implementation (RI) and or a Frozen (F) status connected to any of these, you know you must offer your eligible parents the opportunity to have tutoring for their child. As with any program, the amount of preparation necessary for it to be successful takes a great deal of time and patience, but once established should only need review and revision. All providers are required to have fingerprint clearance cards for all tutors working with students and insurance coverage that includes sexual molestation. Teachers from schools in improvement may tutor in their own schools; however, they should not be

tutoring students whom they teach during the regular school day. Providers will generally distribute this information.

The first thing you need to establish is how many students are eligible for this service. To do this, take the total amount of your Title I allocation and multiply it by 20%. This will give you the maximum amount you need to spend.

Example: $\$100,000 \times .20 = \$20,000$

Next, divide the \$20,000 by the per pupil figure that came with your allocation amount or find it on the ADE webpage under *Operations*. This example uses \$1000 as the ppa.

Example: $\$20,000 / \$1000 = 20$ children eligible for services

Once you know the minimum amount of students to serve, you will be able to plan better for how to get the information out to the eligible parents. Even though the district notice must go to every family, the actual notice that includes the names of the providers only needs to go to those eligible.

	District/LEA	SES PPA	Title I Allocation	20%	# students	% of 20%-outreach
108777000	CARDEN OF TUCSON and INC.	\$1,309	\$4,298	\$859.6	1	\$9.00
78524000	CAREER SUCCESS SCHOOLS	\$1,223	\$208,438	\$41,687.6	34	\$416.88
148761000	CARPE DIEM COLLEGIATE HIGH SCHOOL	\$1,102	\$42,159	\$8,431.7	8	\$84.32
70483000	CARTWRIGHT ELEMENTARY DISTRICT	\$1,318	\$7,535,880	\$1,507,175.9	1143	\$15072

This information is also posted on the website.

Who Serves Your District?

ADE will send to each coordinator a list of the Approved Providers which contains the fees for service as well as service areas. It is important that emails are accurate in order to receive pertinent information.

Each company who has been approved to work with Arizona students is listed on the ADE web <http://www.ade.gov/asd/TitleI/SES/>. In some cases there are many providers designated to particular counties as with Maricopa County. Not all of them have the means to service every district. To narrow the list to find out exactly who will come to your schools, it is helpful to do the following:

1. Send an email to all eligible providers for your district:

The email should address if you intend to have a meeting with them, when you expect services to start and approximately how many students are eligible. Make sure you ask for a response by a specific date. Send a second notice by email, fax or a phone call to be certain that your message has arrived.

2. Exclude from your list any provider who does not respond to your emails or phone calls in a timely fashion.

3. Create an informational page for parents that include pertinent descriptors of the profiles of each provider. You can use the information listed in each Provider Profile and Short Summaries on the website. A sample is included below.

Written by Provider

PROVIDER	Service Delivery	Program	Effectiveness
Martin Porres Educational Services Lillian Kin, owner email: lkim@martinporres.com Phone: 602.810.0783 Fax: 602.391.2790	Teacher/Student Ratio 1:5 7 days a week @ 2 - 6 hours per day Total # of hours: Place of service:	Our staff uses curriculum that is aligned with Arizona State Standards and was specifically designed for at-risk students. Our program begins with a pre-assessment based on state educational standards. Goals are set in coordination with parents and teachers. We have been working with Phoenix districts for the last three years in an effort to compliment the efforts of their schools. Our classes are on-site at district schools and we encourage parent involvement.	Our reading programs have shown an increase in test scores of 6.67% to 15.4% and math programs from 9% to a high of 14%.

4. Determine where tutoring will take place: at your school? At a public place? Which rooms? The time frame: days per week? Length of sessions? What about transportation?

Most districts allow providers to use school buildings because it is convenient for parents and school personnel as well. If you do, a separate facility agreement needs to be completed. A charge for using buildings may be imposed; however, the fee must be reasonable and be the same as is charged to any other group using the school buildings. You are not required to provide transportation. But, if you do, transportation for SES services may not be drawn from the SES funds. Districts oftentimes coordinate the tutoring with the other afterschool activities thus enabling

students to make use of the late bus. Twenty-first Century Programs are a good way to combine multiple after-school programs.

If services are not provided on campus, you need to know where these services will be given. No services may be rendered in any private residence at any time. Generally, providers utilize public places such as libraries, community centers or their own business center if they have one. Be sure you have the addresses and hours of operation for any off-site services.

5. Use of Computers

Some providers' programs are web based or computer oriented. The decision to use the school's labs is up to the district. If a provider brings computers or gives computers to a student, where they use them can also be determined by mutual agreement but not in the home. Giving away computers to entice sign ups is not allowed.

6. Determine how the program will be supervised: Site monitor? Teacher? Principal? Parent liaison?

Some districts have found it helpful to appoint a coordinator to oversee the daily function of the program at each of their schools. This person may be paid out of Title I funds but not from SES funds. Generally you will need someone to oversee attendance to assure that both provider and students are where they should be. You will also need to create procedures in the event of an emergency to assure the safety and well being of all involved.

