



south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

REQUEST FOR PROPOSALS
DOE-Title I
SES Providers

RFP: Notice to potential providers of supplemental educational services of the opportunity to provide services under Section 1116 of Title I Part A and the application procedures for obtaining approval from DOE to be an approved provider of those services.

PROPOSAL SUBMISSION DEADLINE:
5:00 PM CST
March 12, 2010

DEPARTMENT CONTACT:
Betsy Chapman
betsy.chapman@state.sd.us

South Dakota Department of Education
Office of Educational Services & Support
700 Governors Drive – Pierre, SD 57501-2291
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EQUAL OPPORTUNITY EMPLOYER

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Overview

Background

As part of the federal **No Child Left Behind Act** (NCLB) of 2001, any school district with a school that is in Level 2, 3, 4, or 5 of School Improvement shall arrange for the provision of supplemental educational 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 [Section 1116(e)(1)].

Supplemental educational services are additional academic instruction offered outside of the regular school day and designed to increase the academic achievement of low-income students in low-performing Title I schools. These services may be tutoring or other educational services that provide additional academic assistance to students. Supplemental services must be of high quality, research-based, and specifically designed to increase the academic achievement of eligible children.

Purpose

The purpose of this Request for Proposals (RFP) is to select providers of supplemental services that will be included on South Dakota's Approved Supplemental Educational Services Provider (SES) list. As many providers as possible that meet the criteria specified below may be placed on the list of state approved providers. The list will be maintained by the South Dakota Department of Education and will indicate which of the approved providers offer supplemental services in each school district.

The **No Child Left Behind Act** requires that the state promote maximum participation by providers to ensure that parents have as many choices as possible. The state-approved list will be updated at least annually. Each year, there will be an opportunity for new providers to demonstrate that their organization meets the requirements. Providers of supplemental services can also be removed from the list annually.

It is expected that instruction will be in the areas of **reading and mathematics** in order to help students achieve South Dakota's content standards in reading and mathematics, as demonstrated by improved State assessment scores. Adequate Yearly Progress (AYP) is calculated for both reading and mathematics in all public schools in the state of South Dakota based on results of the Dakota State Test of Educational Progress (Dakota STEP).

Eligibility Requirements

To be included on the approved list of supplemental educational services providers, applicants must meet the following criteria:

- Provide a demonstrated record of effectiveness or have a high probability of increasing student academic achievement
- Provide supplemental educational services that are consistent with state core academic standards in reading and mathematics. The South Dakota content standards are available for

download from the South Dakota Department of Education's website at <http://doe.sd.gov/contentstandards/index.asp>

- Provide instruction that is of high quality, research-based, and specifically designed to increase academic achievement of eligible children on state assessments and attain proficiency in meeting the State's academic achievement standards. All instruction must be scientifically based and proven to be effective. (Reading must include the National Reading Panel Report criteria <http://www.nifl.gov/>)
- Provide letters of reference
- Be financially sound
- Provide instruction that takes place beyond the regular school day
- Provide instruction that is secular, neutral and non-ideological
- Provide parents of each student receiving services on the progress of the student
- Provide the LEA (Local Education Agency) with information on the progress of the student
- Meet all applicable Federal, State, and local health, safety, and civil rights laws
- Provide evidence of satisfactory background checks for all instructional staff
- Adhere to Code of Ethics as adopted by the EIA Board of Directors (Copy found within this document)

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
- ◆ Private schools
- ◆ Individuals
- ◆ Child care centers
- ◆ Public schools
- ◆ Libraries
- ◆ Community colleges
- ◆ Universities
- ◆ Private companies
- ◆ On-line schools or tutoring services, Family literacy programs/Even Start programs
- ◆ Faith-based organizations
- ◆ After-school programs

Please note that if a district has been identified for improvement, the district cannot be a supplemental service provider. However, a school that is making adequate yearly progress within a district identified for improvement may apply to be an approved provider. **If a public school is identified for school improvement, corrective action, or restructuring, the school cannot be an approved supplemental service provider unless a waiver is granted from the US DOE.**

Responsibilities of the Approved Provider

Entities included on the Approved Supplemental Services Provider list are responsible for doing the following:

- Ensure that the instruction provided is aligned with South Dakota academic achievement standards and in the case of a student with disabilities, is consistent with the student's individualized education program (IEP) under section 614(d) of the Individuals with Disabilities Education Act
- 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 such parents can understand
- Ensure all individuals who will interact with students are fingerprinted and/or background checked pursuant to procedures set forth in SDCL 13-10-12
- Contact each local school district the company is approved to serve and set up a contract **PRIOR** to the start of school that includes:
 - The location where services will be provided
 - The means of transporting children to the place of instruction if the services will be provided in a location other than the student's school, if applicable
 - 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
 - The qualifications of staff responsible for the delivery of the instructional program
- Once notified by a district of students who have selected their service, enter into an agreement with the local school district that includes:
 - 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. In the case of a student with disabilities, the timetable will be consistent with the student's individual education program
 - A description of how parents, teacher(s) and the school district will be regularly informed of student progress
 - Provisions for termination of agreement with regards to student attendance and/or behavior
 - The amount of instructional time (in hours) to be provided
- Submit to the LEA and SD DOE a final report that summarizes the individual academic progress of each student provided with supplemental services by **June 15** of each participating year.
- Comply with district employee requirements (many districts require documentation of fingerprinting and/or background checks of all employees be provided to the district)

Responsibilities of the School District

Participating school districts are responsible for:

