

**2009-2010
Supplemental Educational Services
Application Rubric**

Entity Name:

Reviewer:

1. Financial Soundness and Management Structure: Financial Checklist	
No points ascribed to this checklist. <i>Incomplete applications without required attachments will not be reviewed.</i>	
<i>Rationale:</i> The <i>No Child Left Behind Act of 2001</i> (NCLB) Section 1116(e)(12)(B)(iii) requires providers to be financially sound. The application will be evaluated on the applicant entity's ability to demonstrate financial soundness and sound management structure through a review of financial and licensure documentation.	
Required Documentation	Included? (yes or no)
<p>Cash-on-Hand: Applicants must provide evidence that there is enough cash-on-hand to support the business for at least six months. Examples of sufficient evidence are: savings account or checking account statements, notarized letters from investors identifying the investment amount available, evidence of an available line of credit or loan from a financial institution. The amount identified should be enough to cover all projected revenue and expenses for at least six months for the maximum number of students per district identified in the application. Narrative text that states the money is available is <u>not</u> sufficient evidence of cash-on-hand.</p> <p>NOTE: Tax documents are not considered evidence of cash on-hand. Applications submitted with tax documents as evidence of cash on-hand are considered incomplete and will not be reviewed.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>Cash flow: Applicants must provide an organizational cash flow that accounts for and details all monthly projected revenue and expenses for at least twelve months, ending in June 2010.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>Expense minimum: Applicants must provide a comprehensive list of expenses necessary to serve the minimum number of students per district identified in the application for the 2009-10 school year (See "Basic Program Information" #14).</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>Expense Maximum: Applicants must provide a comprehensive list of expenses necessary to serve the maximum number of students per district identified in the application for the 2009-10 school year (See "Basic Program Information" #15).</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>Licensure: Applicants must provide a copy of their business license or formal documentation of legal status with respect to conducting business in Michigan (e.g., certificate of incorporation, proof of 501(c)(3) tax-exempt status).</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>Insurance: Applicants must provide a copy of their general or professional liability insurance or a quote from an insurance agency that reflects their intent to obtain liability insurance (Note: the cost of insurance must be included in the organizational budget and the comprehensive list of expenses and resources).</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>Billing and Payment: Applicants must provide sample invoices and other business documents for tutoring services identifying that a management structure related to billing and payment is in place.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>Financial Narrative: Applicants must provide a one-page narrative explaining how the financial documents listed above represent a strong business plan.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>Are all required documents included? <i>If no, the application is not considered and the applicant entity will not be placed on the 2009-10 Michigan SES Approved Provider list.</i></p>	<input type="checkbox"/> Yes <input type="checkbox"/> No

Checklist continues on next page

Hourly Rate Calculation

\$2000.00	÷		=		≥	
\$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)

a) Is hourly rate likely to allow minimum hours of instruction?

Yes No

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)

Yes No

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.

Comments

**1. Financial Soundness and Management Structure – 25 points possible
Must have a score of 14 or greater to be recommended.**

Rationale: NCLB Section 1116(e)(12)(B)(iii) requires providers to be financially sound. The application will be evaluated on the applicant entity’s ability to demonstrate financial soundness and sound management structure through a review of financial and licensure documentation.

Evidence of Cash On-Hand – 5 Points Possible

Not Recommended (0-2 points)	Recommended (3-4 points)	Highly Recommended (5 points)	MAXIMUM 5 POINTS
<p>Insufficient evidence is provided that there is enough cash-on-hand to support the business for at least six months to serve the maximum number of students per district.</p> <p>No evidence of cash-on-hand is included in the comprehensive list of expenses.</p>	<p>Sufficient evidence is provided that there is enough cash-on-hand to support the business for at least six months to serve the maximum number of students per district.</p> <p>Evidence of cash-on-hand is included in the comprehensive list of expenses.</p>	<p>Detailed evidence is provided that there is enough cash-on-hand to support the business for at least six months to serve the maximum number of students per district.</p> <p>Evidence of cash-on-hand is included in the comprehensive list of expenses.</p>	

