



Frequently Asked Questions Supplemental Educational Services 2007-08 Provider Application Workshops

THE APPLICATION AND APPROVAL PROCESS

Q1. I was approved as a provider last year, but there were no schools in my area in phase 2, so I provided no services. Can I apply again in case some of the schools that were in Phase 1 move to Phase 2?

A1. *Absolutely.*

Q2. When will the on-line application to become an approved SES provider for 2007-2008 be available?

A2. *The on-line application is expected to be available on March 20, 2007. It can be found at: www.mde-ses.com.*

Q3. Does profit or non-profit status affect the decision-making process?

A3. *Profit or non-profit status has no affect on the decision-making process. Applications will only be evaluated using the established criteria.*

Q4. Should we include copies of our CITA and NCA accreditations with our application?

A4. *If you determine that this documentation is beneficial to a specific criterion, you may want to include it in your application. Please remember that your page totals are limited and information in excess of the page totals will be excluded from the review process.*

Q5. If we choose to service special education students, can we select only specific disabilities?

A5. *Yes. This information should be included in your program summary. Please remember that electing to serve specific disabilities may limit participation in your program.*

Q6. Since registering for this workshop, my company has undergone a name change. Will this be a problem?

A6. *No. The entity name that is included on your application will be the name that is approved.*

Q7. At what point in the application process is financial soundness verified?

A7. *Financial soundness is verified through the review process prior to granting approval to be included on the State-approved list.*

Q8. When will approval or disapproval be granted to prospective providers?

A8. *The Michigan Department of Education (MDE) expects to release the approved list of providers at the end of June, 2007.*

- Q9. Who will be involved in the approval process?**
A9. *The MDE will be contracting experienced educators to conduct application reviews. At least two reviewers will review each application. If the reviewers are unable to come to consensus, a third, supervisory reviewer will review the application.*
- Q10. If I am the only tutor in my company, and the rubric states I must have a professional development and supervision plan for employees, will I be penalized?**
A10. *You will not be penalized for the lack of a supervision plan if you are the only employee of your company. Each of the Ideal Indicators on the rubric should be addressed through recent professional development in which you have engaged or future professional development. Your local Intermediate School Districts and the MDE have a calendar of events that address many of the topics identified in the Ideal Indicators. Although you may be exceptionally qualified to teach students, the MDE strongly believes in the pursuit of life-long learning. Further, the recent release of the Grade Level Content Expectations (GLCEs), School Improvement Frameworks, Graduation Requirements and High School Content Expectations (HSCEs) may require additional training for even the most seasoned educators.*
- Q11. Will the application period allow sufficient time to create an educational program that's aligned with the Michigan Curriculum Framework and the GLCEs?**
A11. *The application period allows ample time to develop at least a "sample of aligned learner outcomes" which is required for the highest point value in the rubrics. The time between the application period and program implementation is sufficient to create a high-quality, aligned program for instruction.*
- Q12. What are the key differences between last year's application and the application for 2007-2008?**
A12. *The application has changed drastically from last year. The new application requires more information about each of the criteria required by federal law. For the benefit of the applicants, the rubrics are more specific and comprehensive.*
- Q13. When is the application for the 2007-2008 academic year due?**
A13. *The electronic application is due on April 20, 2007. All required attachments must be postmarked on or before April 20, 2007. If you choose to submit a paper copy of the application in lieu of engaging in the electronic application process, your application, including all attachments must be postmarked on or before April 13, 2007.*

Q14. If a district wants to become an approved SES provider, should one application be submitted for the district or one application for each building?

A14. *If the same applicant entity is supervising the same program at all locations, one application is appropriate. Any variation in implementation including, but not limited to, instructional methods, materials, student ratios, and hourly rates would require separate applications. All delivery sites must be listed on the application.*

Q15. Is there technical assistance available for new providers who are going through the application process for the first time?

A15. *The recent application workshops were conducted to provide technical assistance. All workshop materials plus a video conference can be found at www.michigan.gov/mde-ses for anyone who missed the conference. In addition, please feel free to contact the SES Coordinator, Leah Breen at MDE-SES@michigan.gov or 517-335-6738, to answer specific questions about the application or application process. For questions specific to owning and operating a business, please consult with an individual who is well-versed in business operation within the state of Michigan. Tax and financial questions should be referred to a qualified accountant or financial advisor.*

Q16. What is the benefit to going through the rigorous process to become an approved SES provider when I am already running a tutoring program?