- ◆ Contact providers available to provide services in the district during the summer and setup up a financial contract, contingent on selection as a provider by parents within the district, with the following items:
 - The location where services will be provided
 - The means of transporting children to the place of instruction if the services will be provided in a location other than the student's school
 - 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
 - The qualifications of staff responsible for the delivery of the instructional program
- ◆ Identify eligible students (Eligible students are all students from low-income families who attend Title I schools that are in Level 2 of school improvement, Corrective Action, or in restructuring.)
- ◆ Notify parents annually (in an understandable and uniform format, and, to the extent practicable, in a language the parents can understand) of:
 - The availability of supplemental educational services
 - The approved providers whose services are available to their students
 - A brief description of the services, qualifications, and demonstrated effectiveness of each approved provider to assist the parent in selecting a provider
- ◆ Contact providers selected by the parents and enter into a contractual agreement on behalf of the student
- ◆ Enter into an agreement that has:
 - A statement of specific achievement goals for each student receiving supplemental educational services based upon the specific educational needs of the child
 - Description of how the student progress will be measured
 - Timetable for improvement; in the case of a student with disabilities, the timetable will be consistent with the student's individual education program
 - A description of how student progress will be measured
 - A description of how parents, teacher(s) and the school district will be regularly informed of student progress
- ◆ Ensure that eligible students with disabilities under IDEA and the students covered under Section 504 receive appropriate services with proper accommodations. Districts **must** share information that will allow providers to know what type of accommodations are necessary to provide appropriate services once a parent has chosen that provider and an agreement for that student has been signed. This could include student goals and/or classroom accommodations.
- ◆ Ensure that eligible students who have limited English proficiency receive appropriate services with language assistance
- ◆ Monitor the "Responsibilities of the Approved Provider" listed in the section above.

- ◆ Apply fair and equitable procedures for serving students if the number of spaces at approved providers is not sufficient to serve all students. Providers may, with parent permission, provide a delayed start of services in order to accommodate all students
- ◆ Do not disclose to the public the identity of any student who is eligible for, or receiving, supplemental educational services without the written permission of the parents of the student

Please note: Districts are NOT required to provide transportation to those services offered away from the school location. School districts may make suggestions to parents on transportation methods and may provide transportation if funding allows. **Districts also are not required to provide space or resources (i.e., computer, materials, copies, staff). If the provider and district both agree, a contract can be written for use of district facility. A district may require additional fees for the use of space and equipment, and the provider must ensure that there will be on-site supervision of students.**

Approved Providers

All providers who adequately meet the criteria described in the application will be included on a statewide list of supplemental educational service providers. Parents of eligible students will be allowed to select from the available providers serving their district. Providers may not offer sign-up incentives to parents/guardians. The parent/guardian may consult with the LEA when deciding on a service provider. The LEA may offer assistance only if requested by the parent. LEAs will enter into a contract with the service provider(s) to ensure that all assurances will be met. Provisions for payment will be included in the contract. A parent/guardian may waive the right for their child to receive supplemental services. In this case, the parent/guardian should be asked by the LEA to indicate and sign the registration form that they decline the services on behalf of their child(ren).

Students to be Served

SES must be made available to all low-income students in low-performing schools. Service providers may not refuse services to a student based on academic standing, identification as a student with disabilities, or limited English proficient status. If situations arise where students cannot benefit from the supplemental educational services, the service provider, parent, teacher, and Title I coordinator should meet and resolve the situation. Services must be made available to all students who are eligible for free/reduced price lunch, to the extent that funds allow. If there are more eligible students than funds can support, schools must prioritize services with students with the greatest achievement need receiving top priority for services.

Students should be served during the entire school year as long as funding allows. In schools following the traditional calendar school year, students are eligible to receive services from the beginning of the school year through June 30th. Each session scheduled must be at least thirty (30) minutes in length. The number of sessions scheduled will vary by student and will be based on the identified needs of each student.

If a student misses two or more sessions, the service provider must consult with the parent and Title I coordinator to determine the nature of the problem and work to resolve the situation. If no solution can be determined, services may be terminated.

Incentives

A provider or school district may not provide incentives to entice a student or a student's parent to choose a provider. After a provider has been chosen, the use of incentives to promote academic achievement and/or attendance is allowable and should be educationally appropriate. A school or district may host provider fairs.

Please note: In the Code of Ethics as adopted by the EIA Board of Directors (Copy found within this document), under “Standards Specific to SES Providers”, #7 states that providers will: “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.”

Provider Minimums and Maximums

A provider must be able to deliver supplemental educational services to school districts in which the provider has indicated they are willing to provide services. The district must report to SD DOE any provider that withdraws from offering services to students in a school district in which it is approved, and in which it has signed a contract to provide services; and the minimums per site set by the provider have been met. SD DOE will investigate any such report and may find grounds for removal of the SES provider from the approved providers list.

Providers will be allowed to set minimum and maximum numbers of students for each LEA in which they agree to provide services. The minimum and maximum will be the number of students the provider will be able to serve on a site-by-site basis. For example, if the minimum number is 5, then the provider is agreeing to work with any school in that LEA that has at least 5 students enrolled in their program. Once a provider begins services they will be required to complete services even if the number of students drops below the minimum number. The contract between the LEA and the provider will contain minimum and maximum numbers. The LEA must notify the SEA about any violation in providers serving children as agreed in the contract.

Materials and Supplies

Providers are expected to furnish their own materials to use with students. Schools are neither expected nor required to copy materials or furnish materials for the provider to use with students. The use of worksheets and handouts is discouraged; rather, active learning activities and the use of manipulative usually engage students more fully and result in greater student achievement.

The services and curricula must be aligned with the South Dakota content standards. Providers must work with the LEA to create a Student Learning Plan Agreement for each student. Tutors will have a copy of students' assessment information and the student learning plan on site. Providers must be able to provide verification that the materials to be used with students are aligned and appropriate for student grade levels.