7. Prepare for Fair (optional) Described later in this document.

8. Prepare procedures and or protocols for operations.

Some things we take for or granted in operating a school such as an absence policy must be regulated for this program as well. You need to think about establishing an Absence Policy, A No Show Policy and a Termination of Services Policy. What will constitute each of these? When is a student a student in this program? How many times will a student not show for class and ultimately be dropped? As with any teaching program, students and parents need to understand that "free tutoring" doesn't mean come at will. There is an obligation on all parties to commit to the program and see it through. The obligation does not rest solely upon the school. Therefore it is important that follow up be made

when students are absent. Success in the program can only be determined when a student completes it. If they don't take the final assessment, judging the success of the program becomes more difficult and the money spent more wasteful.

Also as part of the *SES Agreement* parents must receive progress reports. The frequency of these reports can either be stipulated in your procedures or written in the agreement. In any event, it must be covered with specific times for the report. Reports must be sent at least monthly to parents and to the LEA.

9. *Prepare contract for use with providers and obtain purchase orders*

There are two documents for use in this program. One is the *SES Agreement* required by NCLB which binds the district, provider and parent into an arrangement for providing tutoring services. The second is an *LEA/Provider Contract* issued to a provider to provide services within the district. It is this latter one that we speak of here. All of the above information must be committed to writing in order to assure the responsibilities and expectations of each party are carried out. If for whatever reason a procedure or guideline is not followed, your contract will safeguard your ability to terminate the services. The contract should include a reference to the stipulations of the *SES Agreement*, the *SES* per pupil amount and an aggregate amount that this provider will receive upon successful completion of all tutoring. Make sure you include a statement that payments are contingent upon submitting attendance and progress reports and sign-ins. Be sure that each provider submits an invoice to you monthly by a predetermined date. The invoices should include each student's "SES balance" of funds.

When you know the number of students assigned to each provider, you can then proceed to obtain purchase orders for each contracted provider. It is advisable not to begin services until the purchase orders have been approved. In some cases the purchase order will have been written for more than is needed due to students failing to show up, absences and drop outs.

10. Prepare procedures for implementing the SES Agreement

The official document for recording services is the SES Agreement, a folder like document that includes all NCLB mandated prescriptions of the tutoring program. *This is not a sign up form* for services, but a document summarizing the agreement of all parties- district, provider and parent to the SES program. The district is responsible for having the document completed with input from the provider and parent. All three parties should come together to work out the details of the intended program. In some instances it is difficult to arrange for all parties to meet therefore, districts may ask the provider to complete sections pertaining to the program, contact parents for approval and finally submit the document to the district for final approval. Other districts make arrangements to have all three parties review together what has been outlined and then come to a consensus about what will be the focus of the tutoring. In any event, the SES Agreement is basically the goals for the tutoring, how services will be delivered, how progress is reported and how all of it maintains the privacy, safety and well being of the child.

Parent Outreach

Making sure that all eligible parents know they are entitled to this service can be time consuming. Many districts have found one way to do this is to organize a Provider Fair at which parents can meet the individual providers to make an informed decision. Again, establishing guidelines for a fair if not prepared carefully can become chaotic. At this point there are many districts that have accomplished this successfully and have established protocols for operation. Holding fairs at varying times such as on Parent nights or Open House days seem to be effective methods. A regulation established by the Federal Department of Education is allowing .2% of the Title I allocation (or 1% of the 20%) to be used toward parent outreach. Districts must join with any and all community partners to get the word out to those eligible parents for this service.

Another component of the regulations is to inform parents is to publish on the district website the amount of funds dedicated to this project, the number of students eligible for service and the number who have received services starting with the 2007-2008 school year. If a district does not have a website on which to publish this information, the state will publish it on its site. Samples and templates are available on the website.

One method that providers use is to canvas the local neighborhoods. While this appears beneficial to them, it can cause some difficulties for districts that are not prepared for the business approach to marketing. Since you are not permitted to disseminate a list of eligible students to the providers, they often find it valuable to them to comb neighborhoods to alert citizens of this opportunity. Providers must call the district to inform them of their intention to canvas the neighborhood. The district should have prepared an application form specific to its district with all providers who will be working in the district listed on the reverse of the form. Perhaps a different colored paper from the one used either in your initial letter or used at the fair would be useful. In this way there will be an immediate distinction between those who attended the fair and those who received an application form later. In your initial letter a reference should be made to canvassing so that parents have fair warning that representatives of various companies may be in the area. While providers are permitted to contact past clients for services and include envelopes for direct mailing to the district, they *are not permitted to sign-up applicants, bring, write, or assist parents in filling out these application forms. Forms must be sent or carried into the district for processing. Be sure to review the Canvassing Agreement on the web.*

