



# Title I Supplemental Educational Services Application Webinar

**Academic Year 2010-11**  
**March 2010**

# Today's Presenter

## **Bill Witt**

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## **Special Thanks To:**

- ❑ Supplemental Educational Services Committee
- ❑ Mark Coscarella
- ❑ Linda Forward
- ❑ Kristen Neal
- ❑ Ryan Starkweather

# Webinar Instructions/Etiquette

- ❑ **Today's webinar is being presented in listen only mode.**
- ❑ Utilize the chat function for questions.

# Adequate Yearly Progress (AYP )

AYP is a component of the Accountability Profile based on a series of performance goals that every school, local education agency (LEA), and State must achieve within specified timeframes in order to meet the 100% proficiency goal established by the federal ~~No Child Left Behind Act of 2001~~ **Elementary and Secondary Education Act (ESEA)**.

# Requirements for Identified Schools

ESEA Legislation Label:	Identified for School Improvement		Identified for Corrective Action	Identified for Restructuring
AYP PHASE LANGUAGE:	PHASE 1	PHASE 2	PHASE 3	PHASE 4 AND ABOVE
NEW AYP STAGE:	Identified for School Improvement	Identified for School Improvement (SES)	Identified for Corrective Action	Identified for Restructuring
Years the school has not made AYP:	No AYP for <i>two</i> consecutive years	No AYP for <i>three</i> consecutive years	No AYP for <i>four</i> consecutive years	No AYP for <i>five</i> or more consecutive years
ESEA Title I, Part A requirements:	<ul style="list-style-type: none"> <li>•Parent Notification</li> <li>•Choice/Transfer</li> <li>•Technical Assistance</li> <li>•Implement Revised School Improvement Plan</li> <li>•Use 10% of School's Title I Allocation for Professional Development</li> </ul>	<ul style="list-style-type: none"> <li>•Parent Notification</li> <li>•Choice/Transfer</li> <li>•Technical Assistance</li> <li>•Implement Revised School Improvement Plan</li> <li>•Use 10% of School's Title I Allocation for Professional Development</li> <li>•Supplemental Educational Services</li> </ul>	<ul style="list-style-type: none"> <li>•Parent Notification</li> <li>•Choice/Transfer</li> <li>•Technical Assistance</li> <li>•Corrective Action Information to Public and Parents</li> <li>•Supplemental Educational Services</li> </ul>	<ul style="list-style-type: none"> <li>•Parent Notification</li> <li>•Choice/Transfer</li> <li>•Technical Assistance</li> <li>•Develop and Implement Restructuring Plan</li> <li>•Supplemental Educational Services</li> </ul>

# Supplemental Educational Services (SES)

- Supplemental educational services are extra academic assistance for eligible students who are attending Title I schools that have failed to make AYP for three or more years (Second year of identification for school improvement or higher).

# Eligible Students

**Students who are eligible for SES meet two criteria:**

- ❑ They attend Title I schools that have failed to make AYP for three or more years (Second year of identification for school improvement or higher), and
- ❑ They qualify for free or reduced lunch

Slide prepared by USDOE, October, 2002

# Allowable Services

Tutoring in **math, reading and writing, science, and social studies;**

- ❑ Providers in Michigan must at least offer tutoring in math or English language arts (or both).
- ❑ Providers may also offer tutoring in science and social studies.

# Allowable Services

- ❑ Approved providers may not provide instruction or content outside of what is described in the **approved** application.
- ❑ Instruction **must** take place outside the regular school day. No SES activities (tutoring, pre or post testing, etc.) may take place during normal school hours.

# Establishing Priorities

- When more students request services than the school district can fund, the school district must prioritize and provide services for the lowest achieving students first.

# Responsibilities of the District

- ❑ Notifying parents about the availability of services.
- ❑ Helping parents chose a provider, if such help is requested.
- ❑ Determining which students should receive services when all students cannot be served.
- ❑ Developing **Individualized Learning Goals** with the parents and provider.

