

**No Child Left Behind Act of 2001
Title I Part A
Section 1116**



**Application Information for New Wyoming
Supplemental Educational Services Providers
2015-2016**

Download the Supplemental Educational Services application:
<http://edu.wyoming.gov/downloads/federally-funded-programs/title-i/ses-app.docx>

SUBMIT TO:

Scott Bullock
Wyoming Department of Education
Federal Programs Division
Attention: SES Applications
2300 Capitol Avenue, 2nd Floor
Cheyenne, WY 82002

scott.bullock1@wyo.gov

307-777-6260

Due Date: June 15, 2015

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Overview and Responsibilities

Background

As part of the federal No Child Left Behind Act (NCLB) of 2001, any school district with a school that is in its second year of School Improvement, on Corrective Action, or in Restructuring shall arrange for the provision of Supplemental Education Services to eligible children in the school from a provider with a demonstrated record of effectiveness or a high probability of success, and that is selected by the parents in cooperation with the school district of residence and approved for that purpose by the State Educational Agency (SEA) (Section 1116 (e) 91).

Supplemental Educational Services are academic instruction offered outside the regular school day and designed to increase the academic achievement of low-income students in low-performing schools. These services may include academic assistance, such as tutoring, remediation and other educational interventions, if such approaches are consistent with the content and instruction used by the district and are aligned with the State's academic content standards. Supplemental Educational Services must be high quality, research-based, and specifically designed to increase student academic achievement.

The main purpose of Supplemental Educational Services is to:

- Increase the academic achievement in reading/language arts and/or mathematics of eligible students as measured by the State's assessment system and;
- Enable these children to attain proficiency in meeting State Academic Performance standards.

It is required that instruction will be in the areas of reading and math in order to help students achieve Wyoming's academic achievement standards, as demonstrated by improved scores on Wyoming's state assessment system (PAWS and Wy-ALT in grades 3-8 and ACT plus writing and Wy-ALT at grade 11).

The Wyoming Department of Education (WDE) will select providers of supplemental services who meet the eligibility requirements and score the required points on the application narrative. Applicants who meet the criteria will be included on an approved list maintained by WDE and made available to local districts. Providers will be removed from the list if they are unable to sustain the requirements or meet the achievement goals within 2 years of consecutive service.

Eligibility Requirements

Potential Supplemental Educational Services Providers must meet the following criteria:

1. Providers must have a demonstrated record of effectiveness in improving student academic achievement;

2. Providers must provide documentation that the instructional strategies used by the provider are high quality, based upon research and are designed to increase student academic achievement;
3. Providers must assure that services provided will be consistent with local curricula and Wyoming state Content and Performance Standards;
4. Providers must provide evidence that the provider is financially sound;
5. Providers must assure that they will provide supplemental educational services consistent with applicable federal, state, and local health, safety, and civil rights laws;
6. "For profit" agencies applying to become approved SES Providers must include a copy of their state license and organizational structure;
7. "Nonprofit" agencies must provide a copy of their 501(c)(3) certificate;
8. All providers must provide verification of insurance and their ability to meet state and local health standards.

Eligible Service Providers

The term "Provider" is defined as a non-profit entity, a for-profit entity, or a school district. Entities eligible to apply to provide Supplemental Educational Services may include, but are not limited to:

- Community Agencies
- Charter Schools
- Private Schools
- Individuals
- Public Schools
- Libraries
- Community Colleges
- Universities
- Private Companies
- On-line Schools
- Family Literacy Programs/Even Start Programs
- Boards of Cooperative Educational Services (BOCES)
- Faith-based Organizations

Districts and schools in School Improvement, Corrective Action, or Restructuring status may not be SES Providers. However, a school that is making Adequate Yearly Progress within a district identified for improvement or corrective action may apply to be a provider.

- Providers may not refuse services to a student based on academic standing, identification as a special needs student or English Language Learner status.

Responsibilities of the Approved Provider

Entities included on the state Approved Supplemental Services Provider list are required to do the following:

- Ensure that the instruction provided is aligned with Wyoming academic achievement standards and, in the case of a student with disabilities, is consistent with the student's individualized education program under Section 614(d) of the Individuals with Disabilities Education Act (IDEA). Approved providers are expected to deliver services. It is not acceptable for an approved provider to simply provide training to local education agency (LEA) staff who in turn delivers the service. In a case such as this, the LEA would become the provider.
- Provide parents of children receiving Supplemental Educational Services and the appropriate school with information on the progress of the children in increasing achievement in a format and, to the extent practicable, in a language that the parents understand.
- Ensure that all individuals who will interact with students are fingerprinted by an authorized law enforcement agency and background checked by the Wyoming Division of Criminal Investigation pursuant to Wyoming Statute 21-7-401.
- Provide services independent of district/school resources. A district/school is not required to provide space or resources (i.e., staff, computers, copies, facility).
- Provide any and all documentation requested by the WDE for the purposes of monitoring the quality and effectiveness of the services offered by an approved provider, as well as completed surveys and/or questionnaires.