Initial Meeting with Providers

Now that you have sent out your message to the eligible parents, you can prepare for the meeting you will have with the providers. Although not required, it is beneficial to all parties to establish the ground rules of how the SES program will operate within your district, how it will be monitored and how the provider is paid. If you intend to also hold fairs or have providers attend any of your parent meetings, this is the time to establish the protocols. It is helpful to the provider to understand that attending this meeting is one of their first responsibilities for providing services. Some of the issues to discuss during this time are those items outlined in your contract:

- Provider Registration and Set-up
- Completing the SES Agreement
- Compensation for Services Rendered
- Services to Students
- Use of School Facilities

Since there is a sample contract included with this guidebook, you can refer to this for assistance in creating one to suit your specific district. Special appreciation is given Creighton Elementary School District for their generous addition to this book as well as the single contract submitted by the Roosevelt Elementary School District.

It is important that providers have an understanding of how your school approaches school improvement. Though their role is a modest one, it can nevertheless assist schools and children realize the importance education has for making our society productive. Engaging the provider in your mission to improve and enrich the students' academic success will demonstrate a united effort to the parents and community at large.

Our program here in Arizona restricts students to receiving tutoring in one subject in order for a better opportunity to increase achievement. While the decision of subject may be up to the parent, a collaboration of all parties as to the specific need is more beneficial to the student.

Planning a Provider Fair

This option works best in schools when there are many providers. Parents have an opportunity to speak with the individual company representatives to get a sense of how their program may be beneficial to them. Not all providers offer the same type of tutoring in the same subjects. Generally districts sometimes assist parents by giving them specific types of questions to ask the provider. This serves to allay parents' fear of speaking to an unknown person and also to give them confidence in helping them select an educational program they feel will best meet their child's needs.

Again, a systematic plan is necessary to carry out a successful fair even to the finest detail. For example, assigning tables through random selection is better than having providers select their own. Requesting providers to remain behind their station helps alleviate crowding and gives parents the feel of being in charge. Lastly, having the parents make their selections away from the actual provider tables allows them not to be pressured into selecting a company they may not really want. Districts have found it helpful to speak

to the parents first before they begin to circulate the room to interview providers. They suggest parents make 2 or 3 selections in case their first option becomes unavailable.

Once parents have finished, they usually return their selections to the district representative who in turn will assign the students to the particular provider. Some districts assign students that night while others contact the provider after the fair. Convenience and parent availability often dictate how the process will evolve. The important factor is that parents get the opportunity to select the tutor they consider to be the best match for their child. In preparing for a provider fair, it may be helpful to contact another district who has experience. All the paper planning cannot trump what actual experience teaches.

HIGH SCHOOL - suggestion

If you are a high school who needs to offer this service, it may be beneficial to involve the actual students in the selection of a provider. Student ownership of academic progress is paramount in learning. Acquiring a tutor for extended learning, enrichment or “catch-up” can be a one of the steps in remaining in school or in building a student’s confidence. This can be made part of the student’s Education Career Action Plan (E-CAP) process. Parent permission would be necessary as a final step in securing the tutor.

Program Oversight

The SES program demands oversight in several areas:

- Attendance
- Invoices
- Program quality

Attendance

As stated earlier, your attendance policy should be spelled out in your procedures so there is no misunderstanding in interpretation. Sign-in sheets need to be available for the days students are present. It is suggested that the district create a uniform attendance sheet that can be used by all providers

rather than rely on the provider's system. Attendance should be verified by the on-site coordinator.

Invoices

Attendance should be tied to the invoices you receive from the provider. Invoices ought to identify each student's hours rather than an aggregate of total hours of all students. Have measures in place for certifying the accuracy of these hours whether it be using student's full signature for verification, signature of the attending coordinator or other procedure. Stipulate in your contract when invoices are due and when payment for services will be made. It is suggested that payment be no less than once a month if not more frequently. These records must be maintained with your Title I records as a matter of fiscal compliance. If for some reason the tutoring program will exceed June 30th, an extension of the program must be made in order to pay the provider.

As a district you have committed funds for the students' tutoring therefore, if no invoice has been submitted for services, you are still responsible for payment and should have methods in place to account for this. In other words, don't let too much time elapse before realizing that a provider hasn't been paid. Since there is not a uniform timeframe in the state for paying providers, they are subject to various demands from all districts.

Program Quality

The state is charged with the obligation of monitoring providers for effectiveness in order for them to remain on the state's approved list. In doing this however, the state relies upon each individual district to assure that the provider's program meets the requirements promised in the SES Agreement that content aligns with the school curriculum and state standards, that privacy issues are honored and that all safety and health laws are met. Included in this booklet is a guide to overseeing tutors. You are not required to use this form, but it is helpful to share with the tutors so they know what you expect. You should know how many total hours the individual provider program includes. How these hours are spread out over a week should be decided by all parties. However, this is a tutoring program and in no way

should a tutor's program consist of a day long program such as an all day Saturday program or one that is longer than two hours at a time per day. Class size is restricted to one tutor for every 5 students. If the program is one held in a computer lab, then the ratio is still 1 to 5 or fewer. You should have a list of students and their tutors.