# Individualized Learning Goals

- ❑ Developed for each student in consultation with the district, parents and the student's provider.
- ❑ Include a timetable for improving achievement.
- ❑ Identify how the student's progress will be measured.
- ❑ If applicable, are consistent with the student's **individualized education program (special education plan for students with special needs)**.

# Notification to Parents

- ❑ Identifies the school's AYP status.
- ❑ Includes registration information.
- ❑ Allows at least 30 days for registration.
- ❑ Occurs at least once annually. MDE requires multiple notifications in multiple languages (if appropriate).
- ❑ Provide specific information about ALL providers who are servicing the district (dependent on MDE release of provider information).

# Enrollment Periods

- ❑ Districts must provide at least two enrollment windows at separate points in the school year (“rolling” enrollment is also acceptable).
- ❑ This means, for example, that a district might allow students to enroll in SES during the early fall, coinciding with the start of school, and hold a second enrollment window in late fall or early winter, after a grading period has ended, OR applications could be accepted throughout the year.

# Length of Time for Providing SES

- ❑ **Schools:** As schools improve and make Adequate Yearly Progress (AYP) for two consecutive years, they are no longer required to provide these services.
- ❑ **Students:** A student who is eligible to receive these services should receive them either for the entire school year or until the student's allocation is exhausted (allocation amounts are posted annually at [www.mde-ses.com](http://www.mde-ses.com)).

# Funding for Supplemental Services

- A district must spend the lesser of:
  - the amount the district receives in Title I funding per low-income child (per-pupil amount) **or**,
  - the cost of the services themselves.
  
- A district is required to spend up to 20% of the total Title I, Part A allocation on SES (minus the amount spent on Public School Choice and as needed to meet parent demand).

# Distance Learning Technology

- ❑ Some school districts may have a limited number of providers, so organizations that provide distance learning technology may also apply to become SES providers.
- ❑ Providers that utilize distance learning technology do not have different criteria for eligibility.

# **What are the general requirements to become a State-approved SES provider?**

# General Requirements

- ❑ The provider must demonstrate a record of effectiveness in improving student achievement. The State defines “demonstrated record of effectiveness.”
- ❑ Instructional strategies must be of high quality, based upon research, and designed to increase student achievement.

# General Requirements

- Services must be consistent with instructional programs of the school district and with State academic content standards.
  
- Providers must be financially sound.
  - *The State has established additional criteria based on these requirements.*

# Other Information To Be Considered

- ❑ Information from a provider on whether it has been removed from any state's approved provider list.
- ❑ Parent recommendations or results from parent surveys, if available, regarding the success of a provider's instructional program in increasing student achievement.

# Other Information To Be Considered

- ❑ Any evaluation results demonstrating that a provider's instructional program has improved student achievement.

# Provider Profile

A provider may be:

- School entity (public or private)
- Institution of higher education (public or private)
- Nonprofit or for-profit organization
- Faith-based organization

Slide prepared by USDOE, October, 2002

What are the responsibilities of  
an approved SES provider?

# General Responsibilities

- ❑ Participate in setting specific achievement goals for the student, which must be developed in consultation with the student's parents, SES provider, and the district.
- ❑ Providing a description of how the student's progress will be measured and how the student's parents and teachers will be regularly informed of that progress.

# General Responsibilities

- Ensuring that instruction provided and content used by the provider are:
  - consistent with the instruction provided and content used by the local district and State,
  - are aligned with State student academic achievement standards.

# General Responsibilities

- ❑ Establishing a timetable for improving the student's achievement.
- ❑ All other specific requirements in the contract between the Provider and the District.
- ❑ All other specific requirements in your State application including the Assurances and Code of Ethics.

# General Responsibilities

- ❑ Meeting all applicable Federal, State, and local health, safety, and civil rights laws.
- ❑ Ensuring that all instruction and content is secular, neutral, and non-ideological.

# Specific Responsibilities for Schools or School Districts that are SES providers

- If an Identified school or school district becomes a State-approved SES provider, it **MUST** still offer **all other SES providers approved for the district** the opportunity to recruit and enroll students.

