



Massachusetts Department of
**ELEMENTARY & SECONDARY
EDUCATION**

Technical Assistance Handbook for District Administrators and Providers of Supplemental Educational Services (SES)

Supplemental educational services (SES) are additional academic instruction designed to increase the academic achievement of eligible (low income) students in Title I schools in the second year of improvement, corrective action, or restructuring. The purpose of this handbook is to assist district administrators of SES and SES providers in building strong SES programs.

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Frequently Asked Questions about Supplemental Educational Services

What are supplemental educational services?

Supplemental educational services (SES) are additional academic instruction designed to increase the academic achievement of eligible (low income) students in Title I schools in the second year of improvement, corrective action, or restructuring. These services, which are in addition to the instruction provided during the school day, may include academic assistance such as tutoring, remediation and other supplemental academic enrichment services consistent with the content and instruction used by the local school district and aligned with Massachusetts' academic content and achievement standards. SES must be high quality, research-based, and specifically designed to increase student academic achievement.

Which students are eligible to receive SES?

Students from low-income families attending Title I schools that are in their second year of school improvement (i.e., have not made AYP for three years), in corrective action, or in restructuring status are eligible to receive SES.

In what subjects may SES be provided?

SES may be provided in English language arts/reading, mathematics, and science.

Who can provide SES?

A provider of SES may be any public or private (non-profit or for-profit) entity that meets the Department's criteria for approval, including: public schools, private schools, districts, educational service agencies, institutions of higher education, faith-based organizations, community-based organizations, business groups, and individuals.

Interested parties can learn more about becoming an SES provider at www.doe.mass.edu/ses/providers.html.

Upon approval by the Department and every year thereafter, the provider enters into a contract/agreement with the district that specifies billing procedures and other logistics.

How do parents/guardians sign up for SES?

At the beginning of the year, parents/guardians of eligible students are notified by the district of the availability of SES, along with a list of providers approved by the Department to serve the district and information about the enrollment process. Districts are encouraged to advertise this SES broadly by sending home letters and e-mails, holding family nights at which SES information is available, or hosting SES provider fair that approved providers can attend to promote their programs.

Parents/guardians may select any approved provider that they feel will best meet their child's academic needs. With parental input, the district will then develop an SES Student Learning Plan with the provider, and the provider will provide services to the child and report on the child's progress to the parents and to the district. A list of approved providers and a search tool for finding providers by district, subject area, grade, or keyword may be accessed from www.doe.mass.edu/ses/.

Who pays for SES?

Each school district is required to reserve up to an amount equal to 20 percent of its Title I, Part A allocation, from which it must spend: an amount equal to 5 percent for choice-related transportation; an amount equal to 5 percent to provide SES; and an amount equal to the remaining 10 percent for choice-related transportation, SES, or both, as the district determines.

As a district administrator or SES provider, where can I find more information for building a strong SES program?

Resources for building strong SES programs, including information about funding, parent/guardian outreach strategies, and non-regulatory federal guidance can be accessed online at www.doe.mass.edu/ses/resources.html.

Who can I contact with more questions about SES?

Contact the Department via email at: sesproviders@doe.mass.edu.

Responsibilities of the Department of Elementary and Secondary Education, District Administrators of SES, Providers, and Parents/Guardians

Responsibilities of the Department

- Consult with parents, teachers, districts, and interested members of the public to promote maximum participation by providers to ensure, to the extent practicable, that parents have as many choices as possible.
- Provide and disseminate broadly, through an annual notice to potential providers, the process for obtaining approval to be an SES provider.
- Develop and apply objective criteria for approving potential providers.
- Maintain an updated list of approved providers, across the State, by school district, from which parents may select, including providers that are able to serve English language learners and students with disabilities.
- Develop, implement, and publicly report on standards and techniques for monitoring the quality and effectiveness of services offered by approved providers, and for withdrawing approval from providers that fail, for two consecutive years, to contribute to increasing the academic proficiency of students served by the providers.

Responsibilities of District Administrators of SES

- Notify parents about the availability of services, at least annually.
- Assist parents in selecting a provider identified by the State for the area served by the district or within a reasonable distance of that area, if requested, including providers able to serve LEP students and students with disabilities.
- Determine which students may receive services if not all students can be served.
-

- Enter into a contract/agreement with providers that specifies billing procedures and other logistics
- Develop an SES Student Learning Plan with the provider selected by parents/guardians of an eligible student.
- Protect the privacy of students who receive SES.
- Ensure that LEP students, students with disabilities, and eligible students covered under Section 504 have an equal opportunity to participate in SES.
- Collect and report SES data to the Department on an annual basis.