A16. *A State-approved SES provider is the only type of tutoring entity that can receive funds allocated by a district for SES.*

Q17. Can we have our scores on the rubrics from a previously denied or approved application?

A17. *Yes. You may contact the SES Coordinator, Leah Breen, at MDE-SES@michigan.gov or 517-335-6738, to review the scores on past applications. Since the application has changed significantly from the 06-07 school year, past rubric scores may not be very helpful in preparation for the new application.*

Q18. Is there a limit to the number of providers that will be approved?

A18. *No, there is not a limit to the number of providers that will be approved. A decision will be made based on the rubric scores for each criterion, the total rubric score, date of submission, whether the application contains all of the required information and, for paper copies, whether the applicant adhered to the specific submission instructions.*

Q19. How often will a reapplication process occur?

A19. *The reapplication process will occur whenever MDE determines a significant change needs to be made to the criteria for approval. It is expected that MDE will also require annual updates to the application for approved providers.*

- Q20. Will we be notified of how many points we scored on each criterion?**
A20. *Yes. Your approval or disapproval letter will contain a summary of your rubric scores.*
- Q21. If you are a new provider, how can you show data to demonstrate effectiveness?**
A21. *It is required that you use research-based instructional programs and/or methods for instruction. When reviewing the research for these programs/methods, you should specifically look for empirical and testimonial data that demonstrate academic achievement.*
- Q22. Can districts be SES providers? Are there restrictions?**
A22. *Yes, Federal law allows Districts to be SES providers, unless the LEA has been identified for improvement, corrective action or restructuring. An LEA in improvement status may not be an SES provider.*
- Q23. Can providers have a P.O. Box address on their application?**
A23. *Yes. You may use a P.O. Box address on your application as the correspondence address. Sites for student service, however, must be identified by specific address.*

MARKETING

- Q24. If we are an approved SES provider, can we also serve students who pay full price tuition?**
A24. *Absolutely. Please be aware that you may need separate marketing materials for SES students that do not offer registration incentives.*
- Q25. What are our guidelines for marketing our SES program?**
A25. *Marketing materials may not offer incentives as registration, nor should they disparage other providers. They may, when the provider has been approved by the State, notify parents of State-approval status. If a program offers rewards to students for perfect attendance or significant academic achievement, those rewards should not be the main focus of the advertisement. Please review the Code of Ethics and Assurance components of the application for details.*

BASIC PROGRAM INFORMATION

- Q26. Can my program consist of "reading" only?**
A26. *Yes. The application will ask you to specify the subjects in which you will offer instruction.*
- Q27. What are the educational requirements for tutors in an approved SES program?**
A27. *The minimum requirement for tutors is a high school diploma. Providers are encouraged to hire tutors that are certified teachers or have a background in the field for which they are providing instruction. In addition, all providers must have a professional development plan and*

supervisory structure. A program that hires tutors that do not have an education past high school must have strong professional development and supervision components.

Q28. When you are selecting eligible grades on your application, how do you make concessions for working with students several grades below their assigned grade-level? For example, you are an eighth grade teacher, and you want to work with students that are in eleventh grade, but are at or near eighth grade level?

A28. *As a provider, you may elect to serve grade levels above your preferred level of instruction with the assumption that the ability level of your students will be lower than their assigned grade. However, you are responsible for providing individualized instruction for every student you are assigned regardless of their grade level. If you elect to serve eleventh graders, and you are assigned a student whose ability level is eleventh grade, you will be expected to meet that student's needs. There is currently no concession in the application that allows you to be assigned students based on ability level.*

Q29. Can SES providers tutor in subjects such as science or social studies conducive to State standards and GLCEs?

A29. *It is possible that a provider may receive special permission to tutor students in science and social studies, but the emphasis of NCLB is reading/language arts and mathematics. In addition, the evaluation of approved providers will include an analysis of students' academic growth in reading/language and mathematics. Students participating in an approved SES program should not receive instruction in other subjects, such as the liberal arts.*

Q30. How many hours per week can SES providers tutor?

A30. *That should be determined in collaboration with the district and parents.*

Q31. Is there a grade level cut-off for a student to be eligible for SES?

A31. *No. SES should be available to all students within an identified building, with preference to students who demonstrate the greatest academic need.*

Q32. How long is the average session for SES providers?

A32. *Session length is entirely dependent on individual student needs, abilities and the provider's program.*

Q33. Based on the criteria for students who are eligible to receive services, can students who don't demonstrate academic need receive SES?