The program generally starts with some sort of testing. We would prefer that the provider's test take place once the tutor has been assigned and be part of the first session. If the provider has copies of the student's school testing record, he can then add his results in order to adjust the goals set for the student. In this way, the SES Agreement would not be completed until the provider has had an opportunity to weigh in on the goals. SES Agreements then should be finalized by the first payment period.

Student Reports

A part of overseeing the program is the issuing of student progress reports. These reports must be timely, informative and written clearly free of education jargon so that parents have a complete understanding of how their child is progressing. These reports should not simply include behavioral responses to the academic program, but instead include real academic information. If these reports are not issued according to stipulations in the contract, you are required to notify the provider that he will be dismissed if timely reports are not received by parent and district.

Dismissal of Provider

Since the provider works in your district and has signed a contract to provide services to your students, you have a responsibility to make certain the conditions of the contract are met. When a provider does not follow through with the designs of the contract either to the district or to the student, you may dismiss them from the contract. For example, a provider is contracted to provide services to 10 students. He should have started by a certain date and you have not heard from him. Upon reaching the company you learn no teachers have been assigned at this point. You should relieve the provider from the contract and assign the students to their next choice. Notify the state coordinator of your action. Only the state has the responsibility of removing a provider from the approved list; however each district has the responsibility of assuring the state that the provider has met the tenets of his contract. Unresolved issues should be reported to the State on the SES Incident Form.

MODEL FORM

Assist states with monitoring, get data on SES providers

Here's a Model Form, adapted from one developed by information on various aspects of providers' services and Nevada's Clark County School District, that you can use it to help your state educational agency fulfill its monitoring responsibilities. Modify the form to include any other components that are important to your district's SES coordinating system such as the one on this form, you can collect dinators or other stakeholders, or to your SEA.

SES PROVIDER OBSERVATION

1 IDENTIFYING INFORMATION

SES Provider _____ Site Location _____
 Date _____ Room # _____ Time In _____ Time Out _____
 Student/Tutor Ratio _____ Tutor Name _____

2 OBSERVATION RUBRIC

- 1 = Clearly Evident
- 2 = More Structure or Planning Needed
- 3 = Not Evident in This Observation

3 PLANNING & PREPARATION

- > Does tutor post and address learning objective? 1 2 3
 - > Is lesson plan visible in room? 1 2 3
 - > Are student plans or folders visible and used to guide instruction? 1 2 3
- 4 INSTRUCTION: EFFECTIVENESS OF TEACHING**
- > Does tutor work effectively with total group? 1 2 3
 - > Does tutor instruct small group effectively? 1 2 3
 - > Does tutor give individual help? 1 2 3
 - > Does tutor monitor student work? 1 2 3
 - > Does tutor use hands-on activity/manipulatives? 1 2 3

5 INSTRUCTION: MEETS IDENTIFIED NEEDS OF STUDENTS

- > Does tutor give pre/interim/post assessments? 1 2 3
- > Does tutor differentiate instruction to meet different learning needs of students? 1 2 3
- > Does tutor continually monitor learning progress in a variety of ways? 1 2 3

6 INSTRUCTION: BEST PRACTICES

- > Does tutor establish high learning expectations? 1 2 3

- > Is instruction clear and focused? 1 2 3
- > Are strategies and activities aligned with learning objectives? 1 2 3
- > Does tutor use reteaching strategies? 1 2 3
- > Does tutor use and prepare resources appropriately? 1 2 3
- > Is relevant student practice provided? 1 2 3

7 INSTRUCTIONAL ENVIRONMENT

- > Does tutor efficiently use allocated learning time to maintain academic focus? 1 2 3
- > Does tutor consistently use positive direction and reinforcement to promote responsible student behavior? 1 2 3
- > Does tutor-student interaction consistently demonstrate mutual respect? 1 2 3
- > Is the level of student movement/talk appropriate for activity? 1 2 3
- > Is the learning setting appropriate for academic focus? 1 2 3

8 COMMENTS

9 SIGNATURE

District Representative _____
 Date _____

Along with tutor observation, parent satisfaction is definitely a strong component of provider quality. The provider company usually solicits parents' comments at the conclusion of their program. So, too, should the district. At some point during the tutoring parents should voice opinion about the quality and effectiveness of the program. Include in your survey information about your fair as well as comments about the program. This will help you in preparing for future programs as well as enable the state to add another layer of observation to its monitoring of providers.

The State also will request information from the district about the quality of the program in its *SES Coordinator Report* issued to the district near the end of the school year. This report is valuable in aiding the state to determine which programs are of the quality we expect, which ones need technical assistance to improve and those that need to be dismissed. It cannot be emphasized too strongly the importance of returning these documents, one for each provider who has offered services in the district, to the state.