Responsibilities of SES Providers

- Support the student in attaining his or her specific achievement goals as established by the district in consultation with the student's parents and the provider.
- Measure the student's progress, and inform the student's parents and teachers of that progress at least three times over the course of the SES Student Learning Plan.
- Adhere to the timetable for improving the student's achievement developed by the district in consultation with the student's parents and the provider.
- Ensure that each student receives a minimum of 25 hours of group instruction or 22 hours of individual instruction.
- Ensure that it does not disclose to the public the identity of any student eligible for or receiving SES without the written permission of the student's parents.
- Provide services consistent with applicable health, safety, and civil rights laws.
- Provide services in a manner that is compliant with Massachusetts' Conflict of Interest Law.
- Provide services that are secular, neutral, and non-ideological.
- Provide services to LEP students, students with disabilities, and eligible students covered under

Section 504 in accordance with state and federal laws.

- Collect and report year-end student achievement data to the district on an annual basis.

Responsibilities of Parents/Guardians

- Select a provider for their child.
- Support their child's work at home to meet achievement goals.
- Ensure that their child attends the SES sessions in which he or she is enrolled.
- Provide feedback to district administrators of SES and providers on the quality of services.

For District Administrators of SES Programs

District administrators of SES programs engage in a variety of activities throughout the year. The following information is a summary. For more details, consult the Federal Non-Regulatory Guidance on Supplemental Educational Services at www.ed.gov/policy/elsec/guid/suppsvcsguid.doc.

Year at a Glance

May – June	Reserve funds for SES and determine how many students can be served
July – August	Develop enrollment and outreach policies
August	Identify providers able to serve the district, and develop contracts/agreements with those providers that specify billing procedures and other logistics
August – September	Notify parents/guardians and conduct community outreach, including “provider fairs”
September – October	Develop SES Student Learning Plans with providers selected by the parents/guardians of eligible students with input from the student’s teacher, the provider, and parents/guardians
October - December	Display SES data on the district’s website
Ongoing	Work in partnership with providers to monitor the provision of SES
June – August	Report SES data to the Department

Reserve funds for SES on Title I grant application

A district with any Title I school identified for Improvement (Year 2), Corrective Action, or Restructuring must reserve funds for SES and choice-related transportation prior to the start of the school year. Unless a lesser amount is needed to meet demand for these options, the district must spend an amount

equal to 20 percent of its overall Title I, Part A allocation on:

1. choice-related transportation;
2. SES;
3. or a combination of (1) and (2).

The amount of funding that a district must spend on SES depends on how much it spends to meet the demand for choice-related transportation.

If the demand from parents/guardians of eligible students for choice-related transportation exceeds 5 percent of the allocation, the district must spend at least the equivalent of 5 percent of its allocation on choice-related transportation. Similarly, if the cost of satisfying all requests for SES exceeds 5 percent of the district's allocation, the district must spend an amount at least equal to 5 percent of its allocation on those services.

The district has flexibility in allocating the remaining 10 percent between choice-related transportation and SES to meet the demand for those options. The law requires, however, that if there is no or limited demand for choice, the district must be prepared to spend up to the full 20 percent amount on SES. Therefore, any amounts reserved for choice-related transportation that exceed the costs associated with demand must be used to meet parent/guardian demand for SES.

The 20 percent obligation is a minimum requirement. A district may spend more than this amount if additional funds are needed to meet all demand for choice-related transportation and SES.

Determine how many students can be served

Each district has an amount of funds it may spend per-pupil on SES in a given school year. These per-pupil amounts are posted to the Department's website each year in an Excel workbook.

The per-pupil cap on SES costs is calculated by dividing each district's Title I, Part A allocation by the number of children residing within the district aged 5 to 17 who are from families below the poverty level, as determined by the most recent Census estimates (This cap applies to the cost of instructional services only. The district may incur additional per-pupil costs related to the administration of SES or appropriate accommodations for students with disabilities.)

To determine how many eligible students (low income) can receive SES, divide the amount of funds reserved for SES by the per-pupil cap:

$$\frac{\$ \text{ SES Total Allocation}}{\$ \text{ Per-Pupil SES Cap}} = \text{Number available SES slots}$$

For example, a district reserves \$100,000, or 20 percent, of its Title I allocation for choice-related transportation and SES. Of those funds, the district allocates 5 percent (\$15,000) for choice and 15 percent (\$85,000) for SES. The district's per-pupil cap for SES is \$1,200; \$85,000 divided by \$1,200 equals 70.8. Therefore, the district has approximately 70 "slots" to make available to low income students for SES. (If demand for choice-related transportation is low, then some or all of the remaining \$15,000 reserved for choice can be added to the district's reservation for SES, and the number of available slots will increase).

If sufficient funds are not available to serve all eligible children, the district must give priority to the lowest-achieving eligible students. Districts must use a fair and equitable procedure in determining which students are the lowest achieving, and use professional judgment in applying those criteria. One possible approach to prioritizing students would be for the district to establish a cut-off score on the MCAS or another assessment, either on a school-by-school basis or for all schools across the district, and make SES available to students whose scores fall below the cut-off level.

Alternatively, the district might decide to focus services on students who are the lowest-achieving in the subject or subjects that resulted in the school being identified for improvement. Or it might decide that the best use of limited SES funds is to focus on the lowest-performing students in particular grades.