A33. *Yes. If a district services all of the eligible students who demonstrate academic need, and has surplus funding to service students who don't demonstrate academic need, and who apply for SES, they must offer those students services.*

- Q34. Can SES sessions include homework assistance and study skills?**
A34. *SES sessions may not provide homework assistance. Homework, if assigned correctly, should be at a skill level that students can complete independently, and thus would be below instructional level. Study skills may be incorporated in the student's program if the content is aligned to the district and state standards and specific study skills learning goals are included in the student's individual learning plan.*
- Q35. Is there a maximum number of sites that an SES provider can have? What about out of state sites?**
A35. *No. There is not a maximum number of sites that an SES provider is allowed. All instructional sites must be identified on the application, however. The central office of a provider may be located out-of-state, but a student may not be transported over state lines to be provided SES.*

TEACHING AND LEARNING

- Q36. What is the difference between a provider's approach to instruction and the traditional approach used during the school day?**
A36. *Providers may train tutors to use any research-based approach for providing instruction. MDE recommends that providers utilize approaches that are compatible with the district, MEAP and MME so that students have the best possible chance of demonstrating academic success.*
- Q37. Providers are required to regularly communicate with teachers about student progress. What are the repercussions for providers if teachers are unresponsive?**
A37. *Providers should maintain a detailed communication log that includes: type of correspondence (E-mail, note, phone, meeting), subject, date and time of each attempt. MDE also recommends that a log is kept with a copy of each correspondence. If proper verification of teacher contacts are on file and provided to the MDE upon request, providers will not incur consequences. Providers are encouraged to talk to the building principal and district SES administrators if communication directly with the teacher proves to be a challenge.*
- Q38. How can a provider demonstrate effectiveness on the MEAP or MME if the classroom teacher's instruction isn't aligned to the GLCEs and/or HSCEs?**
A38. *It is the MDE's expectation that all teachers are providing instruction that is aligned to the Grade Level Content Expectations and/or High School Course Content Expectations. Providers will, most likely, service students from more than one classroom. While evaluation data for students that are not receiving aligned classroom content may not show significant growth, data from students in a variety of classrooms should identify this situation as an anomaly. In general, this should not be a problem because the provider, parent, student and teacher's interests are aligned: improving academic achievement for all students.*

GENERAL BUSINESS QUESTIONS

Q39. How does a company obtain insurance coverage and why is it necessary? Who does it need to cover?

A39. *Please contact an insurance agency for advice on this issue.*

Q40. How do I become a business?

A40. *Please contact a business information agency, accountant or attorney for advice on this issue. The Michigan Small Business and Technology Center may be a valuable resource for you. <http://www.gvsu.edu/misbt/dc/>*

TRANSPORTATION

Q41. Is it unethical to require parents to sign a liability waiver if transportation is provided by the SES provider?

A41. *Please consult with an insurance agency to understand liability issues associated with transportation of students.*

Q42. Is a bus the only way we can transport students or could we use a van driven by a paid employee of our business?

A42. *It is possible you could transport students using other forms of transportation. You need to consult with your insurance carrier, the Secretary of State, and all other applicable agencies to determine what requirements are related to this decision.*

FINANCIAL SOUNDNESS AND PROGRAM COSTS

Q42. Is it necessary to submit audited financial statements?

A42. *MDE understands that audited financial statements may be difficult to obtain in the period allotted for the application process. If your business has audited financial statements available, they should be submitted with the application. This will strengthen your application.*

Q43. Does the amount of funding per student ever increase during the year?

A43. *It is possible that per student funding could increase during the academic year. It is also possible that per student funding could decrease during the academic year.*

Q44. How do I pay for costs such as: assessment, creating individualized learning plans, meeting with the parents and LEA, attending meetings, and attending provider fairs?

A44. *These costs will need to be recouped, over the course of several sessions, through the hourly rate you charge districts per student, per session.*

Q45. Can districts be required to pay within a thirty day time frame for tutoring services that have been billed?

A45. *This requirement could be part of your district contract negotiations.*

Q46. Can districts charge providers a “building use” fee?

A46. *Districts may charge providers a reasonable “building use” fee. Most districts have a policy defining the charges.*

Q47. What can a first year prospective provider use to demonstrate financial soundness if there is no past business history?

A47. *The rubrics for criterion 7, financial soundness, clearly indicate that in order to meet the minimum score required for approval, an applicant may submit a business plan, along with financial documents identifying capital, budgets and other pertinent information, as proof of financial soundness. Please read the rubrics and all of the related criteria information in the application to ensure your plan includes all of the required elements.*

Q48. What is the current per student allocation per student for 2007-2008?