Cash Flow Document(s) – 5 Points Possible

Not Recommended (0-2 points)	Recommended (3-4 points)	Highly Recommended (5 points)	MAXIMUM 5 POINTS
<p>Cash flow documents are unclear and/or do not account for the majority of projected monthly revenue and expenses for at least twelve months ending in June 2010.</p> <p>Cash flow documents do not agree with the comprehensive list of expenses.</p>	<p>Cash flow documents are reasonable and account for the majority of projected monthly revenue and expenses for at least twelve months ending in June 2010.</p> <p>Cash flow documents generally agree with the comprehensive list of expenses.</p>	<p>Cash flow documents are comprehensive, clear, and reasonable and account for all projected monthly revenue and expenses for at least twelve months ending in June 2010.</p> <p>Cash flow documents are in total agreement with the comprehensive list of expenses.</p>	

Comprehensive List of Expenses – 5 Points Possible

Not Recommended (0-2 points)	Recommended (3-4 points)	Highly Recommended (5 points)	MAXIMUM 5 POINTS
<p>Comprehensive list of expenses is not likely to serve the minimum and maximum number of students per district identified in the application.</p>	<p>Comprehensive list of expenses is likely to serve the minimum and maximum number of students per district identified in the application.</p>	<p>Comprehensive list of expenses is more than likely to serve the minimum and maximum number of students per district identified in the application.</p>	

Section rubric continues on next page

Business License – 2 Points Possible

Not Recommended (0 points)	Recommended (1 point)	Highly Recommended (2 points)	MAXIMUM 2 POINTS
Business license or formal documentation of legal status to conduct business in Michigan or other state(s) is invalid.	Business license or formal documentation of legal status to conduct business in other state(s) is valid.	Business license or formal documentation of legal status to conduct business in Michigan is valid.	

Insurance Documentation – 2 Points Possible

Not Recommended (0 points)	Recommended (1 point)	Highly Recommended (2 points)	MAXIMUM 2 POINTS
Proof of liability insurance is insufficient and/or excluded from the list of identified expenses.	Proof of general liability insurance is provided and included in the list of identified expenses.	Proof of general and professional liability insurance for a minimum of \$1,000,000 is provided and included in the list of identified expenses.	

Invoice(s) – 2 Points Possible

Not Recommended (0 points)	Recommended (1 point)	Highly Recommended (2 points)	MAXIMUM 2 POINTS
Sample invoices and other business documents are unclear and do not indicate there is a management structure related to billing and payment for tutoring services in place.	Sample invoices and other business documents indicate there is a management structure related to billing and payment for tutoring services in place.	Sample invoices and other business documents indicate there is a comprehensive management structure related to billing and payment for tutoring services in place.	

Financial Narrative – 2 Points Possible

Not Recommended (0 points)	Recommended (1 point)	Highly Recommended (2 points)	MAXIMUM 2 POINTS
Financial narrative is unclear and it is difficult to understand how the financial documents represent a strong business plan.	Financial narrative provides a reasonable understanding of how the financial documents represent a relatively stable business plan.	Financial narrative provides a comprehensive understanding of how the financial documents represent a strong business plan.	

Section rubric continues on the next page

Hourly Fee – 2 Points Possible

Not Recommended (0 points)	Recommended (1 point)	Highly Recommended (2 points)	MAXIMUM 2 POINTS
The hourly fee is inadequate and not likely to allow students the minimum hours necessary to increase achievement.	The hourly fee is adequate and likely to allow students the minimum hours necessary to increase achievement.	The hourly fee is adequate and more than likely to allow students the minimum hours necessary to increase achievement.	

Comments

Points this Section, Maximum of 25: _____

2. Demonstrated Record of Effectiveness – 15 points possible
Must have a score of 7 or greater to be recommended.

Rationale: Providers must have a demonstrated record of effectiveness in increasing the academic proficiency of students in subjects relevant to meeting the state academic content and student achievement standards [NCLB of 2001, Section 1116(e)(4)(B)].