Non-Regulatory Guidance

A copy of the Supplemental Educational Services Non-regulatory guidance can be found at <http://www.ed.gov/policy/elsec/guid/suppsvcsguid.doc>

Requirements of Approved Providers

Once approved, Providers are required to:

- Enter into an agreement with the local school district that includes:
 - The location where services will be provided
 - The means of transporting children to the place of instruction if the services will be provided in a location other than the student's school
 - 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
 - The qualifications of staff responsible for the delivery of the instructional program
 - 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 that, in the case of a student with disabilities, is consistent with the student's individual education program
 - A description of the research based program to be utilized with specific references
 - A description of the way in which the reading program aligns to scientifically based reading research
 - The amount of instructional time (in hours) to be provided
- Adhere to the provisions of the approved application.
- Adhere to the provisions of the signed agreement with the LEA
- Provide supplemental educational services that are consistent with state core academic standards in reading and mathematics.
- Provide instruction that is of high quality, research-based, and specifically designed to increase academic achievement of eligible children on state assessments and attain proficiency in meeting the State's academic achievement standards
- Provide instruction that takes place beyond the regular school day
- Implement the student learning plan as written and agreed upon by the LEA and parents
- 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 such parents can understand
- Submit to the LEA a final written report that summarizes the individual academic progress of each student provided with supplemental services
- Adhere to Code of Ethics as adopted by the EIA Board of Directors (Copy found within this document)

***Note: The approved provider is expected to actually deliver services. In cases where an approved provider simply provides training to LEA staff who then, in turn, deliver services to students, the provider will be referred to removal committee for further action. Approved providers are expected to deliver services. Providers may hire teachers at a school site to provide tutoring and must also provide on-going support. Providers must continually monitor their programs provided by tutors.**

Likewise, providers applying for approval may specify a specific number of students to serve prior to establishing the delivery of services. A provider must be prepared to deliver services once approved. If parents have signed up for a provider and the provider is not ready to begin by the start date in the contract between the LEA and the provider, the students will be moved to the parents' next choice.

Service Discrepancies and Dissatisfaction

Parents/guardians or school personnel who are dissatisfied with the services provided should express these concerns to the LEA. The LEA should notify the SD State SES Coordinator with these concerns. The State Coordinator will then investigate the complaints and make a decision about further action for the service provider.

The LEA will report discrepancies to SD DOE who will investigate the situation and may refer on for further action.

Monitoring

The South Dakota Department of Education, in cooperation with the applicable school districts, is required to monitor the quality and effectiveness of the services offered by providers and to withdraw approval from providers that fail, for two years, to contribute to increasing the academic proficiency of students to whom they provide services or that fail to meet any of the other provider requirements or assurances. SEA monitoring will be conducted through contact with local school districts to ascertain an evaluation and demonstration of the effectiveness of providers and through on-site monitoring. Failing to operate in accordance with Provider responsibilities or assurances will constitute grounds for immediate removal from the state-approved list. Providers not being utilized in the state within a two-year period will need to reapply.

SDDOE has contracted with an external evaluator to help determine the effectiveness of approved providers. Approved providers will be made aware of the requirements of the evaluation system.

Policy for Removal

The State Education Agency is required to monitor the quality and effectiveness of state approved Supplemental Educational Service (SES) providers in accordance with Public Law 107-110 Section 1116(e)(4)(D) of Title I Part A of No Child Left Behind, corresponding regulation 200.47(a)(4)(ii), and South Dakota Administrative Rule 24:42:02:48. The South Dakota Department of Education (SD DOE) has developed the following policy for removal of SES providers from the state approved list.

The SD DOE will withdraw approval for SES providers that fail, for two years, to contribute to increasing the academic proficiency of students to whom they provide services. Providers that fail to

meet any of the other provider requirements or assurances may be removed from the approved list. Failing to operate in accordance with certain provider requirements or assurances will constitute grounds for immediate removal from the state-approved list.

Procedure

The South Dakota Department of Education will use the following procedure for removal from the state approved provider list.

Gathering Information

- ♦ DOE reviews submitted district and provider reports along with its own monitoring reports.
- ♦ DOE reviews evaluation reports from a third-party evaluator.
- ♦ Potential violations cited.
- ♦ District and parent complaint through the district received by DOE

Evaluation of Information

- ♦ Notification to provider of complaints and/or violations
- ♦ DOE further investigates alleged violations.
- ♦ Committee convened to review findings if warranted. Recommendations provided to DOE.
- ♦ DOE renders decision for removal based upon findings and committee recommendations.

Resulting Action

- ♦ First violations for the provider will be noted and the provider is informed of the decision.
- ♦ If the offence is the second violation in two years, the provider's approval status will be removed. Provider may appeal the decision through the appeals process.
- ♦ Decision and timeline for appeal process communicated to the provider.
- ♦ Removal from the state approved provider list. Provider will be immediately notified.
- ♦ Districts will be immediately notified of provider's removal from state approved list.
- ♦ Provider may reapply during the application next window.

Application Review Committee

The Committee to review the findings will consist of DOE staff, Committee of Practitioners, School Support Team members, and representation from Title I districts with schools with experience with Supplemental Educational Services. The Committee will make recommendations to the South Dakota Department of Education.

Appeals Process

If a provider believes that removal from the state's approved SES provider list is unwarranted due to statistical or other substantive reasons, the provider may submit evidence to the SD DOE to support such belief.

Appeal

- The provider will submit a letter and supporting evidence to the DOE indicating the appeal no later than ten working days after receipt of the notice of removal.
- The Department of Education will review the evidence provided.
- Based on the evidence, the Department of Education may either rescind or retain its decision to remove the provider from the list.
- If the decision for removal stands, the Department of Education will activate the appeals committee and inform the provider of details of the appeals committee review.

