

# REQUEST FOR APPLICATION

## SUPPLEMENTAL EDUCATIONAL SERVICES PROVIDERS

School Year 2009-2010

Pursuant to the Federal No Child Left Behind Act  
Section 1116 (e) (1)



Issued by  
The Nevada Department of Education  
Office of Special Education, Elementary and Secondary Education, and  
School Improvement Programs

For more information contact:

Fawn Lewis  
(775) 687-9214  
Fax: (775) 687-9120  
e-mail: [flewis@doe.nv.gov](mailto:flewis@doe.nv.gov)

**Proposals due to Nevada Department of Education on  
April 17, 2009, by 3:00 p.m.**

Fawn Lewis  
Nevada Department of Education  
700 E. Fifth St., Ste. 113  
Carson City, NV 89701-5096

# NEVADA STATE BOARD OF EDUCATION

*VISION: "Each student will achieve Nevada's expectations for learning."*

*MISSION: "The Nevada Department of Education provides leadership, resources, assistance and oversight, in partnership with school districts and others, to support student achievement and future success."*

Anthony Ruggiero, President  
Dr. Cliff Ferry, Vice President  
Christopher Wallace, Clerk  
Jan Biggerstaff  
Gloria Bonaventura  
Willa Chaney  
Dave Cook  
Charlotte Hill  
Ken McKenna  
Craig Wilkerson  
Rebecca Childs, Student Representative

Keith W. Rheault  
Superintendent of Public Instruction

Gloria P. Dopf, Deputy Superintendent  
Instructional, Research, and Evaluative Services

James R. Wells, Deputy Superintendent  
Administrative and Fiscal Services

Frankie McCabe, Director  
Office of Special Education, Elementary and Secondary Education, and  
School Improvement Programs

The State of Nevada is an equal opportunity employer and does not discriminate or deny services on the basis of race, color, national origin, sex, disabilities, and/or age.

## **Background**

As part of the federal **No Child Left Behind Act** (NCLB) of 2001, any school district with a school that is in its second year of School Improvement, on Corrective Action or in Restructuring, shall arrange for the provision of Supplemental Educational Services (SES) to eligible children in the school from a provider with a demonstrated record of effectiveness or a high probability of success, and that is selected by the parents in cooperation with the school district of residence and approved for that purpose by the State Educational Agency (SEA) [Section 1116(e)(1)].

SES are academic instruction offered **outside** of the regular school day and designed to increase the academic achievement of low-income students in low-performing schools. These services may include academic assistance such as tutoring, remediation and other educational interventions, 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. SES must be high quality, research-based, and specifically designed to increase student academic achievement.

The main purposes of SES are to:

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

It is required that instruction be in the areas of reading, English Language Arts, Math, Science, and English Language Proficiency in order to assist students achieve Nevada's standards, as demonstrated by improved test scores on state Criterion Reference Tests (CRTs). Adequate Yearly Progress (AYP) is calculated for both reading and math in all public schools.

## **Purpose**

The purpose of this Request for Application (RFA) is to select SES providers to be included on the 2009-2010 Approved Supplemental Services Providers (ASSP) list. This is not a competitive grant in that as many providers can be included on the ASSP list as meet the criteria specified below. Furthermore, approval during the RFP process entitles a provider to be placed on the ASSP list, which districts will send to low-income parents at eligible schools. There is no guarantee that if selected to be on the ASSP list your organization will serve students. Parents are provided the list and choose the SES provider that best suits their child's needs. The Nevada Department of Education (NDE) does not hire tutors or pay for services. The cost of tutoring is paid for by the school district. The list will be maintained by the NDE and will indicate which of the approved providers offer SES in each school district.

NCLB requires that the State promote maximum participation by providers to ensure, to the extent practicable, that parents have as many choices as possible. The State approved

list will be updated annually. Each year there will be an opportunity for new providers to demonstrate that their organization meets the requirements. SES providers can also be removed from the list annually.