A48. *Per student allocations are dependent on the district and can not yet be calculated for 2007-08. If you are trying to formulate a business plan using a demonstrative per pupil allocation, MDE recommends utilizing a representative district’s 2006-07 allocation, or an average of several districts allocations. You may also want to consider “underestimating” the per student allocation to ensure that your business will be financially viable.*

Q49. Where can I find the information that will allow me to calculate a district’s per student allocation for SES?

A49. *Using the formula provided on page 6 of the “WORKSHOP” tab in your training binder and the 2006-07 Title I, Part A district allocations found on the MDE’s website, http://michigan.gov/mde/0,1607,7-140-6530_30334-127227--,00.html you can calculate the 2006-07 per student allocation. The 2007-08 allocations, when they become available, will also be posted on this site.*

Q50. In the presentation, you mentioned that a provider may not get payment for several months after starting the business, and that it is the provider’s responsibility to demonstrate that the business can operate without incoming cash flow. How do we demonstrate this?

A50. *You must provide evidence that you have enough capital (e.g., loan or savings) to pay for the expenses you identify in your business plan for several months.*

Q51. Districts often provide parents with narratives that show the providers’ hourly rates. Although the literature also says the tutoring is FREE, parents still get confused. Wouldn’t it be better to tell parents how many hours of service they can expect to get from each provider based on the student allocation?

A51. *We will certainly pass this information on to districts.*

Q52. Some districts require providers to do assessments before they give approval for the provider to serve in the district. How can we be required to assess up front, and incur these costs that we may never be able to recoup from the district?

A52. *You should be familiar with the requirements of districts that you intend to serve. This requirement should be addressed in your business plan.*

Q53. What happens to the dollars that are not used for approved students (e.g., a student attends two sessions and then moves, leaving a sum of unspent money allocated for SES)?

A53. *If possible, the money should be reallocated to give other students the opportunity to receive SES.*

Q54. In the presentation, we were told that all of our business expenses should be totaled, divided by the number of students we intend to serve, and then divided again by the average number of sessions per student to determine the hourly rate we need to charge to cover all of our business expenses. Can I include the cost of fingerprinting and criminal background checks in the total business expenses that I then break down into an hourly rate?

A54. *Yes.*

Q55. In Title I, Part A law, it states that providers must be paid monthly. What happens when we are not paid monthly?

A55. *Federal legislation requires the contract between the district and provider to specify payment terms. It does not indicate a specific time-frame in which providers should receive payment.*

Q56. Why doesn't the State limit the per-hour fee providers can charge?

A56. *The federal law allows each state to limit the per-hour fee providers charge. The MDE is working within the provisions of the law to determine how this criterion might be implemented. We are currently not establishing a maximum fee in order to allow providers the flexibility to operate a variety of program formats. Fees that are too high, however, do not provide enough tutoring for students to demonstrate academic growth.*

Q57. How long does the per student allocation for SES last? What happens when the money runs out?

A57. *This varies by district and year.*

FINGERPRINTING AND CRIMINAL BACKGROUND CHECKS

Q58. What are our responsibilities for finger-printing and criminal background checks?

A58. *You are responsible for ensuring that your employees are finger-printed and have criminal background checks.*

- Q59. Can fingerprinting reports and criminal background checks be shared between providers or between districts and providers?**
- A59. *If you share fingerprinting records and criminal background checks, it will be difficult for you to ascertain that they are not forgeries. You are responsible for your employees, and in order to make yourself least liable, you should conduct your own fingerprinting and criminal background checks.*
- Q60. What are the minimum requirements related to criminal background checks and fingerprints?**
- A60. *State law contains specific requirements related to contracted entities. These can be found here: [http://www.legislature.mi.gov/\(hzka3q2cfmj4r0vc4mdmp055\)/documents/mcl/pdf/mcl-380-1230g.pdf](http://www.legislature.mi.gov/(hzka3q2cfmj4r0vc4mdmp055)/documents/mcl/pdf/mcl-380-1230g.pdf). Your district contract may include additional requirements.*
- Q61. What documentation related to fingerprinting and background checks is required for online SES providers with tutors outside of the United States? Is a passport sufficient?**
- A61. *SES tutors from outside of the United States have the same obligations as those within the State, including a local criminal background check.*