Appeals Committee Review

- The provider will be given the opportunity to present evidence in person, by written correspondence, or by conference call to the appeals committee.
- The appeals committee will notify the Department of Education of its decision within 10 working days after the review.
- The appeals committee's decision is final.
- The Department of Education will notify the provider of the appeals committee's decision within 20 days of the review.

Appeals Committee

The appeals committee will consist of 3 to 5 members representing state practitioners with expertise in Title I Part A programs. Members of the appeals committee will be neutral to the SES process; they are not part of the application approval process, nor represent a district where services from the provider have been used.

Timeline

Providers will be evaluated each summer. If violations are cited, the review committee will be convened in a timely manner in order that removal from the state's approved provider list, if necessary, takes place prior to the start of the school year. Violations of certain requirements may constitute immediate removal. Department of Education retains the right to convene the review committee on an as-needed basis through out the year.

Reporting

No later than June 15 of each participating year, providers will submit to the LEA and SD DOE a final written report that summarizes the individual academic progress of each student provided with supplemental services. **Failure to submit a report to the LEA and SD DOE in a timely fashion may be grounds for removal from the state's approved provider list.** The LEA (Local Education Agency) must then submit this report, including each student's SIMS number, to the South Dakota Department of Education's Title I Office for review, **no later than June 30**. This information will be used to help determine if a provider will remain on the state-approved list. All state approved providers are strongly encouraged to maintain documentation of their communication with the parents, school and LEA on the academic progress of each student throughout the school year.

The providers and tutors must also complete online surveys at the end of the services or by June 15. The online survey links will be emailed to each provider who will be responsible for ensuring that providers administering the program and the tutors complete the survey.

Application Process

Application Process and Timeline

All providers are asked to apply regardless of their approval status. The SD application has changed a great deal since the inception of the program.

Proposals must be received by the South Dakota Department of Education or post marked by March 12, 2010, at 5:00 PM CST. Faxed applications **will not** be accepted. Send 4 hard copies and an electronic copy (the electronic copy can either be emailed to betsy.chapman@state.sd.us or sent on a disk.)

Address or deliver the application to the following address:

Betsy Chapman, SES State Coordinator
Department of Education – Office of Educational Services & Support
700 Governor’s Drive – Pierre, SD 57501-2291
Ph: (605) 773-4712
betsy.chapman@state.sd.us

The written submission of the application will be reviewed by a committee of reviewers who have experience with and/or knowledge of Supplemental Educational Services. The applications will be scored using the rubric found on our website (<http://doe.sd.gov/oess/title/1Abasic/SES.asp>). In addition to the written application, **each applicant will be asked to participate in a phone interview with the team of reviewers**. Applicants will be notified of the date and time of the interview once the application has been received by the SD DOE. The interview will be used to ask follow-up questions and provide any necessary clarification.

A recommendation of ‘approved’, ‘revisions needed’ or ‘non-approval’ will be given to each application. Those applications given ‘revisions needed’ status will be provided with technical assistance regarding the revisions needed. The revised application must be submitted by April 16, 2010. These applications will then receive a 2nd read and be given an ‘approval’ or ‘non-approval’ status. DOE will consider committee recommendations and make the final decision regarding application status.

Provider approvals will be determined and announced by May 28, 2010. Application approval is valid for two years, at that time providers must re-apply. The approved SES list will be posted on the Department’s Title I website <http://doe.sd.gov/oess/title/1Abasic/SES.asp> as soon as the list is finalized. Applicants that do not meet the qualifications will be notified and may reapply in future years.

Timeline

- Jan. 18 - Application available
- Mar. 12 - Applications due
- Mar. 15-April 2 - Applications reviewed (including phone interviews) (review date not set yet)
- April 16 - Revised Applications due
- May 28 - Approval announcement

Required Format

- All pages must be standard letter size, 8-1/2" x 11" using no smaller than 12 pt. type
- Use a document footer with page numbers
- Use 1-inch margins
- In filling out Narratives, please make sure to follow all rules for page limitations
- Please do not bind your documents
- Allowable attachments are limited to
 - letters of reference
 - printed brochures describing the services provided.
 - Sample lesson plans
 - Sample schedule
 - Sample progress monitoring
 - Sample parent report
 - Financial information
 - **Note:** Proposal reviewers will **not** be required to read additional attachments nor website references. Attachments such as CDs, videotapes, or other multimedia productions **cannot** be accommodated
- Send 4 hard copies and an electronic copy (the electronic copy can either be emailed to betsy.chapman@state.sd.us or sent on a disk.

Required Elements

A complete application packet includes:

- Completed application form
- Narrative
- Signed assurances form
- Allowable attachments
- Financial Information
- Electronic copy of application

Application Technical Assistance Meeting

An Application information session will be held for potential providers sometime in February. You will **not** need to send in a registration to attend the information session. The date will be posted on the SD DOE website as soon as it is set.

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South Dakota Department of Education

Provider Application

Cover Page

Received _____

Reviewed _____

Program Authority: P.L. 107-110, Section 1116

Application Deadlines: March 12, 2010

Supplemental Educational Services Provider Information

Provider Name:		
Address:		
City:	State:	ZIP Code:
DBA, if applicable:		
Please post DBA online rather than Provider Name: <input type="checkbox"/> Yes <input type="checkbox"/> No		
Employer Identification Number:		

Certification

I hereby certify that the information contained in this application is, to the best of my knowledge, correct, and the provider named above has authorized me as its representative to obligate the provider. I hereby certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application instructions, the Provisions and Assurances, and the application. I further certify that the provider named above is not a software distributor and understand that if deemed as such this application will be voided in its entirety. It is understood by the applicant that this application constitutes an offer, and if the applicant is approved and subsequently accepted by a parent as the provider of supplemental educational services under P.L. 107-110, Section 1116(e), the provider will enter into the required agreement with the appropriate LEA.