Responsibilities of the School District

Qualifying school districts are required to:

- Identify students who are eligible for supplemental services. Eligible students are all students from low-income families who attend Title I schools that are in their second year of School Improvement, in Corrective Action, or in Restructuring. If funds are limited, a district must give priority to the lowest achieving eligible students.
- Notify parents bi-annually (in an understandable and uniform format, and, to the extent practicable, in a language the parents can understand) regarding:
 - The availability and benefits of Supplemental Educational Services;
 - The approved providers whose services are available within the school district or whose services are reasonably available in neighboring school districts;
 - A brief description of the services, qualifications, and demonstrated effectiveness of each approved provider to assist the parent in selecting a provider.

- Place on their district website information regarding:
 - Student eligibility and participation data for Supplemental Education Services;
 - A list of SES providers approved to serve the districts and the locations where service will be provided;
- Provide a minimum of two Supplemental Education Services enrollment “windows” of sufficient length at separate points in the school year.
- Ensure that Supplemental Education Service providers are given access to school facilities in the same manner as other groups.
- Contact providers selected by the parents and enter into a contractual agreement on behalf of the student.
- Monitor the “Responsibilities of the Approved Provider” listed in the section above.
- Send a representative to a mandatory summer SES Meeting. This meeting will usually be held in Casper during August.
- Provide any and all documentation requested by the WDE for the purposes of monitoring the quality and effectiveness of the services offered by an approved provider, as well as completed surveys and/or questionnaires.

Please note: Districts are not required to provide transportation for services offered away from the school location. Districts also are not required to provide space or resources (i.e., staff, computers, copies, facility). A provider may contract with a district/school if the district/school chooses to enter into an agreement. However, a district may require fees for the use of a facility and the provider must ensure that there will be on-site supervision of students.

District and Provider Agreement

The school district shall enter into an agreement with the provider selected by the parent from the approved list. This agreement will contain the following:

- A statement of specific achievement goals for each student receiving Supplemental Educational Services based upon the specific educational needs of the child;
- A description of how student progress will be measured;
- A timetable for improving achievement;
- The amount of instructional time to be provided;
- The location where services will be provided;
- A description of how parents, teacher(s) and the school district will be regularly informed of student progress;
- Provisions for the termination of such agreement;
- Provisions for the payment for services to the provider by the school district;
- An assurance from the provider that the identity of any student eligible for, or receiving Supplemental Educational Services will not be disclosed without the written permission of the parents of the student;

- A description of the research-based program to be utilized, including specific references;
- The qualifications of staff responsible for the delivery of the instructional program;
- In the case of a student with disabilities under IDEA or a student covered under Section 504, the Supplemental Educational Services plan must be consistent with the student's individualized services under Section 504.

Role of Parents

Parents of eligible children are responsible for:

- Contacting the school personnel identified in the supplemental educational service information sent home by the school district;
- Choosing a provider for their child from all supplemental Educational Service Providers identified by the State for the area served by the school district within a reasonable distance of that area;
- Cooperating with the school district and the provider in developing and identifying specific academic achievement goals for the student,, measures of student progress, and a timetable for improving achievement with the school district provider;
- Ensuring that their child attends the program regularly;
- Changing or terminating services, if they are not satisfied.
- Provide any and all documentation requested by the WDE for the purposes of monitoring the quality and effectiveness of the services offered by an approved provider, as well as complete required surveys and questionnaires.

Provider Incentives

Approved providers may only provide and advertise incentives to students who receive services as is prescribed by the Education Industry Association (EIA) Code of Professional Conduct and Business Ethics for Supplemental Educational Services Providers found as Appendix B in this application packet.

The provider SHALL:

- **Not** offer a student, parent, or teacher any form of incentive for signing-up a student with a provider. This includes restricting the promotion of any allowable attendance or performance incentives to the period following student enrollment. Only then may the provider inform the student of any incentives that are directly linked to attendance or performance in SES.
- **Not** sponsor promotional events including pizza parties on school grounds for student recruitment that are for the sole benefit of a single provider. The preferred practice is for the school to organize such recruitment events that are for the benefit of all providers, accepting voluntary sponsorship from providers.

The Provider MAY:

- Provide simple door prizes of a nominal value (approximately \$2 per prize) and refreshments to potential students and their families, while attending informational sessions.
- Offer enrolled students performance rewards with a maximum value of \$50 that are directly linked to documented meaningful attendance benchmarks and/or the completion of assessment and program objectives. These incentives shall not be advertised in advance of actual enrollment.

Computers, laptops, tablets, and other instructional equipment used by students while services are provided **may not be advertised in advance of actual enrollment or used as an incentive.** If asked, the provider may inform parents that the student will have access to the computer or instructional equipment, but the provider shall not promote it as an incentive or benefit of their service.