ENROLLMENT OF STUDENTS

- Q62. Is it mandatory for each school district to send the “Letter to Providers from District” to all approved SES providers in their region?**
- A62. *No. The MDE notifies you of your approval which automatically makes you eligible in the districts you selected. The “Letter to Providers from Districts” was a tool used by one district implementing SES. Districts will, however, need to communicate in some manner with their approved providers to establish contracts and address other implementation details.*
- Q63. Can districts allow students to enroll in SES more than once a year?**
- A63. *Yes, provided that the funds are available and all Federal, State and district rules are followed.*

IMPLEMENTATION OF THE SES PROGRAM

- Q64. Are the tutoring dates flexible or pre-determined?**
- A64. *The program beginning and end dates are determined by the district, with the understanding that tutoring should begin early in the year and that the tutoring should continue until the money is exhausted. Providers must work with students and parents to schedule tutoring sessions.*

Q65. Who is responsible for developing the individual student learning plan?

A65. *Title I, Part A, Section 1116(e)(3) states, "In the case of the selection of an approved provider by a parent, the local education agency shall enter into an agreement with such provider. Such agreement shall – (A) require the local educational agency to develop, in consultation with parents (and the provider chosen by the parents) a statement of specific achievement goals for the student, how the student's progress will be measured, and a timetable for improving achievement...". Typically the district's provider contract requires the provider to develop individual student learning plans.*

Q66. Are parents allowed to switch providers?

A66. *This is a district policy decision, but many districts have a process that allows parents to switch providers.*

Q67. If a district is an approved provider, can they use their own facilities to provide tutoring and exclude other providers? Can they charge other providers to use the facilities?

A67. *No, they may not exclude all other providers. The decision of what entities use the building space for services should be equitable. There is a limit to the number of providers who can be in a building at one time. Yes, they can charge other providers to use the facilities if additional costs are incurred due to that building use.*

Q68. How is the MDE going to ensure that tutoring services are available to students in the fall instead of February?

A68. *The MDE is issuing the AYP list for middle schools and elementary schools this month (March) which will allow districts to begin planning for next year. In addition, the approved list of providers will be released at the end of June – two months earlier than in past years. It is the MDE's expectation that the district begin enrolling students in SES as soon as school begins, and start services as early in the year as possible.*

Q69. Is there a limit to the number of consecutive hours a student can receive services?

A69. *No.*

Q70. Can students receive services on Saturdays?

A70. *Yes.*

Q71. Can students receive services in the summer?

A71. *Yes, although typically, funds would be exhausted before summer.*

Q72. If a student attends night school can they receive SES during the day?

A72. *Yes.*

- Q73. Why are only schools that are in Phase 2 or higher of school improvement required to provide SES services?**
A73. *That is what is required through The No Child Left Behind Act of 2001 (NCLB) which is the federal legislation that guides usage of Title I, Part A funds.*
- Q74. The high schools in our district did not make AYP for the last several years, but they are not offering SES. Why?**
A74. *Most likely, it is because those schools do not receive Title I, Part A funding.*
- Q75. If a school in Phase 2 and makes AYP the next year, are they still required to offer SES?**
A75. *A school must make AYP for two consecutive years to be released from the sanctions related to NCLB.*
- Q76. Are there any recommended guidelines related to the timeline for implementation of SES?**
A76. *Yes. Begin services as early in the year as possible and continue services for as long as possible.*
- Q77. Is there federal or state law that limits a program's tutor/student ratio?**
A77. *The 2007-08 SES provider application has very specific recommended ratios for instruction.*
- Q78. How should a provider manage the tutoring program if the tutor is unexpectedly absent?**
A78. *It is the responsibility of the provider to work this out with the district in advance of an occurrence. Children MUST be supervised by approved personnel (those personnel who have had criminal background checks and fingerprinting) at all times.*
- Q79. How is the State overseeing public school academies that are required to offer SES?**
A79. *MDE oversees public school academies in the same manner it oversees all other public schools.*
- Q80. Can a failing district become an approved SES provider?**
A80. *Federal legislation prohibits failing districts from becoming approved providers.*
- Q81. How is the State helping districts implement their SES programs correctly?**
A81. *MDE actively monitors SES. We work very closely with districts via phone, E-mails, meetings and workshops in order to ensure they implement SES correctly. We also provide districts direction based on complaints and observation of program implementation.*

Q82. Can a district restrict the providers who are servicing students in a particular building to a specific grade range?

A82. *Districts must develop a policy that allows for equitable selection of providers who are allowed to provide SES in a building. If it is equitable and reasonable, that policy might restrict grade ranges (E.g., Providers who have not elected to serve students at the elementary level may not be considered in the selection group for an elementary level building).*

Q83. It appears that less than 15% eligible students in Michigan are using SES. What is the State's plan to increase usage?