### **Eligibility Requirements**

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

1. Have a demonstrated record of effectiveness in improving student academic achievement;
2. Provide instruction that is of (a) high quality, research-based, and designed to increase student academic achievement; (b) consistent with the instructional program of the LEA; (c) aligned with State academic content and student academic achievement standards; and (d) secular, neutral and nonideological;
3. Provide evidence that the provider is financially sound;
4. Provide assurances that applicant will provide SES consistent with applicable Federal, State, and local health, safety, and civil rights laws;
5. Provide information on whether the provider has been removed from any State's approved provider list;
6. Provide parent recommendations or results from parent surveys, if any, regarding the success of the provider's instructional program in increasing student achievement; and
7. Evaluation results, if any, demonstrating that the provider's instructional program has improved student achievement.

### **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 SES may include, but are not limited to:

- Community agencies
- Charter schools
- Private schools
- Individuals
- Public schools
- Libraries
- Community colleges
- Universities
- Private companies
- On-line schools
- Family literacy programs/Even Start programs
- Boards of Cooperative Educational Services (BOCES)
- Faith-based organizations

Please note districts and schools in Improvement may not be SES providers. However, a school that is making AYP within a district identified for Improvement may apply to be a provider.

### **Responsibilities of the Approved Provider**

Entities included on the ASSP list are required to do the following:

- √ Ensure that the instruction provided is aligned with Nevada student academic achievement standards and, in the case of a student with disabilities, is consistent with the student's individualized education program under section 614(d) of the Individuals with Disabilities Education Act (IDEA). Please note this does not mean that the instructional content and methods must be identical to those of the district but must share a focus on the same State academic content and achievement standards, and be designed to help students meet those standards.
- √ Providers may not refuse services to a student based on academic standing or identification as a special needs student or English Language Learner (ELL).
- √ Provide parents of children receiving SES and the appropriate school/district with information **on a monthly basis**, 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 background checked pursuant to NDE teacher licensure procedures (including Internet based providers).**
- √ Provide services independent of district/school resources. A district/school is not required to provide space or resources (i.e., staff, computers, copies, facility).
- √ Fiscally manage their own businesses (providers may choose to contract with 3<sup>rd</sup> party agencies to meet payroll, etc. However, providers must be aware that 3<sup>rd</sup> parties cannot bill districts for services. Districts sign contracts only with providers and are not responsible for providers meeting their fiscal obligations.)
- √ Assist the State in monitoring the effectiveness of the tutoring program.
- √ Enter into an agreement with the local school district that includes:
  - A statement of specific achievement goals for each student receiving SES based upon the specific educational needs of the child and a pre-test
  - A description of how student progress will be measured
  - A timetable for improving achievement
  - The amount of instructional time to be provided
  - The location where services will be provided
  - A description of how parents, teacher(s) and the school district will be regularly informed of student progress
  - Provisions for the termination of such agreement
  - Provisions for the payment for services to the provider by the school district
  - An assurance from the provider that the identity of any student eligible for or receiving SES will not be disclosed without the written permission of the parents of the student

- A description of the research-based program to be utilized with specific references
- The qualifications of staff responsible for the delivery of the instructional program
- In the case of a student with disabilities under IDEA or a student covered under Section 504, the SES plan must be consistent with the student's individualized education program under Section 614(d) of the IDEA or the student's individualized services under Section 504.

## **Responsibilities of the LEA**

Qualifying LEAs are required to:

- ✓ Identify eligible students. Eligible students are all students from low-income families who attend Title I schools in their 2<sup>nd</sup> year of School Improvement, in Corrective Action, or in Restructuring. If funds are limited, a district must give priority to the lowest achieving eligible students.
- ✓ Notify parents about their option to obtain SES for their child and:
  - How parents can obtain SES for their child;
  - Identify each approved SES provider within the LEA or in its general geographic location, including providers that are accessible through technology, such as distance learning;
  - Provide a brief description of the services, qualifications, and effectiveness of each approved provider;
  - Identify providers that are able to serve students with disabilities or LEP students;
  - Explain the benefits of receiving SES;
  - Describe the procedures and timelines that parents must follow to select a provider to serve their child, such as where to and when to return a completed application, when and how the LEA will notify parents about enrollment dates and start dates;
  - Identify the LEA contact for more information; and
  - If the LEA determines there will be insufficient funds to serve all eligible students, it should also include in the notice information on how priorities will be set in order to determine which eligible students receive services.
- ✓ Enter into an agreement with a provider selected by the parents of an eligible student
- ✓ Ensure that eligible students with disabilities and LEP students receive appropriate services.
- ✓ Help parents choose a provider, if requested.
- ✓ Assist the SEA in identifying providers within the LEA.
- ✓ Protect the privacy of students who are eligible for or receive SES.
- ✓ Prominently display on its Web site, in a timely manner to ensure that parents have current information (a) beginning with data for the 2007-2008 school year