Name of Authorized Official

Title of Authorized Official

Original Signature of Authorized Official

Date Signed

New Provider Application for School Year 2010-2011 (Including Summer 2011)

Complete the Cover Page and Parts I through XII; submit by March 12, 2010, to be eligible for consideration for the list of state-approved providers.

Return to:

South Dakota Department of Education
Attn: Betsy Chapman, SES Coordinator
700 Governors Drive
Pierre, SD 57501

For questions contact:

Betsy Chapman, SES Coordinator
betsy.chapman@state.sd.us
605-773-4712

South Dakota Department of Education
 Supplemental Educational Services Provider Application
 School Year 2010-2011 (Including Summer 2011)

Name of Provider (as entered on page 1) _____

Part I: Contact Information

- A. **Provider Contact for State Use** – This contact person is the individual who the state will contact regarding this application or services provided within South Dakota.

Name:	
Title:	
Office Phone:	Cell Phone:
Fax:	
E-mail:	
Address:	

- B. **Provider Contact for District Use** - This contact person is the individual who LEA personnel will contact regarding this application or provider services.

<input type="checkbox"/> Same as Provider Contact for State Use	
Name:	
Title:	
Office Phone:	Cell Phone:
Fax:	
E-mail:	
Address:	

- C. **Provider Contact for Parent Use** (South Dakota contact preferred) - This contact person is the individual whose name will be provided to parents in the parental notification letters and to whom parents in South Dakota should address their questions or concerns.

<input type="checkbox"/> Same as Provider Contact for State Use		<input type="checkbox"/> Same as Provider Contact for District Use	
Name:			
Title:			
Office Phone:		Cell Phone:	
Fax:			
E-mail:			
Address:			

- D. **Technology Contact for State Use** - This contact person will manage the technical features of the program if applicable.

<input type="checkbox"/> Same as Provider Contact for State Use		<input type="checkbox"/> Same as Provider Contact for District Use	
Name:			
Title:			
Office Phone:		Cell Phone:	
Fax:			
E-mail:			
Address:			

South Dakota Department of Education
Supplemental Educational Services Provider Application
School Year 2010-2011 (Including Summer 2011)

Name of Provider (as entered on page 1) _____

Part II: Program Summaries

Please provide brief descriptions of the program services, instructor qualifications, and evidence of effectiveness. **Please refer to the Code of Business Ethics for SES Providers, Standards Specific to SES Providers #7 when describing rewards. (Document located at the end of this application.)** Descriptions will be published online and distributed to Local Education Agencies (LEAs). The descriptions are intended to provide parents information about the services their children will receive. Each description should be clear and easily understood by individuals who are not educators. Limit answers to the space provided. Online providers – please state the computer platform (MAC or PC or both).

Marketing materials are not accepted.

A. Description of Services

B. Description of Instructor Qualifications

C. Description of Evidence of Effectiveness

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Part III: Evidence of Financial Soundness

In order to be considered for the list of approved providers, the provider applicant must demonstrate that the applicant entity is financially sound. The provider applicant must not have been Debarred or Suspended from doing business with the federal government or any other agency in any state. All provider applicants must also submit the following materials, as applicable:

	Provider Applicant	Materials Requested/Received	Included
A.	The applicant is a local education agency.	SD DOE has the applicable financial information on file.	<input type="checkbox"/>
B.	The applicant is a for-profit entity that has been in business for one year or longer.	One of the following: 1. Most recent audited financial statement 2. Budget and cash-flow projections 3. Copy of most recent federal income tax returns	<input type="checkbox"/>
C.	The applicant is a sole proprietorship that has been in business one year or longer.	A completed personal financial statement form (<i><u>Personal Financial Statements Forms may be obtained through most financial institutions</u></i>)	<input type="checkbox"/>
D.	The applicant is a non-profit entity that has been in business for one year or longer.	One of the following: 1. Most recent audited financial statement 2. Budget and cash-flow projections 3. Copy of most recent federal income tax returns 4. Proof of financial soundness & if entity holds a federal tax exemption must also attach a copy of its current IRS 501 (c) (3) Letter.	<input type="checkbox"/>
E.	The applicant has been in business between 3 and 12 months.	All of the following for the previous three months of business: 1. Budget 2. Cash-flow projection 3. Income statement 4. Accrual balance sheet	<input type="checkbox"/>
F.	The applicant has been in business less than three months.	All of the following: 1. Budget 2. Cash-flow projection 3. Income statement, as available 4. Accrual balance sheet 5. Guarantee of a bank line of credit, a guarantee document signed by the guarantor, or owner's financial reserves for a sole proprietorship	<input type="checkbox"/>
G.	The applicant is an institution of higher learning such as a college or university.	Most recent audited financial statement	<input type="checkbox"/>
H.	All applicants must include:	Proof of Liability (include company name, policy number and copy of policy cover)	<input type="checkbox"/>
I.	Describe the financial status of your company: how are they currently funded (grants, fees-for-services, etc), audited financial statements; credit ratings, organization budgets that account for revenues, expenses and cash flow activity.		<input type="checkbox"/>

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Part IV: Program Information (continued)

C. Availability of Services

1. Services must take place outside the regular school day. Eligible high school students who attend classes only part of the day may receive services during non-instructional times such as lunch, study hall, off periods, etc.

Identify when the services would be available.

