



Attachment A

Request for Response Number 03OSERE1A

(List of Approved Supplemental Educational Service Providers)

Program Information

Massachusetts Department of Elementary and Secondary Education

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General Program Information

NOTE: The below information is adapted from the Federal Non-Regulatory Guidance on Supplemental Educational Services.

About Supplemental Educational Services

Supplemental educational services are additional academic instruction designed to increase the academic achievement of students in schools in need of improvement. These services may include academic assistance such as tutoring, remediation and other educational interventions, provided that 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 provided outside of the regular school day and be high quality, research-based, and specifically designed to increase student academic achievement [Section 1116(e)(12)(C)].

When students are attending Title I schools that have not made adequate yearly progress (AYP) in increasing student academic achievement for three years, parents of eligible children will be provided with opportunities to ensure that their children achieve at high levels. Supplemental educational services are a component of Title I of the Elementary and Secondary Education Act (ESEA) as reauthorized by the No Child Left Behind Act (NCLB) that provide extra academic assistance for eligible children. Students from low-income families who are attending Title I schools that are in their second year of school improvement (i.e., have not made AYP for three or more years), in corrective action, or in restructuring status are eligible to receive these services.

The Massachusetts Department of Elementary and Secondary Education is required to identify organizations, both public and private, that qualify to provide these services. Parents of eligible students are then notified, by the district, that supplemental educational services will be made available, and parents can select any approved provider that they feel will best meet their child's needs in the area served by the district or within a reasonable distance of that geographic area. The district will sign an agreement with the provider selected by a parent, and the provider will then provide services according to the education plan to the child and report on the child's progress to the parents and to the district.

The goal of supplemental educational services is to ensure that these students increase their academic achievement, particularly in reading/language arts and mathematics. This component of Title I offers parents choices in addressing their child's educational needs, and offers students extra help.

In general, districts must make supplemental educational services available for eligible students attending schools that do not make AYP after one year of school improvement (three years of not making AYP). For example, if a school did not make adequate yearly progress in the 2004-05, 2005-06, and 2006-07 school years, the district must make supplemental educational services available to eligible students in the school at the beginning of the 2007-08 school year.

A provider must continue to provide supplemental educational services to eligible students who are receiving such services until the end of the school year (and/or summer school period) in which such services were first received [Section 1116(e)(8)]. However, the sufficiency of funds and the intensity of services selected (i.e. the number of sessions per week) may limit the availability of services to a shorter period of time. In such case, the parent should be made aware of the anticipated duration of services and agree to it.

A school must continue offering supplemental educational services to its eligible students until the school is no longer identified for school improvement, corrective action, or restructuring. A school is no longer identified for improvement, corrective action, or restructuring if it has made AYP for two consecutive years.

Eligible Students

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. Eligibility is not dependent on whether the student is a member of a subgroup that caused the school to not make AYP or whether the student is in a grade that takes the statewide assessments as required by Section 1111 of the ESEA.

If funds available are insufficient to provide supplemental educational services to each eligible student whose parent requests those services, the district must give priority to providing services to the lowest-achieving eligible students. In this situation, the district should use objective criteria to determine the lowest-achieving students. For example, the district may focus services on the lowest-achieving eligible students in the subject area that caused the school to be identified. The services should be tailored to meet the instructional needs of eligible students in order to increase their academic achievement (see Section F of the Federal Non-Regulatory Guidance on Supplemental Educational Services for additional information).

Funding

Massachusetts districts must make funding available for supplemental educational services for each participating student in an amount that is the lesser of the following per-pupil funding cap:

1. The district's Title I Part A allocation divided by the number of children residing within the district aged 5-17 who are from families below the poverty level, as determined by the most recent Census estimates from the Department of Commerce; or
2. The actual cost of the supplemental educational services received by the student.

Districts are required to spend up to an amount equal to 20% of their Title I Part A allocation—before any reservations—on school choice-related transportation, supplemental educational services, or a combination of both when there are sufficient requests from parents and guardians for these options. At least an amount equal to 5% of the district's total Title I Part A allocation must be spent on supplemental educational services, if there are sufficient requests for such services. (Funding for supplemental educational services may come in whole or in part from other sources, so long as those funds are up to an amount equal to 20% of the district's Title I Part A allocation.)