- and for each subsequent school year, the number of students who were eligible for and the number of students who participated in SES; and (b) for the current school year, the list of providers approved by the SEA to serve in the LEA and the locations where services are provided.
- ✓ Meet its 20 percent obligation. If an LEA spends less than the amount needed to meet its 20 percent obligation, then it must either: (a) spend the remainder of that obligation in the subsequent school year; or (b) meet the criteria in 34 C.F.R. 200.48(d)(2)(i).
  - ✓ Provide the information the SEA needs to monitor the quality and effectiveness of the services offered by providers.

**Please note: Districts are not required to provide transportation to services offered away from the school location. Districts are also not required to provide space or resources (i.e., staff, computers, pencils, pens, paper, copies, facility). 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 of students.**

Additionally, Districts will not reimburse 3<sup>rd</sup> parties for costs incurred by the provider (i.e. a provider contracts with a 3<sup>rd</sup> party to meet payroll, then 3<sup>rd</sup> party contacts district for payment) as districts contract only with the providers.

## **Responsibilities of Parents**

Parents are responsible for:

- Contacting the school personnel identified in the SES information letter sent home by the school district
- Choosing among all SES providers identified by the State, the area served by the school district or within a reasonable distance of that area
- Developing and identifying specific academic achievement goals for the student, measures of student progress, and a timetable for improving achievement with the school district and provider
- Ensuring that their child attends the program regularly
- Arranging with the provider for their child to travel safely to and from tutoring
- Changing or terminating services, if they are not satisfied.

## **Funding**

The district is responsible for paying the provider for services rendered from its Title I, Part A allocation. The statute limits the per-child cost for SES to the district's per-child allocation under Part A of Title I or the actual cost of the SES, whichever is less. The per-child allocation of Title I funds to districts varies widely in Nevada, ranging from

roughly \$779.00 to \$1373.00 during the 2008-2009 school year. Title I allocations will change for the 2009-2010 school year and will not be available until mid-summer.

### **Duration**

A district must continue to offer SES until the school(s) is no longer identified as a school in need of improvement.

### **Reporting and Monitoring Requirements**

The NDE, in cooperation with the applicable school districts, is required to monitor the quality and effectiveness of the services offered by approved providers and to withdraw approval from providers that fail, for two consecutive years, to contribute to increasing student proficiency relative to State academic content and achievement standards or that fail to meet any of the other eligibility requirements, required reports, or assurances. Additionally, a provider will be removed from the list if it fails to follow state required provider protocols, if it fails to comply with the Education Industry Association's Code of Professional Conduct and Business Ethics for SES Providers, that was updated on June 10, 2005 and/or fails to provide supplemental educational services consistent with information included in the provider's application, including fees charged, as well as applicable health, safety, and civil rights requirements. Providers must comply with all reporting and monitoring requests from the NDE, its contractor or an LEA including, but not limited to student progress, attendance, fiscal issues, other federal reporting issues and documentation of tutor qualifications.

### **Resources**

For detailed information regarding SES as defined by the No Child Left Behind legislation, please refer to the federal guidance available at:

[www.ed.gov/offices/OESE/SASA/suppsvcsguid.doc](http://www.ed.gov/offices/OESE/SASA/suppsvcsguid.doc)

### **Application Process and Timeline**

Applications must be received by the NDE by ***April 17, 2009***, at 5:00 p.m. Address or deliver the application to:

Fawn Lewis  
Nevada Department of Education  
700 E. Fifth St., Ste. 113  
Carson City, NV 89701-5096

Faxes and/or e-mailed applications are **not** accepted as original signatures are required, and the complete application package must be received by the deadline. The mailed attachment portion of the application package must contain the original and 2 copies (with company identifiers removed) for a total of **three application** packages. Include only the information requested.