Provider Informational Meeting

The district and approved providers should conduct provider informational meetings, or “provider fairs,” early in the school year to improve parents’ access to and understanding of SES. Provider information meetings should also be considered when the district allows for the second enrollment period during the spring semester. Approved providers should make organization representatives available to come to these meetings so they can directly engage parents. During these “fairs,” providers should adhere to the requirements on incentives from the EIA Code of Professional Conduct and Business Ethics for Supplemental Educational Services Providers found as Appendix B in this application packet, as well as the following:

The provider SHALL:

- **Not** use a district enrollment form that has the selected provider’s name pre-printed as part of the form. Any facsimile of the enrollment form used to demonstrate how to accurately complete it must be clearly marked as “SAMPLE” and this facsimile shall in no way be used to actually enroll the student.
- **Not** encourage students/parents to switch providers once enrolled. A student is considered enrolled once the District has issued the formal student / Provider selection list.

It is recommended that providers make themselves available for these provider fairs so they can answer parent and LEA questions. This would also be a good time to meet with both teachers and principals so you can explain your program and answer questions.

Funding

The district is responsible for paying the provider for services rendered. Statute limits the per-child cost for Supplemental Educational Services to the district’s per-pupil allocation under Title

I, Part A, or the actual cost of the supplemental services, whichever is less. The per-child allocation of Title I funds to districts varies widely in Wyoming. District per-pupil allocations for each school are available mid-summer (Contact Scott Bullock at 307-777-6260 for specific information).

Duration

A district must continue to offer Supplemental Educational Services until the school(s) are no longer on School Improvement, Corrective Action, or Restructuring status according to requirements of NCLB.

Monitoring and Provider Evaluation

The Wyoming Department of Education, in cooperation with the applicable school districts, is required to monitor the quality and effectiveness of the services offered by approved providers and to withdraw approval from providers that fail, for two consecutive years, to contribute to increasing the academic proficiency of students to whom they provide services or that fail to meet any of the other eligibility requirements or assurances. A violation of any of the above reference Responsibilities of the Approved Provider or any of the stipulation in the Assurance Form constitutes grounds for immediate removal from the state list.

All applicants need to be aware that WDE will be conducting a formal evaluation of all SES providers. Cooperation of all providers will be expected. The evaluation will examine service delivery and compliance, customer satisfaction (i.e. students, parents, district), and student achievement. At a minimum, approved providers will be required to report on the following:

- Average number of hours the students served receives;
- Average number of sessions attended by the students served;
- Average number of times parent were notified of progress;
- Aggregate student results from the provider's pre and post test.

Resources

For detailed information, regarding Supplemental Educational Services as defined by the No child Left Behind legislation, please refer to the federal guidance available at <http://www.ed.gov/policy/elsec/guid/suppsvcsguid.doc>

Review Process

A committee will be convened to review applications after their submission on June 15, 2015.

The committee will consist of readers who have experience with, or knowledge of, Supplemental Educational Services. Applications will be scored using the attached rubric. The Wyoming Department of Education reserves the right to require high-scoring, eligible provider applicants to appear before a panel of local education agency and state education agency

representatives to answer questions regarding their application before the applicant can be approved for the state list.

Instructions for Completing Application

- Download the Supplemental Educational Services application:

<http://edu.wyoming.gov/downloads/federally-funded-programs/title-i/ses-app.docx>

- Respond to all questions.
- The total narrative cannot exceed 25 pages. Pages beyond 25 will be discarded and not reviewed.
- Staple the pages of the original and each copy of the proposal. Please do not use paperclips, rubber bands, binders or report covers.
- Organizations must submit:
 - Three hardcopies of the application,
 - One signed original application (clearly identify the application with the original signature), and
 - One electronic copy (in the original file format or pdf, not scanned).
- No materials will be returned.
- Applicants should refer to the Evaluation Rubric in Appendix A to ensure that all sections are answered appropriately.
- Applications will not be reviewed if:
 - An original “Assurances and Signatures Form” was not submitted,
 - No fingerprint and criminal history check is done on employees, or
 - Any section is missing or incomplete.
- **To be considered in the June application review, applications must be received by the close of business on June 15, 2015.**
- Decisions regarding approval status are final. There is no appeal process; however, denied applicants can reapply next year.

Questions must be submitted in writing. Submit questions to Scott Bullock, via email at scott.bullock1@wyo.gov or postal service to 2300 Capitol Avenue, 2nd Floor, Cheyenne, WY 82002.

Helpful Hints

- Read all directions carefully.
- Answer all questions completely. Some sections include multiple parts to each question so be sure to include all of the information requested.
- Do not assume application reviewers are familiar with your program. Always include information that will provide further clarification on your program.
- Make sure your responses include information specific to your organization's proposed SES program (this is the case for all applicants but especially if you are a branch or local office of a larger national organization).
- Ensure that responses are consistent and coherent throughout the application. There may be instances when it is appropriate to tie an answer to a response from a previous section in the application.
- Once you have completed your application, take the Application Rubric, and review your application using the scoring system from the rubric.
- Have someone unfamiliar with your program review your application and provide feedback.