# Specific Responsibilities

- Schools or school districts that are State-approved SES providers **may not exclude** other approved providers from open houses, provider fairs, or other events intended to recruit or enroll students in SES

# Specific Responsibilities

- Where a school district or a school is also an approved provider of SES, district personnel assigned SES provider responsibilities shall avoid all conflicts of interest or favoritism, including the following:

# Specific Responsibilities

- The district shall ensure that the individual has no greater access to parents and students at provider fairs, school assemblies, and other, similar occasions than is afforded to all other providers.

# Specific Responsibilities

- Individuals employed by the district for this purpose shall not present marketing or recruitment information on any occasion unless all other providers approved for the schools served are offered the same opportunity to present information or recruit students.

# Specific Responsibilities

- “Access” means the amount of speaking time available, the space used, and any other resources allocated to providers.

# Specific Responsibilities

- Individuals serving as an approved SES provider shall have duties that are entirely distinct from those of any other district employee who performs oversight with respect to the provision of SES.

# Specific Responsibilities

- This prohibits the district SES provider from duties such as serving as the district's liaison to all SES providers within a school or schools, or assigning students to other providers.

# Additional Supplemental Educational Services Guidance

- Federal Non-Regulatory Guidance

<http://www.ed.gov/nclb/choice/help/ses/guidance.html>

- Michigan Department of Education SES Information

[www.michigan.gov/mde-ses](http://www.michigan.gov/mde-ses)

A stage with red curtains and a spotlight on the floor. The text "The Application" is centered on the stage.

# The Application

# Important Notes

- Submission of an application **DOES NOT** guarantee approval.

# Important Notes

- ❑ Once approved, providers must operate within the information identified in their application.
- ❑ Changes in information may be requested in writing to MDE prior to the beginning of the application process in subsequent years.

# More Important Notes

- All changes must receive written approval from MDE prior to implementation and are decided on a case by case basis.

# Even More Important Notes

- This includes, but is not limited to changes in the following categories:
  - Tutor qualifications
  - Grade level (these changes normally require a new application)
  - Hourly rate
  - Minimum & maximum number of students
  - Curriculum (may also require a new application)
  - Service session information
  - Tutor/student ratio
  - Service area

# Electronic Application

□ [www.mde-ses.com](http://www.mde-ses.com)

The application is divided into five sections -

- Part A: Basic Program Information

# Basic Program Information

## □ **Contact Information:**

- Local contact information will be published.
- Only the person(s) listed on the application may update information with MDE.

## □ **SES History:**

- Has applicant been approved in Michigan under any other name?
- Has applicant been approved past or current in any other state?
- Has applicant had any official action taken against it by any state?

Please enter the requested information in the spaces provided. Be sure to read all notes, as they provide important information regarding each category.

**IMPORTANT NOTE: Once approved, providers must operate within the information identified in this application.**

Changes in application information may be requested in writing to MDE prior to the beginning of the application process in subsequent years. The request must include the rationale for the changes. All changes must receive written approval from MDE prior to implementation and will be determined on a case-by-case basis. This includes, but is not limited to, information changes in the following categories:

- Tutor qualifications
- Grade level
- Hourly rate
- Maximum and minimum number of students
- Curriculum
- Service session information
- Tutor/Student ratio
- Service area

**Instructions:** Complete each section in full.

**1. Federal EIN, Tax ID or Social Security Number:**

**2. Legal Name of Entity:**

**3. Name of Entity as you would like it to appear on the Approved List:**

**4. Entity Type:**

- For-profit  
 Non-profit

**5. Check the category that best describes your entity:**

- Business  
 Child Care Center  
 Community-Based Organization  
 Educational Service Agency (e.g., RESA or ISD)  
 Faith-Based Organization

- Institution of Higher Education  
 School District  
 Other (specify):

**6. Applicant Contact Information (Only the two individuals listed on this application will have access to the information contained within the application)**

Name of Contact: \* First Name:  Last Name:

Phone: \* (  )  -  e.g. ( xxx ) xxx - xxxx

Fax: (  )  -  e.g. ( xxx ) xxx - xxxx

Street Address: \*

City: \*  State: \*  Zip: \*

E-Mail: \*

Website

# Basic Program Information

## Service Area:

- Enter Statewide ONLY if you agree to provide services to ANY district in the State of Michigan.
- List the Intermediate School District(s) (ISD(s)) in which you agree to provide services.