The district should not assume before it contacts parents that it will have limited resources for SES. Rather, the district should notify all eligible families of their children's eligibility. Only if more families request SES than there are funds available to provide services should the district set priorities to determine which eligible students can be served. The district should review the information available about the performance of eligible students and apply its priorities in a manner that is fair and objective. Students are eligible for SES only if they meet the poverty criteria (i.e., receiving free or reduced price lunch) and are enrolled in Title I schools identified

for Improvement (Year 2), Corrective Action, or Restructuring.

Develop enrollment and outreach policies

To encourage parent/guardian participation in SES, the district must offer a minimum of two enrollment windows at separate points in the school year that are of sufficient length to enable parents of eligible students to make informed decisions about the options offered. Also, the district should, to the extent practicable, partner with outside groups, such as faith-based organizations, other community-based organizations, and business groups, to help inform eligible students and their families of the opportunities to transfer or to receive SES.

A district that at mid-year has determined it needs less than the amount of Title I funds it had reserved to meet demand for choice-related transportation and SES may wish to amend its Title I grant to use unexpended amounts for other allowable activities. When amending a grant to reallocate the 20 percent obligation, districts must ensure that they maintain documentation that parents/guardians had a genuine opportunity to transfer or sign up to receive SES. For details, see pages 50-58 of the *Federal Non-Regulatory Guidance on Supplemental Educational Services* at:

www.ed.gov/policy/elsec/guid/suppsvcsguid.doc

Identify providers able to serve the district, and develop contracts/agreements with those providers that specify billing procedures and other logistics

The district must develop a contract/agreement with every SES provider eligible to serve the district prior to the school year. This document covers issues such as: the fees charged to providers for the use of school facilities; the frequency of payments to providers, which may include provisions addressing missed sessions; whether payments will be based, in whole or in part, on student attendance; a provision for reporting student progress at least three times over the course of each student's program; a provision for terminating the agreement if the provider fails to implement the SES Student Learning Plan; a provision prohibiting the provider from disclosing to the public the identity of any student eligible for or receiving SES without the written permission of the student's parents; a provision certifying that

Massachusetts Criminal Offender Record Information (CORI) checks are performed according to the law for all provider staff¹; a provision that requires all providers to comply with Massachusetts' Conflict of Interest Law; and assurances that the services will be provided in a manner consistent with applicable health, safety, and civil rights laws.

The Department requires all contracts/agreements to stipulate that SES providers must provide, at a minimum, 25 hours of group instruction or 22 hours of individual instruction to students. In addition, providers may not provide group instruction to students who are more than three grades apart (e.g., a provider may provide instruction to students in the same group who are enrolled in grades 2,3, and 4, but cannot provide group instruction to students in the same group who are enrolled in grades 2,3, and 5). The district cannot, however, impose requirements on a provider that affect the design of the provider's program. For more details, visit www.doe.mass.edu/ses/resources.html.

The Department maintains an updated list of approved providers, across the State and by school district, including providers that are able to serve English language learners and students with disabilities. This list is available online at www.doe.mass.edu/ses/search.aspx.

Notify parents and conduct community outreach, including "provider fairs"

Parents/guardians of eligible students must be informed in writing at the beginning of the school year of the continuing status of the school and of the availability of SES for their child. This notification must:

- Be distinct from other parent/guardian notifications;
- Be in a comprehensive, easy-to-understand format and, to the extent practicable, in a language the parents can understand;
- Identify each approved provider in or near the district able to serve;

¹ It is the responsibility of the district to ensure that SES are delivered in a safe, healthy environment. As such, the district may require additional background checks of provider staff, so long as all provider staff (including tutors from the district, if the district is also a provider) are subject to the same requirements.

- Describe the services, qualifications and evidence of effectiveness for each provider, including providers that are able to serve English language learners and students with disabilities;
- Describe the procedures and timelines parents/guardians must follow in selecting a provider, including contact information; and
- Explain the benefits of participating in the SES program.

Samples of parent/guardian notification letters are available at: www.doe.mass.edu/titlei/monitoring/.

In addition to sending letters home to parents/guardians, the district should consider other strategies to make outreach more successful. For example, the district is encouraged to implement policies that likely will improve their understanding of and access to SES, such as:

- Partnering with outside groups, if practicable, to help inform parents/guardians about SES. Parent outreach centers and community- and faith-based organizations may also be particularly well-suited to help with the process.
- Holding "provider fairs" to give parents/guardians an opportunity to meet and learn about providers and their programs and to assist them in gathering information on SES and signing up for services. Any such fairs should be scheduled at times and locations that are convenient to parents/guardians.
- Providing teachers and principals with information about SES and local providers, so that these educators can be a resource for parents/guardians and encourage parents to enroll their child in SES.
- Providing multiple enrollment periods, of sufficient length, so that parents/guardians have sufficient time to make decisions about SES programs for their child.
- Making the registration process as open and accessible as possible by making registration materials widely available to parents/guardians and providers.

The district should have a designated contact person, accessible via phone, email, or in person, whom parents can contact with questions. Additionally, the district could let parents register for SES online. For any

“enrollment window” the district provides, the district should establish a reasonable deadline by which parents must sign up for services.