Appendix A: Evaluation Rubric

View the Supplemental Educational Services application:

<http://edu.wyoming.gov/downloads/federally-funded-programs/title-i/ses-app.docx>

Part 2 Section I. Evidence of Effectiveness in Improving Student Academic Achievement

(18 pts.) Total Points Section I: _____

EXISTING ORGANIZATIONS - 1. Empirical or statistical evidence of significant improvement in student academic achievement (for established organizations) OR anticipated levels of achievement (for newly created organizations):

STRONG (12 pts.)	MODERATE (8 pts.)	LIMITED (4 pt.)	NOT PROVIDED (0 pts.)
Extensive evidence is provided; evidence is sound; evidence is more than adequate to show student improvement; if tables/graphs/charts are included, they are highly useful in depicting achievement.	Some clear evidence is provided; evidence is generally sound; evidence is generally adequate to show student improvement; if tables/graphs/charts are included, they are somewhat useful in depicting achievement.	Evidence is partial or vague; evidence may be suspect; evidence seems inadequate to show student improvement; if tables/graphs/charts are included, they are vague or unclear.	No evidence is provided.

OR

NEW ORGANIZATIONS - 1. A description of the anticipated levels of achievement expected from proposed SES tutoring, including rationale for the anticipated levels.

STRONG (12 pts.)	MODERATE (8 pts.)	LIMITED (4 pt.)	NOT PROVIDED (0 pts.)
Description of achievement levels is clear and extensive; anticipated achievement levels appear feasible yet ambitious; rationale is sound and strongly supports anticipated levels.	Description of achievement levels is generally clear; anticipated achievement levels appear possible but not ambitious; rationale is clear and somewhat supports anticipated levels of achievement.	Description of achievement levels is partial or vague; anticipated achievement levels are unclear, overly ambitious, or not feasible or appropriate; rationale is unclear and does not support anticipated levels.	No description is provided.

BOTH NEW AND EXISTING ORGANIZATIONS - 2. Description of the methodology:

STRONG (6 pts.)	MODERATE (4 pts.)	LIMITED (2pt.)	NOT PROVIDED (0 pts.)
Description of methodology is extensive; methodology used is extensive and sound.	Description of methodology is generally clear but not extensive; methodology used is adequate and is relatively sound.	Description of methodology is partial or vague; methodology used is inadequate, unsound, or inappropriate.	No description is provided.

Part 2 Section II. Documentation of High Quality Curriculum and Instructional Strategies

(30 pts.) Total Points Section II: _____

1. Description of tutoring program:

STRONG (6 pts.)	MODERATE (4 pts.)	LIMITED (2pt.)	NOT PROVIDED (0 pts.)
Tutoring program appears strongly research-based; explanation is extensive; research base is strong; applicant clearly understands research used; explanation includes only research that has been published in peer-reviewed journals.	Tutoring program appears somewhat research-based; explanation of is generally clear but not extensive; research is fairly strong; applicant generally understands research used; explanation includes some research that has been published in peer-reviewed journals.	Tutoring program is not research-based or is weakly linked to research; explanation is partial or vague; research is weak; applicant does not seem to understand research used; explanation includes no research that has been published in peer-reviewed journals.	No explanation is provided.

2. Description of the curriculum used:

STRONG (6 pts.)	MODERATE (4 pts.)	LIMITED (2pt.)	NOT PROVIDED (0 pts.)
Curriculum is extensively and clearly described; curriculum is highly appropriate for the tutoring program previously described; curriculum is strongly linked to research; applicant demonstrates a strong understanding of curriculum.	Curriculum is described in a generally clear manner; curriculum is somewhat appropriate for the tutoring program previously described; curriculum is generally linked to research; applicant demonstrates a generally clear understanding of curriculum.	Curriculum is unclear; curriculum is inappropriate for the tutoring program previously described; curriculum is not research-based; applicant demonstrates a poor understanding of curriculum.	No explanation is provided.

3. Description of instructional methods:

STRONG (6 pts.)	MODERATE (4 pts.)	LIMITED (2pt.)	NOT PROVIDED (0 pts.)
Methods are extensive; methods are highly appropriate for the program and curriculum; methods are research-based and appear highly likely to support student achievement.	Methods are adequate but not extensive; methods are somewhat appropriate for the program and curriculum; methods are generally research-based and appear somewhat likely to support student achievement.	Methods are inadequate or unclear; methods are inappropriate for the program and curriculum; methods are weakly or not research-based and appear unlikely to support student achievement.	No explanation is provided.

4. Description the direct link between your program’s elements and increased student achievement:

STRONG (6 pts.)	MODERATE (4 pts.)	LIMITED (2pt.)	NOT PROVIDED (0 pts.)
Described linkages are extensive; evidence provided shows strong connection to program elements and increased student achievement; applicant demonstrates strong understanding of connections.	Described linkages are clear but not extensive; evidence provided shows adequate but not extensive connection to program elements and increased achievement; applicant demonstrates adequate but not extensive understanding of connections.	Described linkages are unclear or inadequate; evidence provided shows inadequate or unclear connection to program elements and increased achievement; applicant demonstrates poor understanding of connections.	No explanation is provided.