While districts may choose to spend more than these minimum percentage amounts on supplemental educational services and choice-related transportation, districts are not required to pay supplemental educational service providers more than the per-pupil spending cap for instructional services through this program. Additionally, districts may spend more than this per-pupil cap on related administration, transportation, or accommodations for students with disabilities.

If the required amount of funding is insufficient to provide supplemental educational services to all eligible students whose parents and guardians request those services, then districts must use objective criteria and give priority to providing services to the lowest achieving eligible students.

For more detailed information on funding issues, see Section V of the Federal Non-Regulatory Guidance on Supplemental Educational Services.

Providers of Supplemental Educational Services

A provider of supplemental educational services may be any public or private (non-profit or for-profit) entity that meets the State's criteria for approval. Public schools (including charter schools), private schools, districts, educational service agencies, institutions of higher education, faith-based and community-based organizations, and private businesses are among the types of entities that may apply for approval by the Department. An individual or group of individuals may be a supplemental educational service provider if they organize as a non-profit or for-profit entity and they meet the applicable statutory and regulatory requirements, as well as the Department's criteria for approval. Districts identified for improvement or corrective action and public schools identified for improvement, corrective action, or restructuring are prohibited from serving as providers of supplemental educational services. However, schools within an identified district that are not identified for improvement, corrective action, or restructuring may apply to be approved providers. Regardless of the identity of a provider, the instruction and content must be secular, neutral, and non-ideological [Section 1116(e)(5)(D) and Section 1116(e)(9)].

All potential providers are held to the same criteria. Districts, charter schools, and other public schools are not automatically considered approved providers. Rather, they can be providers if they meet the Department's established criteria, and they must go through the same approval process as all other potential providers.

Notification of Service Availability

Districts may establish a reasonable deadline by which parents must request services. To ensure that parents can make informed decisions about requesting supplemental educational services and selecting a provider, a district should make certain that parents have sufficient time, information, and opportunity to make these decisions. For example, a two-week period, late in the summer, is unlikely to provide sufficient time for parents to make those decisions.

Districts may allow a rolling enrollment for services, taking care that eligible students are served and priorities are respected. A rolling enrollment process would accommodate students who are newly enrolled at the beginning of or during the school year. Whatever procedures a district uses, it must ensure it meets all demand for supplemental educational services from eligible students, consistent with the district's obligation to spend an amount equal to 20 percent of its Title I allocation for choice-related transportation and supplemental educational services (see Sections K-2 to K-4 of the Federal Non-Regulatory Guidance on Supplemental Educational Services for additional information).

Confidentiality of Student Information

A district may disclose a list of students eligible to receive supplemental educational services to possible providers only with the prior written consent of the students' parents. Districts must comply with the prior written consent requirements of the Family Educational Rights and Privacy Act (FERPA) when disclosing information on students under the supplemental educational services program. (For more information, please see 34 CFR § 99.30, available at http://www.ed.gov/policy/gen/reg/ferpa/rights_pg4.html.) The provider may not disclose personally identifiable information about the student without the written consent of the parent. Further, the provider is prohibited from disclosing to the public, without the written consent of the student's parent, the identity of any student who is eligible for or receiving supplemental educational services (see Section F-10 of the Federal Non-Regulatory Guidance on Supplemental Educational Services for more information).

Parents' Selection of a Provider

Parents may select any provider from the State-approved list, as long as that provider is able to provide services in or near the area served by the district, which may include approved providers that use e-learning, online, or distance learning technology to provide supplemental educational services. If requested by parents, districts must assist parents in the selection of a provider. However, parents are not required to accept the district's recommendation for a supplemental educational service provider.

Responsibilities of the Massachusetts Department of Elementary and Secondary Education

The Massachusetts Department of Elementary and Secondary Education identifies providers, maintains a list of providers, and monitors services [Section 1116(e)(4)]. Specifically, the Department:

1. Consults 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.
2. Provides and disseminates broadly, through an annual notice to potential providers, the process for obtaining approval to be a provider of supplemental educational services (see Section C of the Federal Non-Regulatory Guidance on Supplemental Educational Services for additional information).
3. Develops and applies objective criteria for approving potential providers (see Section C of the Federal Non-Regulatory Guidance on Supplemental Educational Services for additional information).
4. Maintains an updated list of approved providers, across the State, by school district, from which parents may select (see Section C of the Federal Non-Regulatory Guidance on Supplemental Educational Services for additional information).