- Before school After school Weekends Intercessions
 Summer Non-Instructional periods during the school day (secondary students only)
 Other (Specify) _____

2. Identify the days services are available.

- Sunday Monday Tuesday Wednesday Thursday Friday Saturday

D. Student Population

1. Indicate grade levels that the provider is currently prepared to serve.

- K 1 2 3 4 5 6 7 8 9 10 11 12

2. Indicate to which of the following groups the organization will provide tutoring services.

- Low-income Students Migrant Students 504 Students
 English Language Learners Students with Disabilities Homeless Students
 Other Groups (Describe) _____

3. Will the provider accept all students? Yes No

If "No," what selection criteria will the provider use to select/accept students? _____

5. What is the minimum number of students that must select the provider for the provider to agree to provide services?

_____ per Campus or District

E. Location of Services

1. Indicate where services will be delivered.

- Internet-based services

Please indicate location(s) where internet services can/will be accessed:

- Home School Other (Specify) _____
 Student's campus
 Other (Physical address) _____

2. If services are delivered in a location other than the student's campus, will transportation be provided? Yes No

- F. Subject Areas** Indicate all subjects for which tutoring will be offered.

- Reading Math

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Part IV: Program Information (continued)

G. **Types of Instruction Available** - Indicate the mode through which services will be delivered.

- Computer-based software program Distance Learning Individual
(MAC PC BOTH)
 Small Group (Enter the MAXIMUM number of students accepted per small group session): _____

H. **Tutor-Pupil Ratio**: _____ tutors per _____ students

I. **Hours per Session**

1. What is the average number of hours provided to each student per tutoring session? _____
2. What is the average number of tutoring sessions provided during the duration of the program per student per year? _____
3. Is the provider flexible in the duration of each tutoring session to accommodate the campus?
 Yes, negotiable. No, only the duration indicated.

J. **Cost of Instruction**

Hourly Rate: \$ _____ /hr - Enter the cost per student for each individual tutoring session.

Part V: Program History

A. How long has the applicant been providing tutorial or other supplemental education services?

- Less than one year
 At least 1 year but fewer than 2 years
 At least 2 years but fewer than 5 years
 At least 5 years but fewer than 10 years
 More than 10 years

B. How long has the applicant worked with underachieving, low-income students?

- Less than one year
 At least 1 year but fewer than 2 years
 At least 2 years but fewer than 5 years
 At least 5 years but fewer than 10 years
 More than 10 years

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Part VI: Instructor Qualifications - Please indicate the minimum qualifications of the individuals employed to deliver services to students.

A. Personnel who will provide the supplemental educational services:

- Teachers (See question B)
- Paraprofessionals under the direct supervision of a teacher (See question C)
- Other (See question D)

B. If "Teachers" is marked in question A above, what qualifications does the provider require of its teachers?

- Full state certification in the subject areas in which the teacher teaches
- Bachelor's degree in related field
- Graduate degree in related field
- Specific number of college credit hours in related field. Indicate number of hours: _____
- Other (Specify) _____

C. If "Paraprofessionals" is marked in question A above, what qualifications does the provider require of its paraprofessionals?

- At least 2 years of study at an institution of higher education
- An associate's (or higher) degree
- A formal academic assessment of knowledge of, and the ability to assist in instructing reading, writing, and mathematics
- A formal academic assessment of knowledge of, and the ability to assist in instructing reading readiness, writing readiness, and mathematics readiness, as appropriate
- Specific number of college credit hours in related field. Indicate number of hours: _____
- Other (Specify) _____

D. If "Other" is marked in question A above, what qualifications does the provider require of personnel in this category?

- At least 2 years of study at an institution of higher education
- An associate's (or higher) degree
- A formal academic assessment of knowledge of, and the ability to assist in instructing reading, writing, and mathematics
- A formal academic assessment of knowledge of, and the ability to assist in instructing reading readiness, writing readiness, and mathematics readiness, as appropriate.
- Specific number of college credit hours in related field. Indicate number of hours: _____
- Other (Specify) _____

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Part VII: Program Narrative - The following measures will be used by the Department of Education to determine the quality of services provided by the applicants for approval and acceptance as a supplemental service provider in the state of South Dakota.

Element A: Program - 25 points *(Limit four pages. Anything beyond this limit will not be scored.)*

Describe the program that will be offered. Your description should include but not limited to the following information:

- ◆ Description of program content
 - Content and materials used (materials are NOT the responsibility of the district)
 - **Provide a detailed sample lesson plan** (You only need to submit one lesson plan. If you are using computer software, you must include a demo or screen shot of what the student would see. The lesson plan must explain the role of the teacher and student. Indicate the grade level and objective. Include copies of materials that would be used to teach the lesson)
 - How do you ensure that instruction is focused, intensive, and targeted to student needs
 - Explain the strategies to work with school personnel
 - Describe how the content is aligned with the SD State content standards (South Dakota Core Reading and Core Math Standards can be found at <http://www.state.sd.us/deca/TA/contentstandards>)
 - Describe how are parents and the school including classroom teachers involved in developing the goals for the student.

- ◆ Describe the method for delivery of instruction.
 - Methods in which your program generally delivers instruction to students. If you plan to operate as a small or large group program (i.e., with a student/tutor ratio of greater than 1:1), describe how tutoring will be individualized based on student needs and the program developed for each student even in the small or large group, as well as the ways in which tutors will adjust each student's programming based on student progress, OR if you plan to operate as a one-to-one program, describe how you will adjust instruction periodically based on each student's level of progress toward academic goals.
 - Grade levels served along with minimum and maximum number of students your program is able to serve
 - Location of service delivery (A district/school is not required to provide space in the school building. A provider may contract with a district/school if they choose to enter into an agreement with a provider. However, a district may require additional fees for the use and the provider must ensure that there will be on-site supervision.)
 - Length of each session (i.e., everyday, biweekly, summer) along with duration of your program (provide a **example of the schedule** of what the tutoring session will look like)
 - When services will begin
 - Diverse populations served (if applicable)

- ◆ Discuss the transportation arrangements (if applicable, the district/school is not required to provide transportation)