Positive Impact on Michigan State Assessments – 4 Points Possible

Not Recommended (0-1 points)	Recommended (2-3 points)	Highly Recommended (4 points)	MAXIMUM 4 POINTS
<p>Data does not demonstrate a positive impact on achievement on the Michigan state assessments (MEAP, MME) for the intended subject areas and grade levels particularly for low-income and/or underachieving students.</p> <p>Applicant does not provide a response.</p> <p>Response does not address the question.</p>	<p>Data demonstrates a positive impact on achievement on the Michigan state assessments (MEAP, MME) for the intended subject areas and grade levels particularly for low-income and/or underachieving students.</p>	<p>Detailed data is provided that demonstrates a positive impact on achievement on the Michigan state assessments (MEAP, MME) for the intended subject areas and grade levels particularly for low-income and/or underachieving students.</p>	

Positive Impact On Other Assessments – 4 Points Possible

Not Recommended (0-1 points)	Recommended (2-3 points)	Highly Recommended (4 points)	MAXIMUM 4 POINTS
<p>Data does not demonstrate a positive impact on national, another state's, district's, or provider administered assessments in the intended subject areas and grade levels particularly for low-income and/or underachieving students</p> <p>Applicant does not provide a response.</p> <p>Response does not address the question.</p>	<p>Data demonstrates a positive impact on national, another state's, district's, or provider administered assessments in the intended subject areas and grade levels particularly for low-income and/or underachieving students.</p>	<p>Detailed data is provided that demonstrates a significant positive impact on national, another state's, district's, or provider administered assessments in the intended subject areas and grade levels particularly for low-income and/or underachieving students.</p>	

Section rubric continues on next page

Positive Impact On Other Indicators – 4 Points Possible

Not Recommended (0-1 points)	Recommended (2-3 points)	Highly Recommended (4 points)	MAXIMUM 4 POINTS
<p>Data does not demonstrate a positive impact on other indicators (e.g., course grades, student attendance, student behavior/discipline, retention/promotion rates, or graduation rates) in the intended subject areas and grade levels particularly for low-income and/or underachieving students.</p> <p>Applicant does not provide a response.</p> <p>Response does not address the question.</p>	<p>Data demonstrates positive a positive impact on other indicators (e.g., course grades, student attendance, student behavior/discipline, retention/promotion rates, or graduation rates) in the intended subject areas and grade levels particularly for low-income and/or underachieving students.</p>	<p>Detailed data is provided that demonstrates positive a positive impact on other indicators (e.g., course grades, student attendance, student behavior/discipline, retention/promotion rates, or graduation rates) in the intended subject areas and grade levels particularly for low-income and/or underachieving students.</p>	

Positive Feedback From Constituents – 3 Points Possible

Not Recommended (0 points)	Recommended (1-2 points)	Highly Recommended (3 points)	MAXIMUM 3 POINTS
<p>Narrative does not include positive feedback from constituents (parent(s)/guardian(s), students, LEAs) related to the effectiveness of the instructional program in the intended subject areas and grade levels particularly for low-income and/or underachieving students.</p> <p>Applicant does not provide a response.</p> <p>Response does not address the question.</p>	<p>Narrative includes positive feedback from constituents (parent(s)/guardian(s), students, LEAs) related to the effectiveness of the instructional program in the intended subject areas and grade levels particularly for low-income and/or underachieving students.</p>	<p>Narrative includes multiple examples of positive feedback from constituents (parent(s)/guardian(s), students, LEAs) related to the effectiveness of the instructional program in the intended subject areas and grade levels particularly for low-income and/or underachieving students.</p>	