SES Program Monitoring

In order to determine whether or not a district is in compliance with ESEA law that mandates this tutoring, information will be solicited from districts during its regular on site monitoring visit. There also may be intermittent visits to districts to determine not only district compliance but provider compliance as well. Any and all information related to the tutoring process becomes part of the documentation requirements. Concerted efforts need to be made to establish this program as part of the overall school improvement effort. Failure to comply with these mandates puts districts in jeopardy for all Title I funding.

Another monitoring activity comes in the form of surveys. The SES office as part of informing the public will issue surveys to the district for the purpose of discovering the effects of the implementation of this program. Again, responses to these surveys are imperative if we are to give accurate, concise information to the field that actually implements this law.

What's next?

The following is a list of events that happen regarding SES in a given year:

- Districts who already know their standing regarding AYP may start services before public determination
- AYP determinations made public –Providers may advertise services
- List of Approved Providers sent to coordinators and posted on website (July)
- List of Approved Providers by County/District sent to coordinators
- Districts notify Providers of intent to start services (before September 1st)
- Districts send out letter to eligible parents
- District establishes procedures for services
- Hold fair if applicable
- Review parent applications and assign students to providers
- District obtains purchase orders
- Meet with provider/parent to review Agreement or use Verbal Agreement
- District enters students' names into SAIS and provide SAIS numbers to providers
- Begin services/Monitor program
- Submit ADE survey (late Fall)
- Post LEA SES information on LEA and school websites
- Pay invoices monthly
- Receive Progress Reports from providers monthly
- District distributes Parent survey
- Submit Provider Performance Reports (late Spring)
- Submit ADE surveys, if applicable
- Receive Final Report from Provider (early Summer)

The new SES application to obtain new providers usually opens sometime in February. It appears on the SES site. Potential providers' proposals are reviewed by a team of educators with a guiding rubric to determine who will be selected.

Finally

The SES program is part of a school's overall Improvement program. With some strategic planning, both programs can work to assist students. The Title I funds belong to the families and this is an opportunity for them to choose how their portion will be spent. It is not up to us to dissuade them but to offer guidance in selecting a tutor.

PS Check the website for additional resources!

<http://www.ade.az.gov/asd/Title1/SES/>

XYZ School District

P.O. Number:

Date Issued:

SUPPLEMENTAL EDUCATIONAL SERVICES (SES) PROVIDER CONTRACT

Check one:

RFP #ADE ED06-0045
0041A

RFP #ADE ED06-0019

RFP #ADE ED07-0041

RFP #ADE ED 07-

Vendor Total _____ does not exceed \$0000.00 per child

Name of Tutoring Company _____ Telephone Number: _____

Billing Address: _____ Federal Tax ID: _____

IMPORTANT: The Tutoring Company is not authorized to begin services and no contract is formed until an authorized District purchase order is issued. The district may terminate this contract if Provider does not abide by policies and procedures established by the district and adhere to all state and federal laws. The company will be paid for services rendered prior to termination. The Provider must hold all required licenses; provide a certificate of insurance, and fingerprint clearance cards for each tutor working within the district.

Acknowledgement: (Provider's initials) _____ (Administrator's initials) _____

Statement of Services to be provided:

_____ will provide tutoring services to eligible students according to the terms of the ARIZONA DEPARTMENT OF EDUCATION'S SUPPLEMENTAL EDUCATIONAL SERVICES (SES) AGREEMENT. Dates of service, number of tutors and number of students will vary, as they are dependent upon parents' selection of SES providers. SES Agreements and copies of fingerprint clearance cards must be submitted and attached to the Purchase Order before services may be rendered.

Dates of Service: Varies. Contract to be valid from date of PO through June _____ 200 _____

Fees: _____ per hour, not to exceed a total of _____ per eligible student.

Invoices must be submitted monthly and must include the names of tutor(s) and child(ren), as well as the dates and hours of services. No payment will be issued if terms of the SES Agreements are not met.

Signature of Tutoring Company Representative _____ Date _____

Signature of District Representative _____ Date _____

For School District Only

Approval of Grant Director

Business Manager

Assistant Superintendent

**Supplemental Education Services (SES)
Parent Verbal Agreement
Authorization for Acceptance of Goals/Student Plan**

District: _____ School: _____

Date Goals/Student Plan were reviewed with parent/guardian: _____

This document hereby certifies that SES Goals were developed for
_____ Student name
_____ in consultation with the parent/guardian

_____ Parent/Guardian name
_____ by telephone on _____ at _____ Date

_____ by _____ LEA or Provider Representative
Time - AM or PM

The Goals/Student Plan are based on a compilation of the school/district's most recent Test Scores and/or a diagnostic pre assessment to be administered by _____ Tutoring Program.
(insert tutoring company)