# Basic Program Information

## Service Area:

- ❑ If you only intend to provide services to select districts or Public School Academies (PSAs) within the ISD(s), list each individual district or PSA you wish to service.
- ❑ You may only enroll students from the districts/PSAs identified in this application
- ❑ You may not add districts after the application has been submitted.

### 9. Service Area:

List the intermediate school district and each individual district in which you agree to provide services. Enter "Statewide" ONLY if you agree to provide services to any district in the State of Michigan. By indicating that you will serve a specific district (or all districts, if you indicate "Statewide"), you agree to provide services to any student in that district whose parent(s)/legal guardian(s) select you as their provider within minimum and maximum capacity. Additionally, you may only enroll students from the districts identified in this application, and you may not add additional districts once the application is approved.

Statewide

#### Intermediate School Districts and Individual School District Choices

Select an Intermediate School District(s)

Select an Intermediate School District

Name(s) of District(s)

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<<

Selected District(s)

### 10. Place of Service:

Check the location(s) that best describe(s) where you intend to deliver services to students. If you select "Via Technology," please use the Criteria 2 narrative to identify the type of technology used, describe where the students will access the service and whether it is distance learning. Describe how the session will be facilitated and monitored.

Community Center

LEA Facility (Checking this box does not guarantee space will be available in district buildings to offer tutoring. SES Providers must work with each district to gain access to school facilities. Space in school buildings varies by district).

Place of Business

Place of Religious Worship (e.g., church, synagogue, mosque, temple)

Student's Home

Via Technology

Other (specify):

# Basic Program Information

- ❑ Indicate the minimum & maximum number of students that may be enrolled in each district.
- ❑ Specific Student Populations
  - Indicate which sub-groups the applicant entity will be qualified to serve:
    - ❑ English language learners
    - ❑ Students with disabilities

# Basic Program Information

## □ Session Information

- How many days per week?
- How many minutes per session?
- How many hours are required to achieve individualized learning goals?

# Basic Program Information

- ❑ List the maximum fee per hour of instruction, per student.
- ❑ MDE does not allow approved SES providers to charge fees outside of the maximum fee per hour of instruction, per student, as identified in the application.

# Basic Program Information

- Once approved, providers may not exceed the maximum hourly rate indicated in the application during the academic year identified in the application.

# Basic Program Information

## Hourly Rate (continued):

- Does your program ever lower the hourly fee to guarantee each student a specific number of service hours?
  - If yes, what is the guaranteed minimum number of service hours each student receives?

# Basic Program Information

## Hourly Rate (continued):

- Applicants must ensure that the maximum hourly rate identified in the application is low enough to allow for the number of hours required to achieve individualized learning goals, or is equal or lesser than the guaranteed number of service hours identified.

# Hourly Rate Note:

- The hourly rate should be sufficient to cover your identified expenses.

# Hourly Rate

## Sample Calculation #1

Applicant set a maximum hourly rate/fee = \$25.00 per hour

Applicant identified the number of hours needed to demonstrate academic progress at: 25 hours

District per student amount \$2,000.00

$\$25.00 \times 25 \text{ hours} = \$625 < \$2000.00$  (**YES**)

### Hourly Rate Calculation

\$2000.00	÷	<b>\$25</b>	=	<b>80</b>	≥	<b>25</b>
\$2000.00	÷	Maximum fee per hour	=	Calculated hours of instruction	≥	Minimum number of hours required for student to achieve their individualized learning goals (application question #17)
<p><b><i>a) Is hourly rate likely to allow minimum hours of instruction?</i></b></p>						<input checked="" type="radio"/> Yes <input type="radio"/> No
<p><b><i>b) If the answer to question a) is "No", does the applicant entity ever lower the hourly rate to guarantee each student receives a specific number of service hours? (application question #18)</i></b></p>						<input type="radio"/> Yes <input type="radio"/> No
<p><b><i>If the answer to both a) and b) above is "No", the application is not considered and the applicant entity will not be placed on the 2009-10 Michigan SES Approved Provider list.</i></b></p>						