5. Develops, implements, and publicly reports on standards and techniques for monitoring the quality and effectiveness of services offered by approved supplemental educational services 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 (see Section D of the Federal Non-Regulatory Guidance on Supplemental Educational Services for additional information for additional information).

Responsibilities of School Districts

A district must:

1. Notify parents about the availability of services, at least annually (see Section E-2 of the Federal Non-Regulatory Guidance on Supplemental Educational Services for additional information) [Section 1116(e)(2)(A)].
2. Help parents choose a provider, if requested [Section 1116(e)(2)(B)].
3. Determine which students should receive services if not all students can be served (see Section F-3 of the Federal Non-Regulatory Guidance on Supplemental Educational Services for additional information) [Section 1116(e)(2)(C)].
4. Enter into an agreement with a provider selected by parents of an eligible student (see Section G-2 of the Federal Non-Regulatory Guidance on Supplemental Educational Services for additional information) [Section 1116(e)(3)].
5. Assist the Department of Education in identifying potential providers within the district (see Section C-1 of the Federal Non-Regulatory Guidance on Supplemental Educational Services for additional information [Section 1116(e)(4)(A)]).
6. Protect the privacy of students who receive supplemental educational services (see Sections F-9 and F-10 of the Federal Non-Regulatory Guidance on Supplemental Educational Services for additional information) [Section 1116(e)(2)(D)].

Responsibilities of Providers

A provider is responsible for meeting the terms of its agreement with the district (see Section G-2 of the Federal Non-Regulatory Guidance on Supplemental Educational Services), including:

1. Enabling the student to attain his or her specific achievement goals (as established by the district, in consultation with the student's parents and the provider) [Section 1116(e)(3)(A)];
2. Measuring the student's progress, and regularly informing the student's parents and teachers of that progress [Section 1116(e)(3)(A) and (B)];
3. Adhering to the timetable for improving the student's achievement that is developed by the LEA in consultation with the student's parents and the provider [Section 1116(e)(3)(A)];
4. Ensuring that it does not disclose to the public the identity of any student eligible for or receiving supplemental educational services without the written permission of the student's parents [Section 1116(e)(3)(E)];
5. Providing supplemental educational services consistent with applicable health, safety, and civil rights laws (see Sections C-3 through C-5) [Section 1116(e)(5)(C)]; and
6. Providing supplemental educational services that are secular, neutral, and nonideological [Section 1116(e)(5)(D)].

In the case of a student with a disability, the achievement goals, measurement and reporting of progress, and timetable described in items 1 through 3 above must be consistent with (although not included in) the student's individualized education program under Section 614(d) of the IDEA. In the case of a student covered by Section 504, they must be consistent with (although not included in) the student's individualized services under Section 504.

The Role of Parents

Parents are to be active participants in the supplemental educational services program.

At the State level, parents must be consulted in order to promote participation by a greater variety of providers and to develop criteria for identifying high-quality providers [Section 1116(e)(4)(A)].

At the local level, parents must be able to choose from among all supplemental educational service providers identified by the State for the area served by the district or within a reasonable distance of that area. In addition, the district must assist parents in selecting a provider, if such help is requested [Section 1116(e)(2)(B)]. Parents should also have an option to change or terminate services, if they are not satisfied.

At the provider level, parents, the school district, and the provider chosen by the parents must develop and identify specific academic achievement goals for the student, measures of student progress, and a timetable for improving achievement [Section 1116(e)(3)(A)]. All parents whose children receive supplemental educational services must be regularly informed of their child's progress [Section 1116(e)(3)(B)].

In the case of a student with disabilities, or a student covered under Section 504, the provisions of a supplemental educational services agreement regarding specific academic achievement goals for the student, the measures of student progress, and the timetable for improving achievement must be consistent with the student's individualized educational program under IDEA or the student's specialized services under Section 504. However, supplemental educational services are in addition to, and not a substitute for, the instruction and services required under IDEA and Section 504 and should not themselves be part of IEPs or Section 504 plans.

Parents should ensure that their children attend the supplemental services sessions in which they are enrolled. However, the district should ensure that the provider notifies parents if their child is not attending regularly.