At no time may the district or any SES provider disclose to the public or to an approved provider the identity of any student who is eligible for, or receiving, SES without the written permission of the student’s parents. For details, see pages 37-38 of the *Federal Non-Regulatory Guidance on Supplemental Educational Services* at www.ed.gov/policy/elsec/guid/suppsvcsguid.doc.

Develop SES Student Learning Plans with providers selected by the parents/guardians of eligible students with input from the student’s teacher, the provider, and parents/guardians

Once parents/guardians select a provider for their child, the district enters into an agreement with the provider to develop an SES Student Learning Plan. The district should provide information to SES providers on the student’s academic needs, such as assessment results, report cards, and teacher input on academic skills that have to be addressed. The plan must include the following:

1. Specific academic achievement goals for the student, developed in consultation with the student’s parents/guardians and the provider;
2. A description of how the student’s progress will be measured and how the student’s parents/guardians and teachers will be regularly informed of that progress at least three times during the scope of the plan; and
3. A timetable for improving the student’s achievement (including the stipulation that SES providers must provide, at a minimum, 25 hours of group instruction or 22 hours of individual instruction to students).

(Please note that certain components required by the *Federal Non-Regulatory Guidance on Supplemental Educational Services*—such as provisions concerning payment, termination of services, protecting student confidentiality, and an assurance that SES will be provided consistent with applicable health, safety, and civil rights laws—in Massachusetts are agreed to in the contract/agreement between the district and the provider prior to the approval of the SES Student Learning Plan.)

In the case of a student with a disability, the achievement goals, measurement and reporting of progress, and timetable described above must be consistent with the student’s IEP under Section 614(d) of the Individuals with Disabilities Education Act (IDEA). In the case of a student covered by Section 504, the achievement goals, measurement, and reporting must be consistent with the student’s individualized services under Section 504. SES must be in addition to, and not a substitute for, the instruction and services required under the IDEA and Section 504, and should not be written into a student’s IEP or Section 504 plan. For details, see pages 33-39 of the *Federal Non-Regulatory Guidance on Supplemental Educational Services* at www.ed.gov/policy/elsec/guid/suppsvcsguid.doc.

It is the responsibility of the district, not the provider, to ensure that an SES Student Learning Plan is completed for each student participating in SES. However, a district and a provider may agree that the provider will complete, on behalf of the district, the agreement for each student the provider serves. A district cannot require a provider to develop the SES Student Learning Plan for the students it serves, absent the provider’s consent.

Ultimately, the district is accountable for reviewing and approving the SES Student Learning Plan, and for making sure that all plans, whether developed by the district or by a provider on behalf of the district, are completed for all students participating in SES and include the required information.

Display SES data on the district’s website

Released in January 2009, the *Federal Non-Regulatory Guidance on Supplemental Educational Services* requires the district to prominently display on its website, in a timely manner to ensure that parents have current information:

1. Beginning with data for the 2007-2008 school year and for each subsequent school year, the number of students who were eligible for and the number of students who participated in SES; and
2. For the current school year, the list of providers approved by the state to serve in the district and the locations where services are provided.

To assist districts in complying with the first requirement, each fall the Department posts data on the number of students in each district who were eligible for and

participated in Title I/school choice and SES in Massachusetts public schools: www.doe.mass.edu/ses/resources.html. The district must post this information to its website each fall.

Districts may comply with the second requirement by posting a link to the list of providers approved to serve the district as follows:

1. Go to the Department's "Find a Provider" page: <http://www.doe.mass.edu/ses/search.aspx>
2. Select the name of the district from the drop-down menu. A list of providers will be displayed.
3. Make a link on the district's website to this page. For example, the website address for the list of approved providers for the Boston Public Schools is: www.doe.mass.edu/ses/results.aspx?DistrictCode=00350000&Keyword=&mode=search.

Work in partnership with providers to monitor the implementation of SES

Throughout the school year, the district and the provider should maintain an open and collaborative relationship in monitoring the implementation of SES according to the contract/agreement. This may be accomplished by maintaining frequent contact with providers, ensuring that the schedules for informing parents and the student's teacher(s) about the student's progress are met, and resolving any issues that arise in a timely manner. For information on how the Department monitors the implementation of SES, visit: <http://www.doe.mass.edu/ses/monitoring.html>

Ensure communication on student's progress between the parents, the provider, and the student's teacher

As stated above, the SES Student Learning Plan must include a description of how the student's progress will be measured and how the student's parents/guardians and teachers will be regularly informed of that progress.

The Department requires progress reports to be distributed to the student's parents/guardians and teachers at least three times over the life of the SES Student Learning Plan and, at the end of the year, to report year-end student achievement data to the district (The district may, at its discretion, also distribute

progress reports to the student's principal and/or other officials responsible for monitoring student progress).

Report SES data to the Department

The Department collects information about Title I and SES programming at the district, school, and student level via the Title I Data Collection Application in the Security Portal.