# Hourly Rate

## Sample Calculation #2

Applicant sets a maximum hourly rate/fee =  
\$100.00 per hour

Applicant identified the number of hours needed to  
demonstrate academic progress at: 25 hours

District per student amount \$2,000.00

$\$100.00 \times 25 \text{ hours} = \$2500 > \$2000.00$  (**NO**)

Hourly Rate Calculation						
\$2000.00	÷	\$100	=	20	≥	25
\$2000.00	÷	Maximum fee per hour	=	Calculated hours of instruction	≥	Minimum number of hours required for student to achieve their individualized learning goals (application question #17)
<b>a) Is hourly rate likely to allow minimum hours of instruction?</b>						Yes <input type="checkbox"/> <input checked="" type="checkbox"/> No
<b>b) If the answer to question a) is "No", does the applicant entity ever lower the hourly rate to guarantee each student receives a specific number of service hours? (application question #18)</b>						Yes <input type="checkbox"/> <input type="checkbox"/> No
<b>If the answer to both a) and b) above is "No", the application is not considered and the applicant entity will not be placed on the 2009-10 Michigan SES Approved Provider list.</b>						

# Another note on the hourly rate calculation

- ❑ In the second calculation (\$100 hourly rate), the hourly rate is too high to meet the minimum hours required for the student to meet their learning goals.
- ❑ In this case, the provider must lower their hourly rate in order to provide the minimum hours.
- ❑ If the hourly rate is not lowered, then the rate is too high and the application cannot be approved.

# Example 1:

- ❑ The provider will lower their hourly rate to guarantee each student receives a specific number of service hours.
- ❑ The application review may continue.

### Hourly Rate Calculation

\$2000.00	÷	<b>\$100</b>	=	<b>20</b>	≥	<b>25</b>
\$2000.00	÷	Maximum fee per hour	=	Calculated hours of instruction	≥	Minimum number of hours required for student to achieve their individualized learning goals (application question #17)
<b><i>a) Is hourly rate likely to allow minimum hours of instruction?</i></b>						Yes <span style="margin-left: 100px;"><input checked="" type="radio"/> No</span>
<b><i>b) If the answer to question a) is "No", does the applicant entity ever lower the hourly rate to guarantee each student receives a specific number of service hours? (application question #18)</i></b>						<input checked="" type="radio"/> Yes <span style="margin-left: 100px;"><input type="radio"/> No</span>
<b><i>If the answer to both a) and b) above is "No", the application is not considered and the applicant entity will not be placed on the 2009-10 Michigan SES Approved Provider list.</i></b>						

# Review may continue

## Example 2:

- ❑ The provider **does not** lower their hourly rate to guarantee each student receives a specific number of service hours.
- ❑ The application is not reviewed further.

### Hourly Rate Calculation

\$2000.00	÷	<b>\$100</b>	=	<b>20</b>	≥	<b>25</b>
\$2000.00	÷	Maximum fee per hour	=	Calculated hours of instruction	≥	Minimum number of hours required for student to achieve their individualized learning goals (application question #17)
<b><i>a) Is hourly rate likely to allow minimum hours of instruction?</i></b>						Yes <input type="radio"/> <input checked="" type="radio"/> No
<b><i>b) If the answer to question a) is "No", does the applicant entity ever lower the hourly rate to guarantee each student receives a specific number of service hours? (application question #18)</i></b>						Yes <input type="radio"/> <input checked="" type="radio"/> No
<b><i>If the answer to both a) and b) above is "No", the application is not considered and the applicant entity will not be placed on the 2009-10 Michigan SES Approved Provider list.</i></b>						

# NOT APPROVED!!

# Basic Program Information

## □ Tutor/Student Ratio:

### □ 1-5 students

- 1 tutor per 5 students for non-computer based instruction,

### □ 1-8 students

- 1 tutor per 8 students for computer based instruction in a classroom or lab setting,

### □ 1-30 students

- 1 tutor per 30 students for online instruction with an off-site facilitator.