5. Description of a one-hour module of tutoring:

STRONG (6 pts.)	MODERATE (4 pts.)	LIMITED (2pt.)	NOT PROVIDED (0 pts.)
Lesson plan is strong and high quality; clear and extensive references are made to curriculum and instructional strategies; lesson plan is highly appropriate.	Lesson plan is of adequate quality; references to curriculum and instructional strategies are somewhat clear; lesson plan is somewhat appropriate.	Lesson plan is partial, vague, or of low quality; references to curriculum and instructional strategies are unclear; lesson plan is inappropriate.	No lesson plan is provided.

Part 2 Section III. Wyoming State Academic Standards and Local District Instructional Programs

(12 pts.) Total Points Section III: _____

1. Description of how the program’s curriculum and instructional methods directly connect to Wyoming Academic Standards:

STRONG (6 pts.)	MODERATE (4 pts.)	LIMITED (2pt.)	NOT PROVIDED (0 pts.)
Connection to standards is strong, extremely clear, and extensively described; specific standards are cited; applicant demonstrates a strong understanding of Wyoming State Academic Standards.	Connection to standards is somewhat clear; some specific standards are cited; applicant demonstrates an adequate understanding of Wyoming State Academic Standards.	Connection to standards is partial or vague; few or no specific standards are cited; applicant demonstrates a poor understanding of Wyoming State Academic Standards.	No connection to standards is provided.

2. Description of how connections with the academic programming of the district(s) are established:

STRONG (6 pts.)	MODERATE (4 pts.)	LIMITED (2pt.)	NOT PROVIDED (0 pts.)
Connection to district program(s) is strong and extremely clear; specific programs are cited and clear connections are established; plans to build relationships are extensive and seem likely to succeed.	Connection to district program(s) is somewhat clear; some specific programs are cited and moderate connections are established; plans to build relationships are generally clear and seem possible to succeed.	Connection to district program(s) is partial or vague; description is limited; no specific programs are cited or connections to specific program(s) are unclear; plans to build relationships are unclear and seem unlikely to succeed.	No explanation is provided.

Part 2 Section IV. Student Assessment and Goal Setting

(24 pts.) Total Points Section IV: _____

1. Description a typical learning goal for a student and method/reasoning behind goal setting:

STRONG (6 pts.)	MODERATE (4 pts.)	LIMITED (2pt.)	NOT PROVIDED (0 pts.)
Rationale behind goal setting is strong and clear; goal clearly ties to rationale; goal is feasible and highly appropriate.	Rationale behind goal setting is somewhat clear; goal somewhat ties to rationale, goal is generally feasible and appropriate.	Rationale behind goal setting is unclear or vague; goal does not clearly tie to rationale; goal is not feasible or is inappropriate.	No goal or description is provided.

2. Description how you have worked with or plan to work with district staff and parents to ensure that individual student goals are measurable, feasible, and individually appropriate:

STRONG (6 pts.)	MODERATE (4 pts.)	LIMITED (2pt.)	NOT PROVIDED (0 pts.)
Plan is extensive and strong; plan appears highly likely to result in appropriate, measurable, and feasible individualized goal setting.	Plan is generally adequate; plan appears possible to result in appropriate, measurable, and feasible individualized goal setting.	Plan is inadequate or inappropriate; plan appears unlikely to result in appropriate, measurable, and feasible individualized goal setting.	No goal or description is provided.

3. Description of the standardized assessment:

STRONG (6 pts.)	MODERATE (4 pts.)	LIMITED (2pt.)	NOT PROVIDED (0 pts.)
Extensive description of assessment is provided; assessment is highly appropriate; applicant demonstrates extensive understanding.	Clear but not extensive description of assessment is provided; assessment is generally appropriate; applicant demonstrates adequate understanding.	Partial or vague description of assessment is provided; assessment is inappropriate; applicant demonstrates poor understanding.	No description is provided or no assessment is used.

4. Description of how the selected assessment connects to PAWS:

STRONG (6 pts.)	MODERATE (4 pts.)	LIMITED (2pt.)	NOT PROVIDED (0 pts.)
Description is strong; assessment extensively connects to PAWS and academic standards; applicant demonstrates an extensive understanding of the connection.	Description is adequate; assessment generally connects to PAWS and academic standards; applicant demonstrates an adequate understanding of the connection.	Description is vague or inadequate; assessment connects poorly to PAWS and academic standards; applicant demonstrates a poor understanding of the connection.	No data are provided.