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Part VII: Program Narrative (cont'd)

Element B: Staff - 15 points *(Limit two pages. Anything beyond this limit will not be scored.)*

- ♦ Describe the qualifications of the personnel who will be administering instruction.
 - What academic and professional qualifications including licensure and/or certifications are required
 - How many years of experience are required
 - What level of education is required
 - How will staff with these qualifications enable your program to improve student academic achievement
 - Role of each staff member
 - Background check with fingerprinting (documentation may be requested by the district)
- ♦ Describe your process for recruiting and retaining high quality staff.
- ♦ List and describe the professional development opportunities, training and support the tutors will receive to ensure that they effectively administer the program (should be ongoing)
 - How does this make tutors adequately trained to deliver these services and help students improve academic achievement?
- ♦ Describe how your program ensures that tutors are capable of effectively working with students who are performing below grade level
 - Previous experience
 - Previous training
- ♦ Describe your process for regularly reviewing and monitoring staff performance.

***Note:** *The approved provider is expected to actually deliver services. In cases where an approved provider simply provides training to LEA staff who then, in turn, deliver services to students, the provider will be disapproved. In a case such as this, the LEA becomes the actual deliverer of services and **may not** have gone through the actual approval process to be a provider. **Approved providers are expected to deliver services.** Providers may hire teachers at a school site to provide tutoring. Provider must provide on going support and monitoring of their programs*

Part VII: Program Narrative (cont'd)

Element C: Research Based Strategies and Program Effectiveness - 25 points

(Limit to four pages. Anything beyond this limit will not be scored.)

- ♦ Describe the research that demonstrates the effectiveness of the proposed program in increase student achievement (For providers that offer reading instruction, the five effective reading instruction components (phonemic awareness, phonics instruction, fluency, vocabulary, and comprehension) of the National Reading Panel <http://nationalreadingpanel.org/> must to be addressed by the program design.)
 - Site studies.
 - What substantial grains were noted? Be specific.

- ♦ Provide evidence of the program's demonstrated record of effectiveness in increasing academic achievement in the subject(s) in which you have proposed to provide services, particularly for low-income and /or underachieving students
 - Data sources that supports student academic progress may include information covering the following:
 - Positive impact on national, state and/or district assessment
 - Positive impact on other independent, valid and reliable assessments (e.g., provider pre and post assessments)
 - Positive impact on course grades
 - Positive feedback from customers related to the effectiveness of the instructional program
 - Positive impact on other indicators (e.g., student attendance, student behavior/discipline, retention/promotion rate, graduation rate)
 - Positive impact with exceptional children,
 - Positive impact on LEP children

Part VII: Program Narrative (cont'd)

Element D: Evaluation/Monitoring - 25 points *(Limit four pages. Anything beyond this limit will not be scored.)*

- ♦ Describe how the program will be monitored for effectiveness in improving the reading and/or math achievement of participating students
 - Describe the pre and post assessment that will be administered **by the provider** to establish the academic goals of students and to determine whether or not students reached the identified goals
 - What assessments will be used
 - How are parents involved in developing their student's goals
 - How will students be exited from the program

- ♦ Describe any ongoing assessment that occurs to evaluate the progress of students
 - How is the progress of the student receiving these services regularly monitored and logged (provide samples)
 - How do the students receive constant and systematic feedback on what they are learning
 - How is student progress reported to district and state SES Coordinator (provide a sample report that would be sent to the district)

- ♦ Describe the specific procedures that will be used to report to the school and parents information about the student's goals/progress
 - How many times and by what form of communication will parents and schools be contacted about the progress of their student(s) (how is this documented)
 - When will parents and schools be contacted
 - How will the teachers and parents be involved in the program
 - How will parents be informed about assessments used and what these assessments show (provide a sample report that a parent would receive)
 - How will student success be determined
 - How are parent concerns handled

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Part VII: Program Narrative (cont'd)

Element E: Financial and Organizational Capacity - 10 points *(Limit one page)*

- ♦ Describe the program costs (These can be estimated costs.)
 - Cost **per student**
 - Length of sessions
 - Number of times student meets with instructor
 - Length of program
 - Other factors

***Note:** (Approved providers will receive payment only for the students that attend. If a student misses sessions you may not bill for those hours. You may not bill assessment time at a higher hourly rate than your tutoring rate. You will be required to submit attendance rosters. Invoices are submitted monthly to the LEA after tutoring.)

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Part VIII: Process to Address Parent Complaints and Concerns (Required)

In a concise format, describe the process in place to resolve any parent complaints or concerns that may arise. The response must be limited to the space provided. **No points awarded, must be addressed for application to be considered**

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Part IX: Provisions and Assurances

By checking each assurance, the provider agrees to comply with the following in order to remain on the state-approved list of providers—