Resources for Developing Strong Supplemental Educational Services Programs

The U.S. Department of Education has developed a series of Innovations in Education guides, including one on districts creating strong supplemental educational services. Copies of the guide can be downloaded for free at <http://www.ed.gov/admins/comm/suppsvcs/sesprograms/index.html>. Additionally, the U.S. Department of Education has developed a brochure and poster on supplemental educational services. See <http://www.ed.gov/parents/academic/involve/suppservices/index.html>, and <http://www.ed.gov/parents/academic/involve/suppservices/sesposter.html>. Finally, the <http://www.tutorsforkids.org/> website provides resources and information for districts, states, parents, providers, and other educators.

The U.S. Department of Education's Center for Faith-Based and Community Initiatives hosts free regional workshops around the country to assist faith-based and community organizations in becoming providers. More information is available about these workshops at: <http://www.ed.gov/about/inits/list/fbci/suppserv-workshops.html>. The Supplemental Educational Services Quality Center has also produced a comprehensive guide for entities interested in becoming providers. The guide can be downloaded from: http://www.tutors4kids.org/documents/SESPROVIDERSToolKit_002.pdf.

RFR Application Scoring Criteria

The Massachusetts Department of Elementary and Secondary Education uses the below criteria to score Sections A-H in Part II (Indicators of Quality) of the application.

General Information

- All fields in the application must be completed in order for an application to be scored.
- The “Assurances and Certification” section (Part III of the application) must be signed in order for a provider who meets all other requirements to be placed on this statewide contract.
- Only sections A-H in Part II of the application are scored. Responses to Part I will become the source of information given to parents and school officials who utilize the list of approved providers.
- A final score received of 75.0 or higher will be required to be placed on the statewide contract.
- A raw score of zero on any criterion A-G below is cause for disqualification.
- No response or score is required under section H: Other Considerations.
- The awarding of decimal scores is permitted (for example, “1.5”).
- The Department reserves the right to limit the subject areas and grades for which an approved provider may provide services through this contract.

Scoring Guide

Applicant	Applicant #	
A. Evidence of Effectiveness Limit 2 pages excluding letters of reference. Portion of Total Score: 15%	Maximum Score	Applicant's Score
Provided evidence that the program has increased student achievement . Evidence provided was either standardized tests (including MCAS scores if possible) or other non-standardized methods. (Examples of non-standardized methods include self-developed pre and post tests; assessments from teachers, surveys, or questionnaires; school grades; homework completion; other school or program measures of performance, research studies.)	1.1	
Included letters of reference from previous clients (families, school districts, students, teachers, etc.) offering testimonial information on the positive impact of the program . Provided contact information, start and end dates of services provided, and school and district names for each reference. (Submitted at least 5 and no more than 10 letters. Letters from school districts in the applicant's service area would be considered most significant.)	0.6	
Provided additional evidence, if available, of improved outcomes such as student attendance, retention/promotion rates, graduation rates and/or parent/guardian satisfaction.	0.3	
Strengths		
Weaknesses		
General Comments		

Scoring Guide (Continued)

Applicant		Applicant #	
B. Evidence of Link Between Research and Program Design		Maximum Score	Applicant's Score
Limit 2 pages. Portion of Total Score: 15%			
Clearly and specifically explained how the key instrumental practices and major design elements of the program are high quality .		0.4	
Clearly and specifically explained how the key instrumental practices and major design elements of the program are based on models that have been proven effective through academic research.		0.4	
Clearly and specifically explained how the key instrumental practices and major design elements of the program are specifically designed to increase student achievement . Cited external research or program's own academic research that offered evidence that the design of the major elements of the program will help increase students' academic achievement. Provided data documenting improved student achievement. (Elements may have included mode of instruction, class size, time on task, etc.)		0.4	
Explained why the organization chose its particular program design .		0.4	
For providers that offer reading instruction, the findings of the National Reading Panel were addressed by the program design.		0.4	
Strengths			
Weaknesses			
General Comments			

Scoring Guide (Continued)

Applicant		Applicant #	
C. Connection to the Massachusetts Curriculum Frameworks and District Instructional Programs Limit 3 pages. Portion of Total Score: 15%		Maximum Score	Applicant's Score
Described program's alignment to specific learning standards in the Massachusetts Curriculum Frameworks. When possible, cited the specific learning standards the program addresses.		1.2	
Described how the organization will ensure that its program is consistent with the instruction provided and content used by the students' district(s) that the applicant indicated on the application.		0.8	
Strengths			
Weaknesses			
General Comments			

Scoring Guide (Continued)