Part 2 Section V. Assessment of Progress and Reporting Information

(30 pts.) Total Points Section V: _____

1. Description of the process used to develop an individualized instructional program:

STRONG (6 pts.)	MODERATE (4 pts.)	LIMITED (2pt.)	NOT PROVIDED (0 pts.)
Process is extensive, extremely clear, and likely to be successful at identifying student needs; standardized assessment is clearly connected to program development process; applicant demonstrates a strong understanding of connection between planned programming and goals.	Process is adequate and possible to be successful at identifying student needs; standardized assessment is adequately connected to program development process; applicant demonstrates an adequate understanding of the connection between planned programming and goals.	Process is vague or inadequate and unlikely to be successful at identifying student needs; standardized assessment is poorly connected to program development process; applicant demonstrates a poor understanding of the connection between planned programming and goals.	No description is provided

2. Individualized instruction:

STRONG (6 pts.)	MODERATE (4 pts.)	LIMITED (2pt.)	NOT PROVIDED (0 pts.)
For small/large groups: description is strong and extensive; applicant demonstrates a clear and extensive understanding of how to individualize within a group. For one to one programs: description is strong and extensive; applicant demonstrates a clear & extensive process for adjusting instruction.	For small/large groups: description is adequate; applicant demonstrates an adequate understanding of how to individualize within a group. For one to one programs: description is adequate; applicant demonstrates an adequate process for adjusting instruction.	For small/large groups: description is poor or inadequate; applicant demonstrates a poor understanding of how to individualize within a group or does not plan to individualize. For one to one programs: description is inadequate or poor; applicant demonstrates a poor or inadequate process for adjusting instruction.	No description is provided.

3. Description of the specific procedures, including the timeline and frequency of reporting:

STRONG (6 pts.)	MODERATE (4 pts.)	LIMITED (2pt.)	NOT PROVIDED (0 pts.)
Procedures are extensive; procedures are extremely clear and more than adequate for reporting progress to necessary parties; procedures appear likely to ensure that all parties are informed of student progress.	Procedures are adequate; procedures are relatively clear and adequate for reporting progress to necessary parties; procedures appear possible to ensure that all parties are informed of student progress.	Procedures are partial or vague; procedures are unclear or seem inadequate for reporting progress to necessary parties; procedures appear inadequate for ensuring that all parties are informed of student progress.	No description is provided.

4. Description of progress reports and sample progress report:

STRONG (6 pts.)	MODERATE (4 pts.)	LIMITED (2pt.)	NOT PROVIDED (0 pts.)
Progress report is extensive and extremely clear. Report seems highly likely to convey appropriate information to necessary parties and support student learning.	Progress report is generally clear but not extensive. Report seems possible to convey appropriate information to necessary parties and support student learning.	Progress report is vague and unclear. Report seems unlikely to convey appropriate information to necessary parties and support student learning.	No report is provided.

5. Compliance with confidentiality precautions as set forth in NCLB and FERPA:

STRONG (6 pts.)	MODERATE (4 pts.)	LIMITED (2pt.)	NOT PROVIDED (0 pts.)
Plan is extensive; applicant demonstrates strong knowledge of confidentiality requirements of NCLB and FERPA.	Plan is clear but not extensive; applicant demonstrates fair knowledge of confidentiality requirements of NCLB and FERPA.	Plan is unclear; applicant demonstrates poor knowledge of confidentiality requirements of NCLB and FERPA.	No plan is provided.

Part 2 Section VI. Qualifications of Instructional Staff

(30 pts.) Total Points Section VI: _____

1. Description of staff qualifications to provide high quality supplemental services:

STRONG (6 pts.)	MODERATE (4 pts.)	LIMITED (2pt.)	NOT PROVIDED (0 pts.)
Description is extensive; staff qualifications are strong and likely to support high quality services.	Description is clear but not extensive; staff qualifications are adequate to support high quality services.	Description is partial or vague; staff qualifications seem inadequate to support high quality services.	No description is provided OR no description of degrees and/or certifications necessary is provided.

2. Description of how staff qualifications are appropriate:

STRONG (6 pts.)	MODERATE (4 pts.)	LIMITED (2pt.)	NOT PROVIDED (0 pts.)
Description is extensive; qualifications are highly appropriate for programming; applicant demonstrates a strong understanding of qualifications necessary for the programming.	Description is clear but not extensive; qualifications are adequate for programming; applicant demonstrates an adequate understanding of qualifications necessary for the programming.	Description is partial or vague; qualifications are inadequate or inappropriate for programming; applicant demonstrates a poor understanding of qualifications necessary for the programming.	No description is provided

3. Description of the process for recruiting and retaining high quality staff:

STRONG (6 pts.)	MODERATE (4 pts.)	LIMITED (2pt.)	NOT PROVIDED (0 pts.)
Description is extensive; process for recruiting & retaining is extensive and highly appropriate.	Description is clear but not extensive; process for recruiting & retaining is adequate.	Description is partial or vague; process for recruiting & retaining is vague and inadequate.	No description is provided.

4. Description of the process for regularly reviewing staff performance:

STRONG (6 pts.)	MODERATE (4 pts.)	LIMITED (2pt.)	NOT PROVIDED (0 pts.)
Description is extensive; process is extensive and highly appropriate and seems likely to support high quality instruction.	Description is clear but not extensive; process is adequate and seems probable to support high quality instruction.	Description is partial or vague; process is inadequate and seems unlikely to support high quality instruction.	No description is provided.