Binders, special covers, marketing materials, etc., will **NOT** be reviewed in order to determine if the applicants meet the criteria.

**Any questions can be submitted by e-mail to [flewis@doe.nv.gov](mailto:flewis@doe.nv.gov) or by phone at (775) 687-9214. NDE will respond as quickly as possible to any questions or concerns and once a week, will e-mail questions with responses to all potential applicants who have completed and returned a letter of intent.**

Application approvals will be determined and announced by **June 19, 2009**. The NDE website will post the ASSP list no later than **June 30, 2009**. Applicants that do not meet the qualifications will be notified and may reapply in future years. Upon request, the reasons for denial will be provided to the applicant.

The NDE reserves the right to conduct discussions with any potential provider who has submitted a proposal to determine the provider's qualifications. Discussions shall not disclose any information derived from proposals submitted by other providers.

The NDE reserves the right to withdraw approval to providers that fail, for two consecutive years, to contribute to increasing the academic proficiency of students served.

### **Required Format**

Please use the application form attached to this RFA. Please provide the information in the order indicated on the application form and instructions. In addition:

- Use no smaller than 12 pt. type.
- Use a document footer with entity name and page numbers.
- Please limit the number of pages in the narrative to **25**.
- **Allowable attachments are limited to:** (a) "For profit" must include state license and organizational structure; (b) "non-profit" must include copies of their 501(c) 3; and (c) Parent recommendations or results from parent surveys regarding the success of a provider's instructional program at increasing student achievement. **All must submit** verification of insurance and ability to meet state and local health standards as well as evidence that the organization is financially sound.

**Proposal reviewers will not read additional attachments. Attachments such as CDs, videotapes or other multimedia productions will not be accommodated. Please answer all**

**questions within the document as attachments are not reviewed.**

**A complete application packet includes:**

- **3 Copies of the application (2 copies must have all company identifiers removed for review purposes);**
- Letter of intent
- One Completed application **with company name included** throughout the document;
  - Two applications with all identifiers removed
- Program narrative
- Completed Services Summary Chart
- Signed assurances form
- Signed Internet Statement of Assurances
- Signed protocols
- Signed Hourly Fee Parameters
- Completed Provider Profile
- Allowable attachments: see above

The NDE reserves the right to refuse to review incomplete applications.

## LETTER OF INTENT TO SUBMIT APPLICATION FORM

In order for the Nevada Department of Education to properly plan for the review of all Supplemental Educational Services applications it is necessary for us to have preliminary notification of your plans.

**This form must be received by March 27, 2009.**

**Please mail or fax your letter of intent to:**

**Mail:** Nevada Department Of Education

Attn: Fawn Lewis

700 E. Fifth Street, Suite 113

Carson City, NV 89701-5096

**Fax:** (775) 687-9120/(775) 687-9123

Attention: Fawn Lewis

Organization Name: \_\_\_\_\_

Project Director: \_\_\_\_\_

Address: \_\_\_\_\_

City/State/Zip: \_\_\_\_\_

Phone: \_\_\_\_\_

Fax: \_\_\_\_\_

Contact person\*: \_\_\_\_\_

\*This individual will receive the weekly questions and answers mentioned on page 11 of the RFA.

Contact person's  
e-mail (required): \_\_\_\_\_

# APPLICATION FORM

Name of Entity \_\_\_\_\_

Contact Person \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Phone \_\_\_\_\_ Fax \_\_\_\_\_

E-mail \_\_\_\_\_

Proposed Location of Services (if different from above):

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Geographic limitation: Our organization can provide services to:

- ✓ All school districts in Nevada: Yes \_\_\_\_\_ No \_\_\_\_\_
- ✓ Only the following areas: (Please list the school districts you potentially plan to serve):

\_\_\_\_\_  
\_\_\_\_\_

For Profit Company \_\_\_\_\_ Non-Profit Organization \_\_\_\_\_ Individual \_\_\_\_\_

- Provide **2** paragraphs briefly describing your program.
- Please address the following criteria in a narrative of **no more than 25 pages**.