1. *At the district level*, the district must report how much of the district's current year Title I allocation was spent on choice-related transportation and/or SES; describe why the district did not spend all of the funds it reserved for choice-related transportation and/or SES, if applicable; and describe how it intends to increase participation in SES in the future, if applicable.
2. *At the school level*, the district must report for each school the date parents/guardians were notified of the option to transfer and/or sign up to receive SES.
3. *At the student level*, the district is presented with a list of the students who were potentially eligible to receive SES (i.e., students from low-income families attending Title I schools that are in their second year of school improvement, in corrective action, or in restructuring status). The district must report, for each student who applied for and/or received services, the following information:
 - *Status* (The default status for all eligible students is "Not Served". For each student who applied for but did not receive services, the district selects "Applied/Not Served". For each student receiving services, the district selects "Served".)
 - *Provider* (The district indicates the name of the provider(s) for all served students.)
 - *Subject Area* (The district indicates the subject(s) in which served students received services.)
 - *Start Date* (The district selects the month/year services began for each served student.)
 - *End Date* (The district selects the month/year services ended for each served student.)
 - *Completion of Contracted Hours* (The district indicates whether or not each student

completed their contracted hours; if he or she did not, the district must select the appropriate reason why from the options in the dropdown menu: “Yes, student completed all contracted hours”, “No, student did not attend regularly”, “No, parent ended services”, “No, district ended services”, “No, provider ended services”, or “No, provider did not serve student”.)

- *Achievement/Progress* (Using year-end student achievement data given to the district by providers, the district indicates the level of achievement attained by each student who completed all of their contracted hours by selecting one of the following statements: “Exceeded goals”, “Met goals”, “Made progress but did not meet goals”, “Made no progress towards goals”.)²

Resources

For news, updates, data, and additional resources, visit:

www.doe.mass.edu/ses/

- State List of Approved Supplemental Educational Service Providers
www.doe.mass.edu/ses/results.aspx
- Federal Non-Regulatory Guidance on Supplemental Educational Services
www.ed.gov/policy/elsec/guid/suppsvcsguid.doc
- Sample SES Student Learning Plans and Contracts/Agreements
www.doe.mass.edu/ses/forms/attachmentc.doc
- Sample Parent/Guardian Notification
www.doe.mass.edu/ses/samples/notification.doc
- Creating Strong Supplemental Educational Services Programs
www.ed.gov/admins/comm/suppsvcs/sesprograms/index.html

- Strategies for Informing Parents and Implementing Public School Choice And Supplemental Educational Services Under No Child Left Behind
www.ed.gov/admins/comm/choice/options/index.html

² It is the provider’s responsibility to ensure that the district has the appropriate information needed to accurately report student-level data to the Department. The district should require providers to submit an end-of-year report that summarizes each student’s achievement in accordance with the summative statements used in the Title I Data Collection Application.

For Prospective SES Providers

A provider of SES may be any public or private (non-profit or for-profit) entity that meets the State's criteria for approval. All potential providers are held to the same criteria. Districts, charter schools, and other public schools may not automatically be considered to be approved providers; they must meet the Department's established criteria and go through the same approval process as all other potential providers. The following information is a summary. For details, visit

www.doe.mass.edu/ses.

Application and Approval Process

Ongoing	Complete a request for response (RFR) and required state forms
	Submit application package to the Department
March	Attend a bidder's conference, if desired
April-May	Application reviewed by program staff
	Receive conditional approval from the Department
June-August	Application reviewed by procurement staff
	Receive final approval from the Department
August	Develop contracts/agreements with local school districts that specify billing procedures and other logistics
September 1	Statewide contract begins
August 31	Statewide contract ends

Complete a request for response (RFR) and required state forms

In Massachusetts, approved SES providers enter into a statewide contract with the Commonwealth that in turn makes them eligible to conduct business with local school districts.

The State's SES RFR and required forms may be accessed from the state's Operational Services Division website by

following the instructions posted here:
www.doe.mass.edu/ses/providers.html.

To be considered for approval, prospective providers must submit an application package to the Department for review. While prospective providers are welcome to submit an application package at any time, they only reviewed once a year, in April.³

Attend a bidder's conference

Bidders' conferences help prospective providers and other interested parties learn more about the State's SES RFR and the application process. These meetings are typically held in March at the Department in Malden, Massachusetts.

Application reviewed by program staff

The application package is reviewed by SES program staff, including curriculum specialists and auditors. The review criteria are listed in the Program Information (Attachment A), available at www.doe.mass.edu/ses/providers.html.

Receive conditional approval from the Department

Upon completion of the programmatic review, prospective providers receive a decision letter from the State SES Coordinator. Providers whose program designs are approved by the Department receive conditional approval, typically within four weeks of the April reading round. The application is then forwarded to the Department's Procurement Office.

Providers who have received conditional approval can begin contacting local school districts regarding the availability of their services; however, the provider cannot provide or bill for services until it receives final approval from the Department.

Providers that do not gain approval may reapply at any time, for review in the next scheduled reading round.

³ Prospective providers are encouraged to submit their applications according to the application review timelines established by the Department each year. This will facilitate the prompt review of applications. If necessary, ESE reserves the right to establish a second application reading round and review applications at any time during the year.