Section comments are on the next page

Comments

Points this Section, Maximum of 15: _____

3. Evidence of a High Quality, Research-Based Instructional Program – 10 points possible Must have a score of 6 or greater to be recommended.			
Rationale: By definition, SES is tutoring and other enrichment services that are high quality, based on research, and designed to increase student academic achievement [NCLB, Section 1116(e)(12)(C)(2)]. According to the U.S. Department of Education (January 14, 2009), the major focus of NCLB is to utilize <i>only</i> those educational practices that have evidence to suggest that they will increase academic achievement (see <i>Federal Supplemental Educational Services Non-Regulatory Guidance</i>).			
Instructional Program – 5 Points Possible			
Not Recommended (0-2 points)	Recommended (3-4 points)	Highly Recommended (5 points)	MAXIMUM 5 POINTS
<p>Few of the major elements of the instructional program, including specific instructional strategies, time on task, special instructional materials, use of technology, and other relevant program components are identified.</p> <p>Applicant does not provide a response.</p> <p>Response does not address the question.</p>	<p>Some to most of the major elements of the instructional program, including specific instructional strategies, time on task, special instructional materials, use of technology, and other relevant program components are identified and supported by research.</p>	<p>All major elements of the instructional program, including specific instructional strategies, time on task, special instructional materials, use of technology, and other relevant program components are listed and supported by research.</p>	
Research – 5 Points Possible			
Not Recommended (0-2 points)	Recommended (3-4 points)	Highly Recommended (5 points)	MAXIMUM 5 POINTS
<p>Research information does not demonstrate a clear relationship between instructional strategies and increased student academic achievement in the intended subject areas and grade levels particularly for low-income and/or underachieving students.</p> <p>Applicant does not provide a response.</p> <p>Response does not address the question.</p>	<p>Some research is cited that will allow a qualified educator to reasonably assume that the identified program components and specific instructional strategies are related to increasing student academic achievement in the intended subject areas and grade levels particularly for low-income and/or underachieving students.</p>	<p>Research clearly indicates that each instructional strategy, and each major program component, has a history of increasing student academic achievement in the intended subject areas and grade levels particularly for low-income and/or underachieving students.</p>	

Section comments are on the next page

Comments

Points this Section, Maximum of 10: _____

4. Connection to Content Expectations – 10 points possible
Must have a score of 6 or greater to be recommended.

Rationale: NCLB Section 1116(e)(5)(B) requires applicants to demonstrate that the instruction they provide and the content they use “are consistent with the instruction provided and content used by the local educational agency and state, and are aligned with state student academic achievement standards.” According to the U.S. Department of Education (January 14, 2009), instructional content and methods need not be identical to those of the LEA, but they must “*share a focus* on the same state academic content and achievement standards and be designed to help students meet those standards” (*Federal Supplemental Educational Services Non-Regulatory Guidance*, p. 15).

Alignment – 5 Points Possible

Not Recommended (0-2 points)	Recommended (3-4 points)	Highly Recommended (5 points)	MAXIMUM 5 POINTS
<p>The response does not address alignment or provides insufficient evidence that documents align to Grade Level Content Expectations, High School Content Expectations, Course/Credit Content Expectations and/or the Michigan Curriculum Framework.</p> <p>Applicant does not provide a response.</p>	<p>Less-detailed evidence is provided. However, evidence alludes to the instructional program being aligned to Grade Level Content Expectations, High School Content Expectations, Course/Credit Content Expectations and/or the Michigan Curriculum Framework.</p>	<p>Detailed evidence is provided that demonstrates the instructional program is aligned to specific Grade Level Content Expectations, High School Content Expectations, Course/Credit Content Expectations and/or the Michigan Curriculum Framework.</p>	

Sample Learning Objectives – 5 Points Possible

Not Recommended (0-2 points)	Recommended (3-4 points)	Highly Recommended (5 points)	MAXIMUM 5 POINTS
<p>Sample student learning objectives that demonstrate alignment to specific Grade Level Content Expectations or High School Content Expectations are not provided.</p> <p>Response does not address the question.</p>	<p>Sample student learning objectives that demonstrate alignment to specific Grade Level Content Expectations or High School Content Expectations are provided.</p>	<p>Detailed sample student learning objectives that demonstrate alignment to specific Grade Level Content Expectations or High School Content Expectations are provided.</p>	

Section comments are on the next page

Comments

Points this Section, Maximum of 10: _____

5. Staff Qualifications – 10 points possible
Must have a score of 6 or greater to be recommended.

Rationale: NCLB Section 1116(e)(5)(B) requires applicants to demonstrate that the instruction they provide and the content they use “are consistent with the instruction provided and content used by the local educational agency and state, and are aligned with state student academic achievement standards.” According to the U.S. Department of Education (January 14, 2009), instructional content and methods need not be identical to those of the LEA, but they must “*share a focus* on the same state academic content and achievement standards and be designed to help students meet those standards” (*Federal Supplemental Educational Services Non-Regulatory Guidance*, p. 15).