5. Professional development and how these opportunities directly improve the instruction and services offered:

STRONG (6 pts.)	MODERATE (4 pts.)	LIMITED (2pt.)	NOT PROVIDED (0 pts.)
Description is extensive; opportunities are extensive, and highly likely to lead to improved instruction.	Description is clear but not extensive; opportunities are clear but not extensive and somewhat likely to lead to improved instruction.	Description is partial or vague; opportunities are limited and seem inadequate and unlikely to lead to improved instruction.	No description is provided.

Part 2 Section VII: REVIEWED BUT UNSCORED

Part 2 Section VIII: REVIEWED BUT UNSCORED

Part 2 Section IX: REVIEWED BUT UNSCORED

Part 2 Section X: REVIEWED BUT UNSCORED

Scoring Table			
Section	Section Provided and Complete	Total Points Possible	Score
Section I		18 Points	
Section II		30 Point	
Section III		12 Point	
Section IV		24 Point	
Section V		30 Point	
Section VI		30 Point	
Section VII		N/A	N/A
Section VIII		N/A	N/A
Section IX		N/A	N/A
Section X		N/A	N/A
Total Score Total		144 Points	

Overall Comments:

Reviewer's Name

Date

Reviewer's Signature

Appendix B: Code of Professional Conduct and Business Ethics



Code of Professional Conduct and Business Ethics for Supplemental Educational Services Providers *Amended January 8, 2008*

This revised code of ethics, as adopted by the EIA Board of Directors, shall become effective January 8, 2008.

SES Providers (and other education service providers) operate in an environment that touches communities, school officials, parents, students, and other providers. The importance of the activities and complexity of the interactions make it paramount that EIA member organizations adhere to the highest standards of professional conduct and business ethics. In its role of providing critical leadership to the education industry, both public and private, EIA has adopted the voluntary code to describe key organizational behaviors and policies that will guide its member companies and others.

High quality educational programs delivered by trained professionals represent the core value that is to be reflected throughout all of our partnerships with schools, parents, and students. The following structure represents the collective judgment of what constitutes ethical behavior. EIA members are committed to using it to guide decision-making and performance at all levels of their organizations—from the CEO to the employee in the classroom. Accountability for achieving desired results consistent with these guidelines and standards is the ultimate benchmark upon which EIA member service providers will be judged.

We encourage States and Local School Districts to adopt these guidelines into their governance, contractual and oversight systems and apply all appropriate sanctions when the guidelines have been breached.

EIA Compliance Procedures:

1. EIA will develop educational materials on these standards for use by providers, States, and school district personnel. These materials will be distributed to members and non-members alike for their incorporation into their internal staff development procedures.
2. All EIA members will sign a statement acknowledging their acceptance of these standards. EIA will maintain a list of signers on its website for the public to review.
3. When a State or School District completes an investigation and has a finding that a

breach of these guidelines has occurred, EIA may issue its own censure, suspend or terminate the membership status of the Member. Before EIA acts, it will discuss the matter with the party and offer the party the opportunity to present its information to an ad hoc committee of the Board of Directors.

General Guidelines

In the conduct of business and discharge of responsibilities, Providers commit to:

1. Conduct community outreach and student recruitment and to serve students fully consistent with the terms of their state-approved application and all state and local policies.
2. Conduct business honestly, openly, fairly, and with integrity.
3. Comply with applicable laws, statutes, regulations, and ordinances.
4. Avoid known conflict of interest situations.
5. Never offer or accept illegal payments for services rendered.
6. Apply these guidelines and standards throughout the company by insuring all employees understand them and act accordingly.
7. Refrain from publicly criticizing or disparaging other providers.
8. In the case of any conflict, first attempt resolution directly with each other. However, the parties involved may ask EIA to help mediate potential disputes.
9. Comply with the confidentiality and non-disclosure provisions of all applicable federal, state and local laws, including those relating to student identity, records, reports, data, scores and other sensitive information.
10. Be factual and forthright in reporting and documenting attendance rates, effectiveness of their programs, and in explaining the theoretical/empirical rationale behind major elements of its program, as well as the link between research and program design.
11. Take appropriate corrective action against provider employees, consultants or contractors who act in a manner detrimental to the letter or spirit of this code.
12. Take immediate steps to correct any actions on its part that willfully or inadvertently violate of the letter or spirit of this code.

Standards Specific to SES

EIA Members will consistently implement the NCLB Supplemental Services provisions and promote full access to SES services. To that end,

Providers Shall:

1. **Not** compensate school district employees personally in exchange for access to facilities, to obtain student lists, to assist with marketing or student recruitment, to promote enrollment in a provider's program at the exclusion of other providers, to obtain other similar benefits for their SES program, or for any illegal purpose.
2. **Not** employ any district employees who currently serve the districts in the capacity of Principal, Assistant Principal, or school or district SES Coordinator.