# Basic Program Information

## Program Summary

- Summarize program in narrative form in 150 words or less and include:
  - Your approach or model of instruction, including assessment and goal-setting procedures.
  - The structure of a standard tutoring session including length of sessions, frequency of sessions, length of sessions and student/tutor ratio.
  - The instructional materials that will be used.
  - Tutor qualifications.

# Basic Program Information

- ❑ This summary will be used by MDE and/or districts you serve to describe your services to parent(s)/legal guardian(s) and/or the public.
- ❑ It is highly advised that you proofread your program description carefully. MDE reserves the right to edit your description for space considerations, but will not edit for spelling errors or typos.

# Basic Program Information

- Minimal rewards, up to a total of \$20.00 per student annually are allowed for attendance or achievement, but may not be advertised in the program description.

# Part B: Narrative Information

# What does the rubric look like for part B?



# Criterion 1

## **Financial Soundness and Management Structure**

Maximum Score: 30 points

Minimum Score Required: 14 points

# Criterion 1- Required Documentation

- Cash-on-Hand
- Cash Flow
- Expense Minimum
- Expense Maximum
- Licensure
- Insurance
- Billing and Payment
- Financial Narrative

# Criterion 1: Required Documentation

- ❑ Sufficient evidence is provided that there is enough cash-on-hand to support the business for at least six months.
- ❑ Cash flow documents are reasonable and account for the majority of projected monthly revenue and expenses for at least twelve months ending in June 2011.
- ❑ Comprehensive list of expenses is likely to serve the minimum and maximum number of students identified in the application.

# Required Documentation

- Business license or formal documentation of legal status to conduct business in Michigan or other state(s) is valid (schools or districts may substitute building or district code and other applicable info as proof of status)

# Required Documentation

- ❑ Insurance documentation provided is comprehensive and included in the list of identified expenses.
- ❑ Sample invoices and other business documents indicate that there is a management structure related to billing and payment in place.

# Required Documentation

- ❑ Financial narrative provides a reasonable understanding of how the financial documents represent a relatively stable business plan.
- ❑ The hourly fee is justified and likely to allow students the hours necessary to increase achievement (as previously described).

**All required attachments are included.**

- ❑ Applications submitted without required documentation are considered incomplete and will not be reviewed.

# Criterion 2

## **Demonstrated Record of Effectiveness in Increasing Student Academic Achievement**

Maximum Score: 15 points

Minimum Score Required: 7 points

# Criterion 2 Evaluation

- Your application will be evaluated on your ability to demonstrate your record of effectiveness in increasing academic achievement, particularly for low-income and/or underachieving students, in the subjects and grade levels in which you intend to provide services.

# Criterion 2 Evaluation

- Data that provide evidence of a positive impact on Michigan state assessments will be given the most weight. Other evidence that will be considered includes:
  - Data that demonstrate a positive impact on national, another state's, and/or district assessments.

# Criterion 2 Evaluation

- Data that demonstrate a positive impact on other independent, valid and reliable assessments (e.g., provider-administered assessments, teacher-administered content area assessments).
- Data that demonstrate a positive impact on course grades.

# Criterion 2 Evaluation

- Data that demonstrate positive feedback from customers (e.g., parent(s)/guardian(s), students, LEAs) related to the effectiveness of the instructional program).
- Data that demonstrate a positive impact on other indicators (e.g., student attendance, student behavior/discipline, retention/promotion rates, graduation rates).

# Serving other populations

- If you intend to serve students with disabilities or students that are English language learners (ELL), cite and reference available research studies (as appropriate) and **provide data** that indicate the positive impact your program is expected to have on the academic achievement of those student population(s).

# Criterion 3

## **Evidence of a High-Quality, Research-Based Instructional Program Designed to Increase Student Academic Achievement**

Maximum Score: 10 points

Minimum Score Required: 6 points

# Criterion 3 Evaluation

- ❑ The application will be evaluated on the applicant's ability to demonstrate that the instructional program is:
  - high quality and research-based;
  - and designed to increase student academic achievement.
- ❑ You must describe the findings of any academic research that support major elements of your instructional program.