A83. *Schools do not have enough funding through their 20% set-aside to service all eligible students within the State. It is the MDE's goal to ensure that districts are using their full set-aside to provide choice/transportation and quality SES programs for the students who demonstrate the greatest academic need.*

Q84. Your presentation stated that students must be eligible for free or reduced lunch to receive services. Is there any exception to this criterion? For example, can a district restrict eligibility to students who receive free lunch and exclude those students who are eligible for reduced lunch?

A84. *Not at this time. However, a district should provide preference to students who demonstrate the greatest academic need.*

Q85. What suggestions do you have for the required parent meeting for on-line SES providers?

A85. *If a representative can not attend a meeting in-person, the MDE recommends that you use technology (e.g., phone conference or web conference) to conduct the meeting.*

EVALUATION OF CURRENT PROVIDERS

Q86. Will the MDE website provide the information related to past performance of providers?

A86. *The MDE intends on posting a "Consumer Report" for parents that will identify past performance for each provider using three data sources: complaint resolution history, academic achievement, and parent/teacher/district satisfaction surveys.*

Q87. How can our history of academic success be determined fairly, when we serve them for such a short time-period?

A87. *The MDE is working closely with several psychometricians and statisticians to remove as much error from the calculation as possible. One method will include a comparison to other students with similar demographics and achievement scores that have not received SES.*

Q88. How does a new provider demonstrate a "record of effectiveness" in Increasing Student Achievement?

A88. *New providers should focus on how their instructional materials and methods have a history of improving academic achievement for the*

targeted population. Please read criterion one (1) very carefully to ensure that you fulfill the requirements of this criterion.

Q89. How will providers learn how their enrolled students have performed on the state assessment, and when will that information become available?

A89. *MDE is expected to release your academic achievement rating in August.*

ETHICS, CONFLICT OF INTEREST AND COMPLAINT RESOLUTION

Q90. What do we do when a district makes a mistake in student assignment and refuses to correct the error?

A90. *If you can not successfully resolve the complaint with the district, you can contact Leah Breen, MDE SES Coordinator at 517-335-6738, or MDE-SES@michigan.gov.*

Q91. How is the MDE prepared to deal with violations related to the Code of Ethics or Assurances?

A91. *Violations of the Code of Ethics or Assurances may result in consequences up to and including: probation, removal from a school or district, or removal from the Approved List.*

Q92. Is there a process for providers to report unethical practices of other providers?

A92. *Yes. Please refer to the Complaint Resolution Process contained in your training binder or on our website at www.michigan.gov/mde-ses. However, it is important that you verify rumors from an original source before filing a formal complaint.*

Q93. When we have difficulty with a district, how do we address our issues?

A93. *You should contact the district directly to try and work out your issues. If you are unsuccessful, you may contact the MDE for assistance.*

Q94. How do we handle conflict of interest concerns when we have a staff member that is dually employed by our business and a district?

A94. *You should develop a very specific conflict of interest policy that indicates what an employee may or may not do and identifies consequences for inappropriate actions.*

Q95. For the schools and/or districts that are not helpful or forthcoming in sharing information concerning district funding and/or their AYP status, what is the grievance process?

A95. *Information related to a district's funding and AYP status can be found on the SES website: www.michigan.gov/mde-ses.*

Q96. How does the MDE provide protection for a provider that "whistle-blowers" on a school district or school district employee that is engaging in unethical behavior?

A96. *A district is not allowed to discriminate nor retaliate against providers. If a provider is engaged in that unfortunate experience, they should immediately notify the MDE. We will investigate the issue.*

Q97. Can a provider pay a teacher or principal for recruiting students?

A97. *Beginning with the 2007-2008 SES process, that is not allowable.*

FAITH-BASED PROVIDERS

Q98. How can a provider be a faith-based organization and not use federal dollars toward religious worship as prohibited by law?

A98. *The focus of SES is instruction in math and ELA/reading. Religious instruction is not allowable. Please review the information contained on the United States Department of Education Supplemental Educational Services: Center for Faith-Based and Community Initiatives webpage for additional guidance. <http://www.ed.gov/about/inits/list/fbci/suppservices.html>*

OTHER

Q99. Can a list of all referenced websites be sent to the enrolled registrants of this workshop?

A99. See below!

Q100. Is a provider responsible for tutors who are not "employees"?

A100. A provider is responsible for employees, independent contractors and any other agents involved in their SES program.