## I. Program Description – Evidence of Effectiveness

1. Describe the program that will be offered. Be sure to address the following specifics:

- ❖ Location of service delivery,
- ❖ Length of each tutoring session (i.e., every day, biweekly, summer),
- ❖ Grade levels served,
- ❖ *Subject areas (reading, English Language Arts, Math, Science, English Language Proficiency,*
- ❖ Special groups served (Special Education and/or Limited English Proficient),
- ❖ Discuss the transportation arrangements (collaborative efforts with the district to ensure student safety to and from tutoring)

For distance learning providers, include information on how and where children will access services. If the program will be accessed outside of the student's home, discuss the supervision that will be provided while children are participating in the program. Identify any additional costs for accessing an internet connection. **Additionally, provide your plan to serve students who do not have access to a computer or internet access.**

2. Provide evidence that services are consistent with the instruction program of the LEA and with Nevada state academic standards (the Nevada Department of Education Standards are available on the NDE website: [www.doe.nv.gov](http://www.doe.nv.gov)).

- a) Describe how your program is aligned with Nevada's state academic content and student academic achievement standards. Cite examples of the specific standards your program addresses.
- b) Describe how your program is consistent with the instruction program(s) of the district(s) in which you intend to operate. Cite the specific district program(s) and describe the connection. Most Nevada districts have websites where this information is available.

3. *Provide evidence that your program has a demonstrated record of effectiveness in increasing the academic achievement of students in subjects relevant to meeting the State's academic content and student academic achievement standards. (Submissions should include research that demonstrates how your program's curriculum, instructional strategies, materials, and size and structure are designed to increase the academic achievement of students.)*

4. Provide evidence that your instructional program has a positive impact on student achievement on state, district, and/or another independent, valid and reliable performance assessments, particularly for low-income, underachieving students (cite available research studies and provide specific data).

5. Provide evidence that your program has a positive impact on student performance using a measure that is not national or statewide (i.e. a test you developed) OR using school grades, homework completion, or school/teacher administered subject area assessment (cite available research studies).

6. Provide evidence that your program has accelerated the achievement of identified Title I students, at-risk students, students with disabilities, English language learners and/or students in Title I Schools operating schoolwide programs.

7. Provide additional evidence of improved outcomes, such as student attendance, retention/promotion rates, graduation rates, family/parent satisfaction, and/or student behavior/discipline (cite available research studies, *parent recommendations*, *parent surveys*).

## II. Communication with Schools and Districts

1. Describe the link between the academic programs a student experiences in the regular school day and the instruction and content of the supplemental educational program you provide. Clearly explain the specific methods, tools, and processes you use to communicate student progress to schools and districts pursuant to any confidentiality provisions set forth in NCLB.

2. Describe how you ensure a connection between your instructional program and the program in place at the students' school(s). If your program differs considerably from the instructional or curricular approach in place at the school/district, explain why it differs and how it meets student academic needs.

3. Describe the specific procedures (**Examples are letters, e-mails, or phone calls**) you use to report on student progress to **ALL** students' teacher(s) and appropriate school or district staff. (The NDE requires a minimum of at least **one contact per month**.)

4. Describe how the program will terminate an agreement with a school district, i.e. if your program is unable to provide services agreed upon in a contract, discuss how your program will work with the district to resolve these issues, including terminating the contract.

5. Describe the collaborative efforts with the district to ensure students have safe passage to and from tutoring site.

### III. Staff Qualifications

1. Describe your staff qualifications.

2. Identify the number of **hours and type** of training provided to program staff. (This includes training on the program they will be offering, how to complete required forms, working with low-performing students, etc.)

3. Identify the **years and level of work experience** of each staff member, particularly in working with Title I/low-achieving students.

4. Identify the **highest degree** obtained by each staff member and the type of certification each has. (Upon approval, documentation must be submitted to the NDE).