Applicant		Applicant #	
D. Assessment, Goal Setting, Monitoring Student Progress and Communication with Schools Limit 3 pages. Portion of Total Score: 20%		Maximum Score	Applicant's Score
Described the specific process the organization uses to identify skill or knowledge gaps and other individual student needs using information from the Individual Student Success Plans (ISSP) and/or other forms of assessment. (Schools are required to develop an academic plan called ISSP for each student who scores in the failing/warning category on an MCAS test).		0.4	
Described the specific process used to prescribe an instructional program with clearly defined goals and a timetable based on the student's individual needs.		0.5	
Described the specific process the organization uses to evaluate and monitor student progress on a regular basis.		0.7	
Described the specific procedures that will be used to report student goals and progress to the students' teacher(s) and appropriate school or district staff.		0.3	
Identified a timetable for reporting student goals and progress information to teachers and school or district staff.		0.1	
Strengths			
Weaknesses			
General Comments			

Scoring Guide (Continued)

Applicant		Applicant #	
E. Communication with Parents/Guardians		Maximum Score	Applicant's Score
Limit 2 pages. Portion of Total Score: 10%			
Described the specific procedures that will be used to report on student progress to the students' parents/guardians. Included how often organization will report on the progress.		0.4	
Described how parents/guardians would be involved in creating timetable and establishing goals for their child's academic progress.		0.3	
Described the degree to which the needs and schedules of working parents/guardians will be accommodated.		0.3	
Described the process that will be used to resolve any disputes or conflicts that may occur between your staff, parents, and/or students.		0.2	
Described ways in which parents/guardians are encouraged to participate in the services that the organization provides.		0.2	
Described any training that is provided to staff regarding working with parents/guardians.		0.3	
If applicable, listed the languages other than English in which the organization is able to provide information to parents/guardians.		0.3	
Strengths			
Weaknesses			
General Comments			

Scoring Guide (Continued)

Applicant		Applicant #	
F. Qualifications of Instructional Staff		Maximum Score	Applicant's Score
Limit 1 page, excluding resumes. Portion of Total Score: 15%			
Described process for recruiting and hiring high quality instructors.		0.2	
Noted the highest degree attained and/or certification of instructors.		0.4	
Listed the years and level of work experience of instructors , particularly in working with Title I students.		0.3	
Described the amount and quality of training provided to instructors.		0.3	
Explained the process for regularly reviewing instructor performance ;		0.3	
Submitted 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).		0.4	
Described qualifications of any assistants who may also work with students.		0.1	
Strengths			
Weaknesses			
General Comments			

Scoring Guide (Continued)

Applicant	Applicant #	
G. Financial and Organizational Capacity		Maximum Score
Portion of Total Score: 10%		Applicant's Score
Provided a copy of the business license or formal documentation of legal status with respect to conducting business in Massachusetts (and in specific district(s), if available).		0.4
Provided a description of how the provider currently receives funds (e.g., grants, fees-for-service, venture capital, stockholders, etc.).		0.3
Submitted copy of an annual audit or other financial statements such as compiled or reviewed information.		0.6
Provided a description of the qualifications, the number of and roles of management team members (e.g., CEO, CFO, COO, Marketing Director, Director of Staff Development, etc.) and senior staff members who help set direction and maintain a leadership system. (Note: "team" may be only one or two persons in smaller organizations.)		0.7
Strengths		
Weaknesses		
General Comments		

Scoring Guide (Continued)

Applicant		Applicant #	
H. Other Considerations (Optional) No Response Required. Portion of Total Score: up to 5% “extra credit”		Maximum Score	Applicant’s Score
Provided information that would be considered added value for students.		.5	
Provided information that would be considered added value for parents.		.5	
Provided information that would be considered added value for school.		.5	
Provided information that would be considered added value for Department.		.5	
Strengths			
Weaknesses			
General Comments			

Scoring Rubric

Applicant							Applicant #	
Indicators of Quality		No Evidence 0 Points	Limited Evidence .1-1 Points	Substantial Evidence 1.1-2 Points	Raw Score	Weight (Multiplier)	Points Awarded (Raw Score X Weight)	Maximum Points Possible (2.0 X Weight)
POINTS		0	.1-1	1.1-2				
A.	Evidence of Effectiveness					7.5		15
B.	Evidence of Link Between Research and Program Design					7.5		15
C.	Connection to the Massachusetts Curriculum Frameworks and District Instructional Programs					7.5		15
D.	Assessment, Goal Setting, Monitoring Student Progress and Communication with Schools					10		20
E.	Communication with Parents/Guardians					5		10
F.	Qualifications of Instructional Staff					7.5		15
G.	Financial and Organizational Capacity					5		10
		No Value 0 points	Limited Value .1-1.0 Points	Substantial Value 1.1-2 Points	Raw Score	Weight (Multiplier)	Extra Points Awarded (Raw Score X Weight)	Maximum Extra Points Available (2.0 x Weight)
H.	Other Considerations (Optional)					2.5		5
Maximum Points Possible		105		APPLICANT'S SCORE				