# Criterion 3 Evaluation

- Major elements must include:
  - Instructional strategies.
  - Time on task.
  - Special instructional materials.
  - Use of technology.
  - Other relevant program components.

# Criterion 4

## **Evidence of an Instructional Program and Content Consistent with State Standards and LEA Program(s) - *Connection to Content Expectations***

Maximum Score: 10 points

Minimum Score Required: 6 points

# Criterion 4 Evaluation

- ❑ The application will be evaluated on the applicant entity's ability to demonstrate the instructional program's connection to specific:
  - Grade Level Content Expectations,
  - High School Content Expectations,
  - Course/Credit Content Expectations,
  - Michigan Curriculum Framework.

# Criterion 4 Evaluation

- ❑ The applicant entity must provide sample student learning objectives and demonstrate alignment to specific Grade Level Content Expectations or High School Content Expectations.

# Criterion 5

## **Evidence of an Instructional Program and Content Consistent with State Standards and LEA Program(s) - *Staff Qualifications***

Maximum Score: 10 points

Minimum Score Required: 6 points

# Criterion 5 Evaluation

- ❑ The application will be evaluated on the applicant entity's ability to demonstrate that there is a process for ensuring staff is qualified and there is a plan for ongoing professional development and supervision.

# Criterion 5 Evaluation

- This section should include:
  - Clearly defined instructor qualifications;
  - Evidence that instructors possess the minimum of a high school diploma;

# Criterion 5 Evaluation

- Evidence that a systematic plan for professional development is in place that addresses the following:
  - Instructional strategies,
  - Focus on student learning,
  - Assessment & communication of progress to students, parents, and districts,
  - Documentation of tutoring sessions and student progress,
  - Differentiation of instruction based on diagnosed student needs,
  - Feedback to students and employees.

# Criterion 6

## **Evidence of Instructional Program and Content Consistent with State Standards and LEA Program(s) - *Assessment of Student Need***

Maximum Score: 10 points

Minimum Score Required: 6 points

# Criterion 6 Evaluation

- ❑ The application will be evaluated on the applicant entity's ability to demonstrate that a specific process is used to assess student need, identify skill or knowledge gaps, and prescribe an instructional program based on the student's individual needs.

# Criterion 6 Evaluation

- The applicant must:
  - Provide evidence an objective assessment is in place.
  - Describe the frequency of objective assessment administration.
  - Provide evidence of a systematic process to analyze the results of the objective assessment.
  - Provide evidence of instructional strategies that will meet individual student needs.

# Criterion 7

## **Evidence of Instructional Program and Content Consistent with State Standards and LEA Program(s) - *Communication Plan***

Maximum Score: 10 points

Minimum Score Required: 5 points

# Criterion 7 Evaluation

- ❑ The application will be evaluated on the applicant entity's plan for communicating student progress to LEAs/teachers and to parents/guardians.

# Criterion 7 Evaluation

- The applicant must:
  - Provide evidence that written progress reports occur regularly.
  - Provide evidence that communication between the applicant and the stakeholders is documented.
  - Describe the process for obtaining parent feedback related to identification of specific instructional goals.

# Criterion 8

## Fluency and Mechanics

Maximum Score: 5 points

Minimum Score Required: 3 points

# Criterion 8 Evaluation

- The application will be evaluated on the applicant entity's ability to demonstrate that entity leaders have a basic understanding of basic mechanics and grammar, and the ability to communicate effectively with parents, districts and employees.

# Narrative

- No additional narrative should be submitted for this criterion. The narrative supplied for criteria 1-7 will be used to demonstrate fluency and mechanics and as a basis for scoring Criterion 8.