Application reviewed by procurement staff

The Procurement Office reviews applications to ensure compliance with state procurement regulations. Additional information or documentation may be requested at that time, if needed.

Receive final approval from the Department

The final step in the application process is the issuing of a vendor code by the state Operational Services Division. The Department then sends notification of final approval, including the vendor code, to the provider. All SES provider contracts run from September 1 through August 31.

Develop contracts/agreements with local school districts that specify billing procedures and other logistics

Approved providers are encouraged to develop contracts/agreements with local school districts prior to the start of the school year. This will ensure that the provider, if selected, can promptly begin services.

Due to the number of eligible students and the time it takes to produce parent notification materials, some larger school districts may require advanced notification of interest in providing SES, sometimes as early as June of the prior school year. Providers should contact the districts they are interested in serving to determine any deadlines. Samples are available at www.doe.mass.edu/ses/forms/attachmentc.doc

Resources

For news, updates, data, and additional resources, visit: www.doe.mass.edu/ses/

- Federal Non-Regulatory Guidance on Supplemental Educational Services
www.ed.gov/policy/elsec/guid/suppsvcsguid.doc
- Becoming an Approved SES Provider in Massachusetts
<http://www.doe.mass.edu/ses/providers.html>
- Sample SES Contracts
www.doe.mass.edu/ses/forms/attachmentc.doc

For Approved Providers

An approved SES provider is responsible for meeting the terms of the contract/agreement and the SES Student Learning Plans entered into with the parents/guardians of eligible students. Providers must involve parents/guardians as active participants in the SES program, deliver educational services in a safe environment conducive to learning, and engage in sound business practices. The following information is a summary. For details, visit www.doe.mass.edu/ses.

Year at a Glance for Approved Providers

August	Develop contracts/agreements with local school districts that specify billing procedures and other logistics
September – October	Develop SES Student Learning Plans with input from the student’s teacher and parents/guardians
Scope of Contract / Agreement	Help the student to attain his or her specific achievement goals
	Measure the student’s progress, and regularly inform the student’s parents, principals and teachers of that progress
	Engage in sound business practices with parents/guardians, local school districts, and the State
	Deliver educational services in a safe environment conducive to learning
	Recruit, train, and supervise staff
December	If applicable, report SES data to the Department (from the previous school year)
May – June	Renew status as a State approved SES provider

Develop contracts/agreements with local school districts that specify billing procedures and other logistics

Once a provider has been added to the state list of approved providers or has had its status as an approved provider renewed, the provider should develop or renew contracts/agreements with every local school district it

intends to serve prior to the school year. For details, please refer to pages 5-6.

Develop SES Student Learning Plans with input from the student’s teacher and parents/guardians

Once parents/guardians select a provider for their child, the district enters into an agreement with the provider to develop an SES Student Learning Plan. For details, please refer to page 7.

Help the student to attain his or her specific achievement goals

SES providers must provide, at a minimum, 25 hours of group instruction or 22 hours of individual instruction to students. Moreover, the achievement goals specified in the SES Student Learning Plan should be specific, measurable, agreed upon by the district and the provider, realistic, and time-based.

Measure the student’s progress, and regularly inform the student’s parents, principals, and teachers of that progress

As part of the SES Student Learning Plan, the district and provider, after consultation with parents/guardians, must agree to a schedule for informing parents/guardians and the student’s teacher(s) about the student’s progress. The intent of this requirement is to ensure that instructional goals are being met and that parents/guardians and teachers are aware of whether SES are helping the student improve his or her academic achievement.

The Department requires progress reports to be distributed to the student’s parents/guardians and teachers at least three times over the course of the SES Student Learning Plan. The district may, at its discretion, also distribute progress reports to the student’s principal and/or other officials responsible for monitoring student progress.

Engage in sound business practices with parents/guardians, local school districts, and the State

SES providers operate in an environment that includes communities, school officials, parents, students and other providers. Providers must adhere to the highest

standards of professional conduct and business ethics. All prospective providers are required to sign a statement of assurances and certification as part of the application process, and all existing providers are required to re-sign the statement when renewing their status as a State approved provider each year. The complete statement of assurances and certification is available online at www.doe.mass.edu/ses/providers.html.

By signing the assurances and certification the provider agrees to adhere to its guidelines, and agrees further that it will not alter the provisions of the application in any way without prior notification and approval by the Department. Any provider found to have violated the elements of the assurances and certification may be subject to immediate removal from the State list of approved providers.

Providers are required to maintain liability insurance, and must, upon request of local school districts, furnish a copy of its liability insurance to the school district.

Providers may not engage in illegal or deceptive practices, falsify any information on its application or other reports to the Department, or violate other State or federal laws, including:

1. Giving incentives or gifts to a student or parent for enrolling in a specific program or to switch enrollment to another program;
2. Offering incentives (such as cash, merchandise, or free educational services) in excess of \$5.00 in value to schools, school districts, parents, students or other entities for signing up students for their programs;
3. Offering “kickbacks” to school or school district officials, principals, or teachers who encourage parents to select that provider; and
4. Engaging in false advertising about its program or other providers’ programs.