Staff Qualifications – 5 Points Possible

Not Recommended (0-2 points)	Recommended (3-4 points)	Highly Recommended (5 points)	MAXIMUM 5 POINTS
<p>Qualifications of the instructors do not meet the minimum criteria.</p> <p>It appears that instructors meet the minimum requirement of having a high school diploma.</p> <p>Applicant did not provide a response.</p>	<p>Clearly-defined qualifications of instructors are evident and reasonable.</p> <p>Instructors are required to meet the minimum requirement of having a high school diploma, or instructors are selected on the basis of criteria that indicate they exceed the minimum qualifications.</p> <p>Examples may include individuals that are not certified teachers, but that hold a BA or MA.</p>	<p>Detailed instructor qualifications with clearly written examples are provided.</p> <p>Instructors are selected on the basis of criteria that indicate they exhibit superior qualifications.</p> <p>Examples may include currently- or formerly-certified English language arts and/or mathematics teachers. Teachers may be certified in any state.</p>	

Professional Development – 5 Points Possible

Not Recommended (0-2 points)	Recommended (3-4 points)	Highly Recommended (5 points)	MAXIMUM 5 POINTS
<p>Professional development and supervision plan are minimally addressed but are not systematic.</p> <p>There is no professional development or supervision plan.</p> <p>Applicant does not provide a response.</p> <p>Response does not address the question.</p>	<p>Most indicators of professional development and supervision addressed effectively. This should include instructional strategies, assessment, communication, and differentiated instruction. A systemic approach to professional development is evident.</p>	<p>There is an effective, systemic and ongoing plan for professional development and supervision that addresses instructional strategies, focus on 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 and feedback to students and employees.</p>	

Section comments are on the next page

Comments

Points this Section, Maximum of 10: _____

6. Assessment of Student Need -15 points possible
Must have a score of 9 or greater to be recommended.

Rationale: NCLB Section 1116(e)(5)(B) requires applicants to demonstrate that the instruction they provide and the content they use "are consistent with the instruction provided and content used by the local educational agency and state, and are aligned with state student academic achievement standards." According to the U.S. Department of Education (January 14, 2009), instructional content and methods need not be identical to those of the LEA, but they must "share a focus on the same state academic content and achievement standards and be designed to help students meet those standards" (*Federal Supplemental Educational Services Non-Regulatory Guidance*, p. 15).

Objective Assessment – 5 Points Possible

Not Recommended (0-2 points)	Recommended (3-4 points)	Highly Recommended (5 points)	MAXIMUM 5 POINTS
<p>Evidence of objective assessment(s) is not provided.</p> <p>Objective assessment(s) are infrequent (i.e., pre-test, post-test only).</p> <p>Response does not address the question.</p>	<p>Applicant describes objective assessment(s) to be used frequently. In addition to the pre-test and post-test, evidence is provided that assessment is ongoing and occurs at least once during the provision of services.</p>	<p>Applicant describes objective assessment(s) to be used more frequently. In addition to the pre-test and post-test, evidence is provided that assessment is ongoing and occurs 3 or more times during the provision of services</p>	

Systematic Process For Analyzing Results – 5 Points Possible

Not Recommended (0-2 points)	Recommended (3-4 points)	Highly Recommended (5 points)	MAXIMUM 5 POINTS
<p>Instructors rely solely on their own judgment or applicant does not identify a systematic process for analyzing results to identify student needs, skill or knowledge gaps, and prescribing an instructional program based on student needs.</p> <p>Applicant does not provide a response.</p> <p>Response does not address the question.</p>	<p>Applicant has a systematic process for analyzing results to identify student needs, skill or knowledge gaps, and prescribing an instructional program based on student needs.</p>	<p>Applicant has a comprehensive, systematic process for analyzing results to identify student needs, skill or knowledge gaps, and prescribing an instructional program based on student needs that is described in detail.</p>	