# Sections C & D: Agreement To Follow Assurances and Code of Ethics

## SECTION C. ASSURANCES

00:59:43

**IMPORTANT -- You must click the save and exit button at the bottom of the page or complete the section and proceed onto the next section within 1 hour from entering this section. If you do not take either of these actions, after one hour you will be removed from the application and directed back to the login page, and your data will not be saved.**

By electronically submitting the SES provider application, I certify that I have read and understand each of the following statements, agree to be held accountable for the content of each, and understand that the MDE may invoke disciplinary action at any time, up to and including removal from the Approved List, based upon evidence that I have violated any of these Assurances.

## SECTION D. SES PROVIDER CODE OF ETHICS

00:59:58

**IMPORTANT -- You must click the save and exit button at the bottom of the page or complete the section and proceed onto the next section within 1 hour from entering this section. If you do not take either of these actions, after one hour you will be removed from the application and directed back to the login page, and your data will not be saved.**

By electronically submitting the SES provider application, I certify that I have read and understand each of the following statements, agree to be held accountable for the content of each, and understand that the Michigan Department of Education (MDE) may invoke disciplinary action at any time, up to and including removal from the approved list, based upon evidence that I have violated any of section of the SES Code of Ethics.

# Scoring Recap

- Applications will only be **reviewed** if:
  - All portions of the application are complete.
  - All application materials, including attachments, are submitted electronically prior to the due date.

# Scoring Recap

- Applications will only be **approved** if:
  - The previous conditions are met for review,
  - The scores received meet the following:
    - The total application score meets a minimum of 75 points **and**,
    - Each criterion receives the minimum points identified in the next slide:

# Scoring Recap

Criteria	Total Points Possible	Minimum Points Required Per Criteria
1. Financial Soundness and Management Structure	30	14
2. Demonstrated Record of Effectiveness	15	7
3. High-Quality, Research-Based	10	6
4. Connection to Content Expectations	10	6
5. Staff Qualifications	10	6
6. Assessment of Student Need	10	6
7. Communication Plan	10	5
8. Fluency and Mechanics	5	3
<b>Total Points Possible</b>	<b>100</b>	
<b>Minimum Points Required for Approval*</b>	<b>75</b>	

# Scoring Recap

- ❑ Applications that meet the minimum score in each criterion, but do not receive an overall score of 75 or higher will not be approved.
- ❑ Applications that receive an overall score of 75 or higher but do not meet the minimum in each criterion will not be approved.

# A Note On Approval...

- Probationary Status

## **PROBATIONARY STATUS - IMPORTANT!**

All newly-approved SES providers are placed on probationary status for one year.

### **During the Probationary Period, Providers Must:**

- a. Attend the SES new provider orientation session presented by MDE
- b. Participate in any other school district- or State-sponsored SES training that is mandatory for new providers

### **During the Probationary Period, Providers are subject to:**

- a. All applicable local, state, and Federal laws, policies and agreements related to the provision of SES
- b. This includes, but is not limited to:
  - o Title I, Part A, Section 1116
  - o United States Department of Education (USED) SES Non-Regulatory Guidance of January 14, 2009
  - o Michigan's Assurances and Code of Ethics for SES providers
  - o Contracts with individual school districts or public school academies (PSAs)

**Failure to meet any of the above requirements will lead to immediate corrective action, leading up to and including removal from the Approved List.**

At the conclusion of the probationary year, each newly-approved SES provider will go through a final review process for determination of status.

In order to be granted full approval (non-probationary) status, providers must:

- a. Have met all requirements above or have a valid explanation, if a requirement is not met
- b. Provided services for eligible students
- c. Be free of any corrective action or pending corrective action

The MDE will review provider status and decide on one of the following options:

- a. Full approval
- b. An additional year of probation
- c. Removal from the Approved List

**All decisions made by the MDE are final. There is no appeal process.**

# Reapplying

- ❑ Applicant entities that are not approved will be notified and invited to reapply in the future.
- ❑ Applicants that submit an incomplete application or late application, will be notified that their application was not reviewed and that they may reapply next year.

# Questions?

- Contact:

Bill Witt, Education Consultant

[MDE-SES@michigan.gov](mailto:MDE-SES@michigan.gov)

- [www.michigan.gov/mde-ses](http://www.michigan.gov/mde-ses)