Deliver educational services in a safe environment conducive to learning

All approved providers are required to conduct Massachusetts Criminal Offender Record Information (CORI) checks annually on all staff members. When entering into an agreement with a district, the provider is required to certify in writing to the school district that

CORI checks have been completed prior to a staff member working with students. In addition, the provider must make available to the school district a list of the provider’s staff members who are approved to work with students under the contract. Providers must update that list as necessary during the contract term, and are required to maintain files of annually updated CORI checks for staff members. For additional information about CORI requirements, and instructions, contact the Criminal History Systems Board at 617-660-4600 or at [www.mass.gov/?pageID=eopsagencylanding&L=3&LO=Home&L1=Public+Safety+Agencies&L2=Criminal+History+Systems+Board+\(CHSB\)&sid=Eops](http://www.mass.gov/?pageID=eopsagencylanding&L=3&LO=Home&L1=Public+Safety+Agencies&L2=Criminal+History+Systems+Board+(CHSB)&sid=Eops).

Providers are prohibited from delivering services in a private residence other than that of the student, and not without the student’s parent/guardian present. Moreover, services may only be provided during appropriate hours.

Recruit, train, and supervise staff

Providers must have processes for recruiting and hiring high quality staff, and reviewing staff performance on a regular basis. Moreover, providers must maintain resumes or job descriptions for each staff member who may be providing services as an instructor (outlining employment experience, professional development experiences, and professional affiliations). Providers must, upon request of the school district(s) in which the provider operates, share these resumes with the district.

All providers must ensure that their recruiting and hiring practices are in compliance with Massachusetts’ Conflict of Interest Law (G.L. c. 268A). The law details the issues surrounding the involvement of municipal employees in SES programs:

- Non-district providers are prohibited from hiring school committee members, employees or volunteers of a district in the provider’s service area to perform tutoring or any other services within the same district in which the person is employed.
- District providers may employ their own staff to work in the district’s SES program if:
 - The district pays the employee for SES provision under the employee’s regular contract (by one check) for all services rendered (i.e., incorporate payment for SES with the teacher’s regular salary payment) and

- The district sets up its SES program and hiring plan in advance of selecting students for the tutoring services; or
- The district uses objective criteria for selecting students for the program without the involvement of teachers; or
- The district has a rule that no teacher may tutor his or her own students.

Approved SES providers sign the Assurances and Certification statement asserting their compliance with this law.

Report SES data to Districts (from the previous school year)

As part of its responsibility for monitoring the quality and effectiveness of SES, the Department requires providers to report student achievement data to the districts in which they offered SES each year.

At the end of the program year in August, local school districts report to the Department data on student participation, attendance, and achievement in SES.

To assist providers in reporting this information, the district can make available pre-populated rosters of all students who were reported by the district as served. Districts may download rosters in Microsoft Excel through the Security Portal and share them with providers so that they may input information on student performance in SES and then return these data to the district in a confidential manner. Districts may also opt to use their own form for collecting achievement data. At the very least, providers must make available to the districts the following information regarding student achievement:

- *Did the Student Complete all Contracted Hours?* (The default selection for all students is “Yes, student completed all contracted hours.” Alternatively, the provider may select one of the following: “No, student did not attend regularly”, “No, parent ended services”, “No, district ended services”, “No, provider ended services”, or “No, provider did not serve student”.)
- *Achievement/Progress* (The provider selects one of the following: “Student exceeded goals”, “Student met goals”, “Student made progress but did not

meet goals”, or “Student made no progress toward goals”. Crosswalks that correlate post-assessment data and the summative statements regarding achievement must be made available to the district or the Department upon request.)

Renew status as a State approved SES provider

All providers on the State List of Approved SES Providers must renew their contract with the Commonwealth of Massachusetts each year, in June, in order to be eligible to provide SES in the following fiscal year.

The Department notifies current SES providers of the renewal process each spring, including allowable changes to the provider’s program (e.g., contact information, service area, rates, etc.) as well as changes that are not allowable and require the submission of a new RFR (e.g., addition of subject area, change of core curriculum used for instruction, addition of grades served higher than K-8 or lower than 9-12, etc.). In addition, providers submit updated procurement documents and state forms, and all providers are required to re-sign their statement of assurances and certification to renew their status as a State approved provider.

Resources

For news, updates, data, and additional resources, visit: www.doe.mass.edu/ses/

- Federal Non-Regulatory Guidance on Supplemental Educational Services
www.ed.gov/policy/elsec/guid/suppsvcsguid.doc
- Sample SES Student Learning Plans and Contracts/Agreements
www.doe.mass.edu/ses/forms/attachmentc.doc
- Sample Code of Professional Conduct and Business Ethics for SES Providers
www.doe.mass.edu/ses/samples/codeofethics.doc
- State List of Approved SES Providers
www.doe.mass.edu/ses/results.aspx
- Conflict of Interest Law
<http://www.mass.gov/?pageID=ethhomepage&L=1&L0=Home&sid=leth>

Monitoring and Evaluation

The federal No Child Left Behind Act (NCLB) requires states to ensure that districts and SES providers adhere to certain parameters in the design and delivery of SES programs. The Department has a responsibility, through its approval and monitoring processes, to ensure that high-quality services are delivered. The following information is a summary. For details, visit www.doe.mass.edu/ses/monitoring.html.