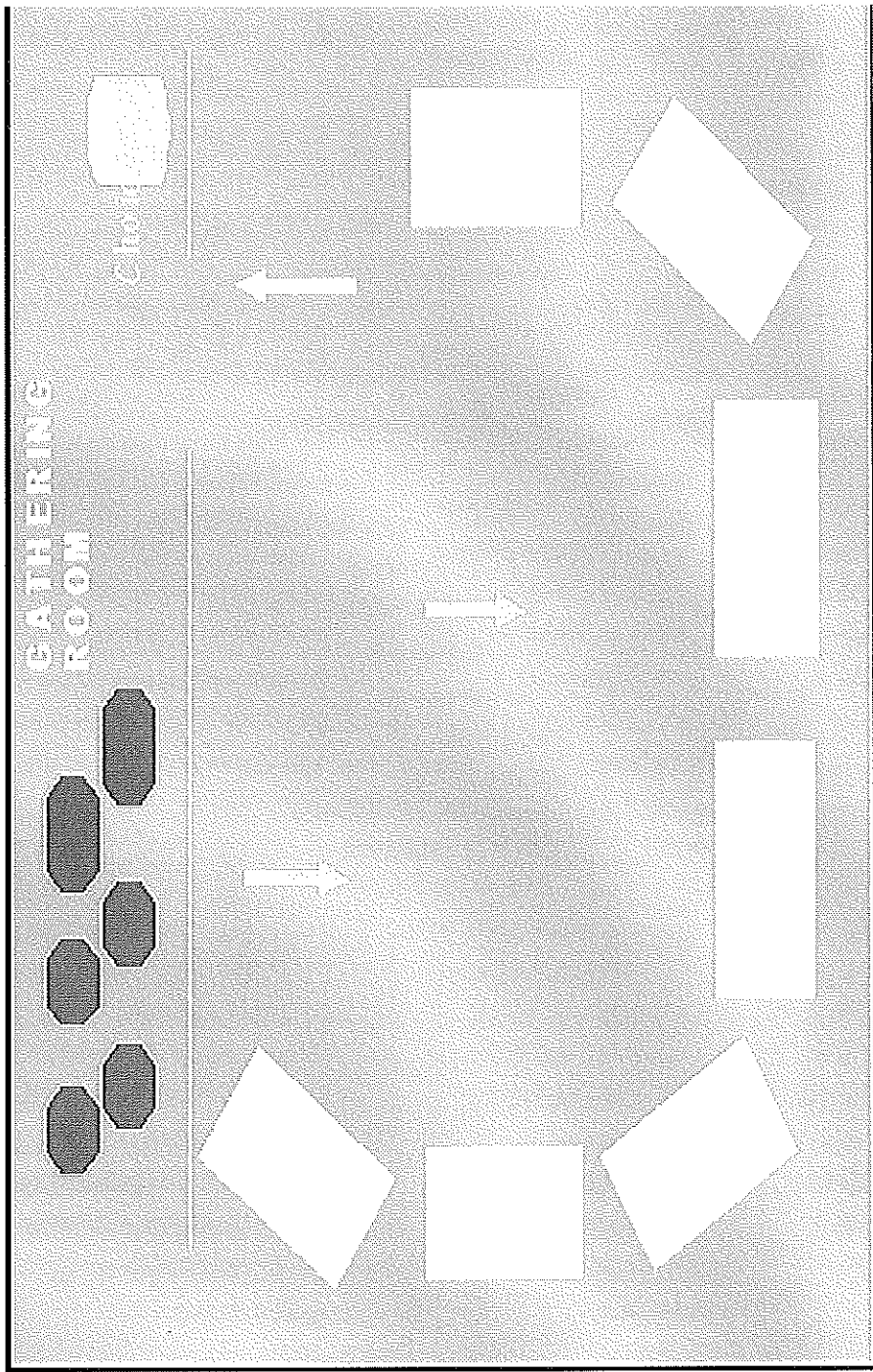
The Supplemental Education Services Agreement outlining the Goals/Student Plan was sent home to the parent/guardian on _____ Date

Parent/Guardian understands that Tutoring Services cannot begin until signed agreement is returned to the District/School.

District/School representative: _____
PRINT NAME _____
SIGNATURE _____

Provider representative: _____
PRINT NAME _____
SIGNATURE _____

Possible Vendor Fair format



LEA SES WEBSITE

LEAs are required to prominently display on its Web site and in a timely manner the following regarding SES:

1. Beginning with data from the 2007-2008 school year, and for each subsequent school year, the number of students who were eligible for and the number of students who participated in SES.
2. For the current school year, a list of SES providers approved by the State to serve the LEA and the locations where services are provided.
3. Information should include
 - Which providers are able to serve students with disabilities or LEP students
 - SES timeline and procedures for enrollment
 - The 20% obligation and the per-pupil allocation
4. **ADDITIONALLY** the information may include
 - Ways in which parents can make informed decisions about their options

An LEA that does not maintain a website should notify the state before the start of the school year that it does not have a Web site so the state can meet its obligation to post the required information on its own Web site.