Policy for Removal of SES Provider Approval

The Massachusetts Department of Elementary and Secondary Education is required to monitor the quality and effectiveness of State approved Supplemental Educational Services (SES) providers in accordance with Public Law 107-110 Section 1116(e)(4)(D) of Title I Part A of the No Child Left Behind Act of 2001 (NCLB).

The Department will conduct reviews at least annually (and reserves the right to conduct these reviews more frequently at its discretion) to ensure that students receive services that are effective in increasing student achievement, are of consistently high quality, and are provided professionally, in a safe and legally compliant atmosphere. When these criteria are not met, the Department may remove providers from the State list of approved providers. Individual franchises may be monitored and removed from the State list of approved providers separately and apart from their franchisor entity.

Removal of Approval for Failure to Make Academic Progress

In accordance with NCLB, the Department will withdraw approval for SES providers that fail, for two consecutive years, to increase the academic proficiency of students to whom they provide services.

Massachusetts SES providers must demonstrate that, at a minimum, 75 percent of students served during an academic year have met academic achievement goals set in the contract with the school district, parent and provider.

Removal of Approval for Failure to Adhere to Assurances and Certification

The Department will not award an agreement where a prospective provider has failed to accept the Assurances and Certification contained in the SES Request for Response application ("the RFR"). 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.

Removal of Approval Resulting from a Complaint

If the Department, in its sole discretion, determines that one or more complaints about a provider may have validity, the Department may choose to commence a review of the provider outside the annual review process. Complaints may be from a school or school district, a parent/guardian, a student, a mandated reporter (any person legally obligated to report suspected abuse or neglect of a child to the Department of Social Services, pursuant to MGL ch. 51A), a representative of a governmental entity, a Departmental quality review, or another source deemed credible by the Department.

If the Department receives a written complaint from a provider about a parent/guardian or student, the Department will refer the written complaint to the appropriate school principal, school district superintendent, or assignee thereof. The Department, in its sole discretion, may also refer the written complaint to the appropriate legal/code enforcement authorities for investigation.

If, upon investigation, a provider is deemed in violation of the RFR or state or federal law, the provider shall be immediately withdrawn from approval.

In other cases, the Department will order the provider to take one or more corrective actions specified by the Department within 30 days. If after 30 days the Department determines that the provider did not take corrective action, the provider shall be immediately withdrawn from approval.

Complaints Regarding a School or District

If the Department receives a complaint from a parent/guardian, student, or provider about a school or school district regarding a potential violation of education law or regulations the Department's Problem Resolution System will be implemented as stipulated on the Department's Web site at <http://www.doe.mass.edu/pqa/prs/>.

Reinstatement of a Provider

Providers removed from the State list of approved providers for failure to make academic progress may reapply two years after removal.

Providers removed from the State list of approved providers for failure to adhere to the Assurances and Certification, or due to a violation of the RFR or state or federal law, will be ineligible for reapplication.

Providers removed from the State list of approved providers as a result of failure to take corrective action specified by the Department within 30 days of notification of said corrective action, may, in the sole discretion of the Department, be ineligible for reapplication.

Contact Information

Parents and guardians should contact their child's school or district for more information about supplemental educational services, including eligibility criteria.

Prospective providers having difficulty accessing RFR forms should contact the Commonwealth of Massachusetts Operational Services Division's Comm-PASS help desk via email at comm-pass@state.ma.us or by phone:

(888) 627-8283 (Area Code 413 and out of state)

(617) 720-3197 (Eastern Massachusetts)

Office hours are Monday through Friday from 9:00 AM to 5:00 PM.

Questions from prospective providers regarding the application process must be addressed via email to sesproviders@doe.mass.edu.

All other question or inquiries may be directed to:

Mr. John Desses
State SES Coordinator / Procurement Manager
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
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