Monitoring process

Local school districts and SES providers are monitored for compliance with SES requirements through onsite monitoring visits. The Department’s standards and techniques for monitoring implementation of SES are available at www.doe.mass.edu/ses/monitoring.html.

Local school districts are also reviewed as part of the Title I Program Review every six years and through reviews of the district’s Title I grant application and supporting documents annually. The Department’s Title I Program Review process is described here: www.doe.mass.edu/titlei/monitoring/.

Preparing for an onsite monitoring visit

The on-site monitoring process gives the Department a more complete view of the implementation of SES by local school districts and SES providers. In preparation for an onsite monitoring visit districts and providers should:

- Be familiar with the Department’s District and Provider Monitoring Instruments, respectively.
- Have a system for organizing documentation and be prepared to furnish evidence in support of the monitoring criteria described in the Department’s monitoring instruments, including: contracts/agreements; SES Student Learning Plans, evidence of parent/guardian communication and outreach; attendance and achievement records; and other information as required by the Department.
- Ensure district or provider representative(s) have a comprehensive understanding of the program.
- Ensure students know an observation will occur and that they should continue their work as usual.

Sample district monitoring schedule

Monitoring visits last between 1 and 2 days.

Day One Morning: At the administration building	Department staff review goals and expectations for monitoring visit with district SES administrator
	Department staff review district-level documentation, such as contracts/agreements, attendance records, financial data, and parent/guardian communication and outreach materials
	Department staff complete monitoring instrument with district SES administrator
Day One Afternoon: Site(s) where services are provided, if applicable	Department staff meet with school principal, site coordinator, or SES provider
	Department staff observe tutorial services
	Department staff review site-level documentation, such as SES Student Learning Plans, and information related to instructional staff, health, and safety
	Department staff meet with school principal, site coordinator, or SES provider
	ESE staff debrief initial findings with district SES administrator
Day Two (If required)	Department staff review additional evidence and conduct additional observations, as needed
Approximately 3 weeks after visit	Department forwards report, including any corrective action required, to district SES administrator
Approximately 5 weeks after visit	District SES administrator has opportunity to respond to report and submits response to ESE

Sample provider monitoring schedule

Monitoring visits last between 1 and 2 days.

Day One Morning: Prior to observation of services	Department staff review goals and expectations for monitoring visit with SES provider
	Department staff review documentation such as SES Student Learning Plans, curricula and assessments, and information related to instructional staff, health, and safety
Day One Afternoon: Site where services are provided	Department staff observe services
	Department staff interview tutors, as needed, for clarification on services, including curricula, instruction, and assessment
	Department staff debrief initial findings with SES provider
Day Two (If required)	Department staff review additional evidence and conduct additional observations, as needed
Approximately 3 weeks after visit	Department forwards report, including any corrective action required, to provider
Approximately 5 weeks after visit	SES provider has opportunity to respond to report and submits response to ESE

Frequently asked questions regarding SES provider on-site monitoring visits

Who will visit my classroom?

- Representatives from the Department will visit your classroom. This monitoring team will be comprised of 2-4 Title I staff and curriculum specialists.

Should I stop instruction when the visitors come to the classroom?

- No, continue to teach as usual, and instruct your students to continue to learn and work as usual. If time allows, the visitor may ask you about the curriculum, how the student's progress is measured, how the student's parents and teachers will be

regularly informed of that progress, and about the training you receive.

How should I prepare for a visit?

Suggestions include, but are not limited to:

- Prepare a folder of student work. Be prepared to answer questions about the folder's content.
- Prepare to answer questions about how the addresses the leaning needs of your students, including the specific achievement goals contained in each student's SES Student Learning Plan.
- Be prepared to discuss classroom management, discipline procedures, and safety policies (such as fire drills) to ensure a safe learning environment.

Will the observers interrupt the class?

- For the most of the visit, the observers will sit and stand quietly in the classroom to observe the lesson. They will not interrupt your teaching. If time allows, the observers may ask the students questions, such as:
 - What are you learning about today?
 - How has your after-school tutoring helped you improve your studies during your regular day-time classes?
 - How has your tutor helped you improve your skills in reading, mathematics, writing, and/or science?

Resources

For news, updates, data, and additional resources, visit: www.doe.mass.edu/ses/

- SES Monitoring and Evaluation Webpage www.doe.mass.edu/ses/monitoring.html
- Title I Monitoring Webpage www.doe.mass.edu/titlei/monitoring/
- Federal Non-Regulatory Guidance on Supplemental Educational Services www.ed.gov/policy/elsec/guid/suppsvcsguid.doc

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