5. Describe your (and/or your staff's) experience in working with Title I students.

6. Describe the **professional development you (and/or your staff) will attend** to improve your instruction, products and services to students.

7. Describe your process for **recruiting and hiring high quality staff**, offering ongoing training opportunities, and regularly reviewing staff performance.

### IV. Monitoring Student Progress

1. Describe how the **program** will be monitored for effectiveness (not the students).

2. Describe the specific process you use to assess/diagnose student needs (i.e. Pre-test). Describe how your staff will identify skill or knowledge gaps in students you serve and how you will prescribe an instructional program based on the student's individual needs.

3. Describe the specific process and measure(s) you use to evaluate, monitor and track student progress on a continuous and regular basis.

4. Describe how you develop a timetable for each student's achievement gain that includes clear goals for the student.

5. Describe how, in consultation with the LEA and parents, you will create a plan to meet the specific achievement goals for the student.

## V. Communication with Parent(s)/Guardian(s) and Families

1. Describe the specific procedures you use to report on student progress to your students' parent(s)/guardian(s)/families (The NDE requires a minimum of **at least one contact per month**).

2. Describe your services to parent(s)/guardian(s) and how you involve parent(s)/guardian(s) in creating a timetable and goals for their child's academic progress.

3. Describe how you work to accommodate the needs and schedules of working parent(s)/guardian(s).

4. Describe your process for resolving any disputes or conflicts you or your staff may have with parent(s)/guardian(s).

5. Are parent(s)/guardian(s) required to participate in the service you provide? If yes, describe their expected role and how you work with parent(s)/guardian(s) to explain this role.

6. Do you train staff to work with parent(s)/guardian(s)? If yes, describe this training and include an explanation of the content, those required to participate, and when it is offered.

7. Do you propose to serve students who speak languages other than English? Are you able to provide information to parent(s)/guardian(s) and families in languages other than English? If so, which languages?

## VI. Financial and Organizational Capacity

1. Submit evidence demonstrating that your organization is financially sound. Your evidence must include a current audited financial statement or the most recent tax return for one year and a clear description of how you currently receive funds.

2. “For profit” agencies must include a copy of their state license and organizational structure.

3. “Nonprofit” agencies must provide a copy of their 501(c)(3) certificate.

4. Submit copies of business license or formal documentation of legal status with respect to conducting business in the state of Nevada.

5. Indicate the pricing structure for providing supplemental services.

6. Describe the organization’s experience in providing the same or similar services to children. Identify number of students served, geographic locations served, types of services provided, etc.

7. Describe the LEAs you have a capability to serve and your capacity to serve all eligible students within each local school district you identify. How will you sustain services for eligible students for the entire school year as required by NCLB 1116(7)?

## VII. Compliance with Federal, State and Local Health and Safety Standards

1. Describe how you will conduct criminal background checks on all employees before hiring? **Providers hiring tutors from other countries must describe how all out-of-country employees will undergo criminal background checks.**

2. Does this criminal background check meet all of the requirements of the State of Nevada? **Potential providers who fail to provide this documentation will not be considered to be a provider in the State of Nevada.** Provide data.

3. Describe and submit a copy of all required licenses and/or certifications for health and safety.

4. Describe your safety record and procedures.

5. Describe the location and environment in which your services are provided.

### VIII. Compliance with Federal, State, and Local Civil Rights Protection

1. Describe how your organization complies with federal, state, and local civil rights protections for your employees.

---

2. Describe how your organization complies with federal, state and local civil rights protections for its students.

---

3. If you intend to provide services to students with disabilities, submit evidence demonstrating that your organization complies with IDEA and ADA requirements.