SES Enrollment Data:

School Year	# students eligible	# students spaces	# students participated
2009-2010	4200	1275	?
2008-2009	4500	1350	1350
2007-2008	6700	1480	1400

SES Providers*:

Company	Grades	Group	Special Needs	ELL	Location
Brainfuse	3-12	1:10		✓	Internet based online at school
Camp Fire USA	K-8	1:5			School
Club Z!	K-12	1:5	✓	✓	School, public places
Martin Porres	K-12	1:5	✓	✓	School
Rising Star	K-12	1:3	✓	✓	School, Library
The Learning Ladder	1-12	1:3	✓	✓	At Learning Center

***NOTE:** The district may publish the providers who are actually contracted to work within their district rather than the entire list of providers. They may also activate a link between the provider name and the provider profile located on the ADE website, if desired.



State of Arizona
Department of Education

To: District Superintendents, Charter Administrators, School Principals, State Tutoring Coordinators, and recent High School Tutors

From: Karen Butterfield, Ed.D., Associate Superintendent for Academic Achievement
Nancy Konitzer, Deputy Associate Superintendent
Stephen Bonnet, State Tutor Grant Coordinator

Date: July 18, 2011

Subject: **FY12 State Tutoring Program Announcement (Fall and Spring Grants).**

In accordance with A.R.S. 15-241 R: Pupils attending a school designated as an underperforming school or a school failing to meet academic standards or a pupil who has failed to pass one or more portions of the Arizona instrument to measure standards test in grades eight through twelve in order to graduate from high school may select an alternative tutoring program. . .

The program changes reflect the input of Task Force participants and our efforts for continual improvement and appropriate fiscal management. A finite amount of funding is available per round. Please note, when that amount has been encumbered, **ADE will not be able to approve more grants.**

Student Eligibility	<ul style="list-style-type: none">• Freshmen, sophomores who did not pass the 8th grade AIMS, or• Juniors and seniors who have yet to pass high school AIMS in order to graduate, or• Students attending Underperforming (U)/Failing (F) schools per July 2011 AZ LEARNS profiles.
Tutoring Hours/Group Size	<ul style="list-style-type: none">• Not to exceed 90 hours for each eligible student per semester• Maximum <u>group size</u> of 5 students to 1 tutor; a tutor can work with an unlimited <u>total</u> number of students.• A tutor can be paid a maximum of 75 hours per round/semester of tutoring. Please ensure that the total for all tutors at an LEA does not go over the allocated grant amount/budget.
Tutoring Dates	FALL August 8 – December 9, 2011 SPRING January 9 – April 13, 2012
Tutor Accounts	Once an on-line account is activated, that tutor may not transfer their account to another district, charter, or approved provider during an active round.

Grant Deadlines	<p>FALL Grant opens July 25, 2011 closes September 9, 2011 and must be approved by September 23, 2011.</p> <p>SPRING Grant opens November 28, 2011 closes December 16, 2011 and must be approved by January 6, 2012.</p>	
Allocations	<p>Maximum grant per participating:</p> <ul style="list-style-type: none"> High school with fewer students needing to pass AIMS See Cut Score list at: http://www.ade.az.gov/asd/StateTutoring/ U/F school under 500 students http://www.ade.az.gov/researchpool/cv/AZEnroll/2009-2010/Default.asp <p style="text-align: center;">\$3500</p>	<p>Maximum grant per participating:</p> <ul style="list-style-type: none"> High school with greater number of students needing to pass AIMS See Cut Score list link to left. U/F school above 500 students See list link to left. <p style="text-align: center;">\$7500</p>
Hours Transfer	<p>While all schools listed in the grant application must provide some tutoring, hours/funds can be transferred among participating schools within a district/charter. This is a local decision, so ADE does not need to be informed.</p>	
Schools with State Tutoring and On-site outside providers	<p>If a school offers both a State Tutoring Program and permits outside provider(s) tutoring on-site, the parent of a participating student must choose one: the school's program or one of the approved-providers' programs. If a parent is dissatisfied, he/she can change programs. The new tutor must complete another Certificate of Supplemental Instruction (parent-tutor agreement) and notify the on-site program coordinator. The new tutor will register as a secondary tutor in order to enter data into the online system.</p>	
Grant Process in a nutshell	<ul style="list-style-type: none"> 1st -Complete a worksheet found in Common Logon; send it as an attachment to Stephen.Bonnet@azed.gov for review. 2nd -Submit the grant application. See "Grant Process - more details" section below. 3rd -Each participating principal emails Stephen.Bonnet@azed.gov his/her statement of intent to run a tutoring program, plus their coordinator's name, position, and email address. 4th -After grant approval, each coordinator emails Stephen.Bonnet@azed.gov the tutors' names, email addresses, and how each new tutor is qualified. 5th -Tutors enter student and session data in online system. See "accountability" section. 	