Section rubric continues on the next page

Instructional Strategy – 5 Points Possible			
Not Recommended (0-2 points)	Recommended (3-4 points)	Highly Recommended (5 points)	MAXIMUM 5 POINTS
<p>Instructional strategies that will effectively differentiate instruction to meet student needs are not provided.</p> <p>Response does not address the question.</p>	<p>An instructional strategy for each subject area that will effectively differentiate instruction to meet student needs is described.</p>	<p>Applicant uses a variety of instructional strategies for each subject area that will effectively differentiate instruction to meet student needs.</p>	

Comments

Points this Section, Maximum of 15: _____

7. Communication Plan – 10 points possible
Must have a score of 4 or greater to be recommended.

Rationale: NCLB Section 1116(e)(5)(B) requires applicants to demonstrate that the instruction they provide and the content they use “are consistent with the instruction provided and content used by the local educational agency and state, and are aligned with state student academic achievement standards.” According to the U.S. Department of Education (January 14, 2009), instructional content and methods need not be identical to those of the LEA, but they must “*share a focus* on the same state academic content and achievement standards and be designed to help students meet those standards” (*Federal Supplemental Educational Services Non-Regulatory Guidance*, p. 15).

Plan for Communicating Student Progress – 4 Points Possible

Not Recommended (0-1 points)	Recommended (2-3 points)	Highly Recommended (4 points)	MAXIMUM 4 POINTS
<p>Applicant provides minimal or no evidence of a plan for communicating student progress to LEA(s)/teacher(s), and parent(s)/guardian(s).</p> <p>Response does not address the question.</p>	<p>Applicant provides evidence of a plan for communicating student progress to LEA(s)/teacher(s), and parent(s)/guardian(s).</p>	<p>Applicant provides detailed evidence of an effective plan for communicating student progress to LEA(s)/teacher(s), and parent(s)/guardian(s).</p>	

Frequency of Communication – 3 Points Possible

Not Recommended (0 points)	Recommended (1-2 points)	Highly Recommended (3 points)	MAXIMUM 3 POINTS
<p>Applicant provides minimal or no evidence that communication will occur with any regularity.</p> <p>Response does not address the question.</p>	<p>Applicant provides evidence that distribution is less frequent (e.g., quarterly to monthly).</p>	<p>Applicant provides detailed evidence that distribution is frequent (e.g., every two weeks or less).</p>	

Parent Feedback on Instructional Goals – 3 Points Possible

Not Recommended (0 points)	Recommended (1-2 points)	Highly Recommended (3 points)	MAXIMUM 3 POINTS
<p>Applicant provides minimal or no evidence of a process of obtaining parent feedback related to identification of specific instructional goals.</p> <p>Response does not address the question.</p>	<p>Applicant provides evidence of a process of obtaining parent feedback related to identification of specific instructional goals.</p>	<p>Applicant provides detailed evidence of a process of obtaining parent feedback related to identification of specific instructional goals. Strategies for parent involvement are clear.</p>	

Section comments are on the next page

Comments

Points this Section, Maximum of 10: _____

8. Fluency and Mechanics – 5 points possible
Must have a score of 3 or greater to be recommended.

Rationale: By definition, SES is tutoring that is high quality, based on research, and designed to increase student academic achievement [NCLB, Section 1116(e)(12)(C)(2)]. According to the U.S. Department of Education (January 14, 2009), the major focus of NCLB is to utilize *only* those educational practices that have evidence to suggest that they will increase academic achievement (see *Federal Supplemental Educational Services Non-Regulatory Guidance*).

Not Recommended (0-2 points)	Recommended (3-4 points)	Highly Recommended (5 points)	MAXIMUM 5 POINTS
Spelling and grammatical errors are frequent and distracting.	Spelling and grammatical errors are present, but don't distract the reviewer or interfere with interpretation of content.	Tight control over spelling and grammar.	

Comments

Points this Section, Maximum of 5: _____