3. **Not** employ any individuals, including teachers, parents, or community leaders, who have any governing authority over a school district or school site. The sole exception shall be in school districts that are considered rural and where there are few providers.
4. **Not** hire school-employed personnel for any purpose other than instruction-related services or program coordination, as described in item #3 in the next section below.
5. **Not** make payments or in-kind contributions to schools or school personnel, exclusive of customary fees for facility utilization in exchange for access to facilities, to obtain student lists, to increase student enrollment, to obtain other similar benefits for their SES program or for any illegal purpose.
6. **Not** misrepresent to anyone, including parents (during student recruitment), the location of a provider's program, principal/district, or state's approval of a provider, or the likelihood of becoming so approved.
7. **Not** offer a student, parent, or teacher any form of incentive for signing-up a student with a provider. This includes restricting the promotion of any allowable attendance or performance incentives to the period following student enrollment. Only then may the provider inform the student of any incentives that are directly linked to attendance or performance in SES.
8. **Not** sponsor promotional events including pizza parties on school grounds for student recruitment that are for the sole benefit of a single provider. The preferred practice is for the school to organize such recruitment events that are for the benefit of all providers, accepting voluntary sponsorship from providers.
9. **Not** employ any SES-enrolled student.
10. **Not** use a district enrollment form that has the selected provider's name pre-printed as part of the form. Any facsimile of the enrollment form used to demonstrate how to accurately complete it must be clearly marked as "SAMPLE" and this facsimile shall in no way be used to actually enroll the student.
11. **Not** encourage students/parents to switch providers once enrolled. A student is considered enrolled once the District has issued the formal student / Provider selection list.

Providers MAY:

1. Provide simple door prizes of a nominal value (approximately \$2 per prize) and refreshments to potential students and their families, while attending informational sessions.
2. Offer enrolled students performance rewards with a maximum value of \$50 that are directly linked to documented meaningful attendance benchmarks and/or the completion of assessment and program objectives. These incentives shall not be advertised in advance of actual enrollment.
3. Employ a parent of an SES-eligible student subject to the following conditions. Each parent of an eligible student who is hired by a provider must have a written job description and must be compensated on the same basis as all other employees of the provider who perform similar work. No parent may receive any commission or other benefit related to the enrollment of his or her child in a provider's program, nor may a

parent be subject to any employment action by the provider on account of the parent's selection of an SES program for his or her child.

4. Employ school district employees (subject to items #2, #3 and #4 in the previous section above) for instruction-related services or program coordination purposes as long as the person does not restrict the marketing or enrollment opportunities of other providers, subject to District policies governing conflict of interests and other District-imposed requirements. However, tutors who are currently employed by the school district may **not** recruit students.
5. Include in tutor compensation, incentives for student achievement consistent with a company's written policy.

For more information about the Education Industry Association, contact Steve Pines, Executive Director, 800-252-3280, spines@educationindustry.org, www.educationindustry.org.

Appendix C: Education in Wyoming

- Size - 97,100 square miles – 9th largest state
 - % of Land in Rural Area - 91.7% (2010)
- Population – 584,153 (2014)
 - Population per Square Mile – 5.10 (2010)
- Statewide enrollment for 2014-2015 – 90,303 K-12 students
- School districts - 48
 - Only 3 districts have a student population of over 8,000 students
 - Laramie County School District #1 – 13,761
 - Natrona County School District #1 – 13,059
 - Campbell County School District #1 – 9,134
 - 26 school districts have student enrollment of 1,000 students or less
 - Lowest enrollment – 84 students, Sheridan County School District #3
- Schools – 352
 - 28.13% of Wyoming’s 351 schools have fewer than 100 students
 - Lowest school enrollment – 1 student
- School Improvement in Wyoming (SY 2014-2015)
 - 33 Districts have Title I Schools in Improvement
- State Standards
 - Specify what students must master
 - Not instructional curricula or technical documents to guide day-to-day instruction
 - More information: <http://edu.wyoming.gov/in-the-classroom/content/common-core/>
- State Test
 - PAWS – Proficiency Assessments for Wyoming Students
 - Test in grades 3-8, and 11
 - Includes reading, writing, math, and science
 - More information: <http://edu.wyoming.gov/educators/assessment/>
- Internet Connectivity
 - Most districts use PCs and handheld devices, though some schools still have Apple labs
 - All districts and schools have connectivity
 - All schools have an in-district computer service technicians
 - Those that don’t outsource it locally
- SES Per-Pupil Amounts
 - Vary widely by district – below is the average, low, and high for SY 2012-2013
 - Average – \$2,363.12
 - Low - \$1,009.47
 - High - \$6,129.05
- Rural Area
 - Wyoming is very rural in nature
 - In the rural areas, predominately ranches/farms
 - Although districts have connectivity, many families do not
 - In some of our lower economic areas, phone service is provided via cellular service
- Urban areas
 - Only 2 areas – Cheyenne (Laramie County School District #1) and Casper (Natrona County School District #1)
 - Each town has a population over 50,000