Example of a grant application for \$5,000 (\$2500 allocation each school)

Function Code	Object Code	Amount	Description
Instruction 1000			
Salaries	6100	4093.82	Tutor stipends at \$32.75/hr Alpha and Beta schools
Employee Benefits	6200	706.18	Benefits without medical for tutors (17.25%)

Optional: Coordinator Stipend

Support Services 2100			
Salaries	6100	170.58	Stipend for a state tutoring coordinator (teacher) at Alpha School
Employee Benefits	6200	29.42	Benefits without medical for coordinator at (17.25%)

Information in the section that follows was previously stated in last year's correspondence.

Supplemental Educational Services (SES) First

A Title I school in the second year of School Improvement and labeled "underperforming" or "failing" must fulfill its Title I obligations and put forth sufficient effort to offer Supplemental Educational Services (SES) first and use up to 20% of the district's Title I funds as required by NCLB. If there are still students who need tutoring, that school could then use State Tutoring Program.

Tutor Qualifications

- Tutors must be highly qualified teachers as defined by NCLB.
- Tutors must provide copies of current HQ Attestations that demonstrate they are HQ as defined by NCLB in reading/language arts, mathematics, or special education.
- Tutor Qualification Exceptions when HQ tutors are not available
Principals or Providers should use the Tutor Verification form as a guide to determine if each tutor qualified as an Exception and have transcripts. Documentation must be maintained that sufficient attempts to recruit HQ tutors were unsuccessful.
 - Tutors for grade 7-12 students in mathematics: (a) 12 credits in mathematics and (b) bachelor's degree or college student.
 - Tutors for grade 7-12 students in English or Writing: (a) 12 credits in English/Language Arts and (b) bachelor's degree or college student.

- Tutors for elementary school K-8 students or older special education students: (a) 12 credits in basic education content courses in English, social studies, mathematics, science and bachelor's degree or (b) enrollees in teacher preparation programs.
- HQ instructional aide (per Section 1119 of NCLB) employed by a school district or charter school.

Supplemental Programs – Scheduling Tutoring

- Examples of supplemental programs are those after school, before school, during lunch, weekends, supplemental Fridays, evenings, intersession, pullouts that do not remove students from core classes, AIMS remediation “classes” with no more than 5 students during teachers’ prep times (high school elective credit may be given).
- During non-teaching prep time with principal’s permission.
- Programs may not supplant regular instruction.

Accountability

- ✓ Completed Certificates of Supplemental Instruction are required as the agreement between the tutor and the parent. Key pieces relate to parental contact, the skill/concept to be studied, and principal/administrator acknowledgement. Please use the document found at our website.
- ✓ For accountability purposes, the tutor will indicate online if and how that student showed academic improvement in that skill/concept. Written, oral, or other assessments can be teacher-made, district, or standardized tests determined by the tutor.
- ✓ The State Tutor fund online system is how the tutor registers students and enters session information. Use of this system is how ADE calculates actual amounts to reimburse the district/charter holder.
- ✓ State Board of Education may remove a tutor if he/she fails to meet the stated level of academic improvement (A.R.S. 15-241R) stated in Certificate of Supplemental Instruction.

Outside Providers

- Outside approved providers are posted at the ADE website.
<http://www.ade.az.gov/asd/StateTutoring>.
- Tutors who register with outside providers cannot simultaneously register and tutor for an LEA (or vice versa).
- The relationship between the school/LEA should be the following:
 - If a school/LEA chooses not to participate in the State Tutoring Program, it is under no obligation to advertise for providers approved under this RFP.
 - If a school/LEA does participate in the State Tutoring Program, they must inform parents about the availability of approved providers in the area.

The parent is responsible for contacting an outside provider. The Certificate of Supplemental Instruction authorizes the release of a student’s records. Schools/LEAs will not release names or other information about eligible students to providers without a signed Certificate of Supplemental Instruction.

Documentation to Keep

Ensure that documentation is available for monitoring to include the signed Certificates of Supplemental Instruction, attendance records that cover session dates, duration and students present (i.e., sign-in sheets), HQ Attestations, and backup documentation for all tutors related to their qualifications (i.e., transcripts).

Grant Process – More Details

- 1) Administration supplies and instructional supplies will not be allowed.
- 2) Up to \$200, including benefits, per school site will be allowed to coordinate the program. A paid coordinator must be site staff- a teacher or counselor- but not a principal, administrative assistant or paraprofessional. An unpaid coordinator can be anyone.

Resources

The Tutor Verification form, the Certificate of Supplemental Instruction, list of outside providers, and cut score list can be found at: <http://www.ade.az.gov/asd/StateTutoring> .

If you have any questions, please contact Stephen.Bonnet@azed.gov