- A. The provider shall provide parents of children receiving supplemental educational services under P.L. 107-110, Section 1116(e) and the appropriate LEA with information on the progress of the children in increasing achievement, in a format and, to the extent practicable, a language that the parents can understand.
- B. The provider shall ensure that the instruction provided and the content used by the provider are consistent with the instruction provided and content used by the LEA and state (South Dakota Content Standards), and are aligned with state student academic achievement standards (Dakota Step).
- C. The provider shall meet all applicable federal, state, and local health, safety, and civil rights laws.
- D. The provider shall ensure that all instruction and content offered under P.L. 107-110, Section 1116(e) are secular, neutral, and non-ideological.
- E. The provider ensures compliance with the Family Educational Rights and Privacy Act (FERPA) of 1975, as amended (ensures access to educational records for students and parents while protecting the privacy of such records), and any regulations issued thereunder, including Privacy Rights of Parents and Students (34 CFR Part 99), if the contractor is an educational institution. The provider will respect the confidentiality of students in the program and share information on the student only with appropriate school personnel and parents.
- F. The provider is financially sound.
- G. In the event of its selection by a parent as the supplemental educational service provider for a child, the provider shall enter into an agreement with the applicable LEA. This agreement shall—
 - be developed by the LEA in consultation with the parent and the provider chosen by the parent, and shall include the following:
 - a statement of specific achievement goals for the student;
 - a description of how the student's progress will be measured; and
 - a timetable for improving achievement that, in the case of a student with disabilities, is consistent with the student's individualized education program (IEP) under section 614(d) of the Individuals with Disabilities Education Act and in the case of a student covered under Section 504, this must be consistent with the provision of an appropriate education under Section 504.
 - describe how the student's parents and the student's teacher or teachers will be regularly informed of the student's progress.
 - provide for the termination of such agreement if the provider is unable to meet the goals and timetables.
 - contain provisions with respect to the making of payments to the provider by the LEA.
 - prohibit the provider from disclosing to the public the identity of any student eligible for, or receiving, supplemental educational services under P.L. 107-110, Section 1116(e) without the written permission of the student's parents.
- H. The provider shall respond to LEA requests for information within ten business days in order to be considered as a viable provider for that district.
- I. The provider applying for approval as a supplemental educational services provider through this application is the provider that will deliver services to students. SES services to students may not be sub-contracted.

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- J. The provider shall comply with all requests of the South Dakota Department of Education regarding provider information, monitoring, evaluation, and compliance processes and procedures.
- K. The provider shall amend the approved application within ten business days of a change in services as outlined within the application.
- L. The provider shall abide by the Code of Professional Conduct and Business Ethics for Supplemental Educational Services Providers, adapted from the Education Industry Association Code of Professional Conduct and Business Ethics for Supplemental Educational Services Providers, as outlined on the following page of the application, or the provider may be removed from the list of state-approved providers.
- M. The provider shall adhere to contracted services with LEAs. An LEA's termination of a provider for not adhering to contracted services may result in removal from the state approved list of providers.
- N. Online or distance learning providers shall provide access to tutoring sessions/lessons for monitoring purposes as requested by the South Dakota Department of Education.
- O. The provider ensures that any learning tools offered as a means of Supplemental Educational Services delivery, will be provided to every student enrolled (i.e., one household with 3 students enrolled will receive 3 learning tools).
- P. Provider agrees to supply quality-condition learning tools offered as a means of Supplemental Educational Services delivery, no later than 10 days from the date services are scheduled to commence.
- Q. Providers will comply with the policies and procedures of the LEAs regarding criminal background checks for all individuals of the organization having contact with or who are in close proximity to children. If requested, copies of background checks of all employees/tutors will be made available to school districts.
- R. Provider agrees to provide evidence that provider instructional methods and content are aligned to state standards and are high-quality, research-based, and designed to increase student academic achievement.
- S. Provider agrees to inform the state upon removal from another state's list of approved SES providers.
- T. Provider has Liability Insurance and proof has been provided to the State Department of Education.

Signature

Title

Date

Code of Business Ethics for SES Providers

The following was adapted from the Education Industry Association's Code of Professional Conduct and Business Ethics for Supplemental Educational Services Providers amended *January 8, 2008*, with permission granted from the Education Industry Association.

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.

Code of Business Ethics for SES Providers (continued)

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, offer compensation, or offer anything of value to any students due to confidentiality of data requirements.
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.

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Service Summary	
(Please limit responses to one word or short phrases. This information will be used in the compilation of a statewide master chart for school districts.)	
Name of provider	
Contact Person and contact information	
Schools/Districts Served	
Specific location of service delivery	
If service delivery is not at the student's school, is transportation provided, and, if yes, who is providing the transportation?	
Type of certification of instructors	
Minimum number of students needed in order to provides services	
Maximum number of students able to be serviced at any particular location	
Individual or small group	
Length of each tutoring session	
Number of sessions per week	
Length of program (How many weeks/days?)	
Estimated cost of program per student, per hour	
Grade levels served	
Services available: Reading and/or Math	
Specifics of reporting to parents & school (format, frequency, method of communication)	
Description of services available to diverse populations (i.e., special needs, specific languages)	

List of Districts and Schools

Below is a list of the current 2009-2010 School Improvement schools. This list may change based upon AYP determinations expected to be announced in July 2010. Please understand that many districts in South Dakota are very rural. The availability of broadband internet connections is very limited in most areas and is usually available only through the school district's facilities.

District	School
Andes Central 11-1	Andes Central Elementary
Belle Fourche 09-1	Belle Fourche MS
Bennett County 03-1	Bennett County Jr High
McLaughlin 15-2	McLaughlin Elementary
	McLaughlin Jr. High
Oelrichs 23-3	Oelrichs Jr Hi
Rapid City 51-4	General Beadle Elem
	Horace Mann Elem
	Knollwood Heights Elem
	North Middle Sch
	Robbinsdale Elem
	Valley View Elem
Shannon County 65-1	Batesland Elementary
	Red Shirt Table Elementary
Sioux Falls 49-5	Cleveland Elem
	FIC - Axtell Park
	Garfield Elem
	Hawthorne Elem
	Hayward Elem
	Laura B Anderson Elem
	Longfellow Elem
	Lowell Elem
Sisseton 54-2	Sisseton Elementary School
	Sisseton Middle School
Smee 15-3	Wakpala Elementary
	Wakpala High School
Todd County 66-1	He Dog School
	Littleburg Elementary
	North Elementary
	O'Kreek Elementary
	Rosebud Elementary
	South Elementary
	Spring Creek School
	Todd County HS
Todd County MS	
Watertown 14-4	Watertown High School
White River 47-1	Norris Elementary
	White River Elementary
	White River Middle School