### 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 parents and local school districts.)

<b>Provider Contact Information</b>	Contact person: _____ Address: _____ City: _____ State: _____ Zip: _____ Phone: _____ Fax: _____ E-Mail: _____ Website: _____  Hours of operation: _____
<b>Program Description</b>	Provide a brief description of your program's offerings that parent(s)/guardian(s) could use in their initial search for providers.  Please also indicate which keywords best match your program's offerings:  <div style="display: flex; justify-content: space-between;"> <span>___ Individual tutoring</span> <span>___ Small group interaction</span> </div> <div style="display: flex; justify-content: space-between;"> <span>___ Reading</span> <span>___ Math</span> <span>___ Writing</span> </div> <div style="display: flex; justify-content: space-between;"> <span>___ English language acquisition</span> </div>
<b>Service Period Start &amp; End Date for 2009-2010</b>	Start date: _____ End date: _____

<b>Grade Levels Currently Serving</b>	Please list the grade levels of students your business currently serves.
<b>Grade Levels Able To Serve in 2009-2010</b>	Please list the grade levels you would be able to serve in the coming academic year.
<b>Maximum Number of Students Able to Serve in 2009-2010</b>	Please provide an estimate of the <b>maximum number</b> of students in this state that you will be able to serve next year while maintaining quality service and results.
<b>Required Number in Order to Provide Services (School or District Level)</b>	Please state if you require a <b>minimum number</b> of students (at both school and district level) to enroll with your program to actually provide services. <b>Provide that number.</b> (Programs who do not list a minimum number will be expected to provide services even if only 1 student signs up with that provider or will be immediately removed from the approved list for Nevada.)
<b>Proposed Service Area</b>	<p>Please list the district(s) and school(s) in which you are able to provide services:</p> <p>District(s):</p> <p>School(s):</p> <p>Providers must notify the NDE within 15 days of being approved if they will not be providing services to districts they indicated on their application that they would serve.</p>
<b>Place of Service</b>	<p>Check the location(s) that best describes where you deliver services to students.</p> <p><input type="checkbox"/> School</p> <p><input type="checkbox"/> Business</p> <p><input type="checkbox"/> Place of religious worship</p> <p><input type="checkbox"/> Community Center</p> <p><input type="checkbox"/> Your home</p> <p><input type="checkbox"/> Student's home</p> <p><input type="checkbox"/> On-line</p> <p><input type="checkbox"/> Other: _____</p>

<b>Specific Student Populations Served</b>	<p>If your organization has provided supplemental services to any of the following groups, please identify.</p> <p> <input type="checkbox"/> Low-income students  <input type="checkbox"/> Title I students  <input type="checkbox"/> "At-Risk" students  <input type="checkbox"/> Minority students  <input type="checkbox"/> Migrant students  <input type="checkbox"/> Limited English proficient students              Indicate particular language(s) with which you have expertise:              _____       </p> <p> <input type="checkbox"/> Special Education students  <input type="checkbox"/> Other: _____       </p> <p>Please indicate if you wish to only be considered for service toward specific subgroups of children because of special expertise in some areas.</p>
<b>Type of Organization</b>	<p>Check the category that best describes your organization.</p> <p> <input type="checkbox"/> For profit      <input type="checkbox"/> Not for profit  <input type="checkbox"/> School entity    <input type="checkbox"/> Institution of Higher Educ.  <input type="checkbox"/> Other: _____       </p>
<b>Time of Service</b>	<p>Check the time(s) that best describes when you deliver services to students.</p> <p> <input type="checkbox"/> Before School  <input type="checkbox"/> After School  <input type="checkbox"/> Weekends  <input type="checkbox"/> Summer  <input type="checkbox"/> Other: _____       </p> <p>Describe the average number of hours per week that you provide services.</p>
<b>Length of each tutoring session</b>	
<b>Number of sessions</b>	

<b>per week</b>	
<b>Individual or small group (maximum number per site per group)</b>	
<b>Average Per Pupil Cost</b>	Provide an average cost per pupil, per unit of service, including a description of the specific unit service (i.e. one hour per week, 10 hours per month, daily for one semester, etc.) OR provide a specific description of your pricing structure.
<b>Transportation</b>	If service delivery is not at the student's school, is transportation provided, and if yes, is there a separate fee? (Note: Districts are not required to provide or pay for transportation.)
<b>Type of certification of instructors</b>	Describe the certification process of your instructors.
<b>Student/Instructor Ratio</b>	List the ratio of instructors to children in your program.  ___ students for every 1 instructor
<b>Curriculum</b>	Identify the type of tutoring curriculum utilized. Specify if it is research-based.
<b>Reporting</b>	Describe the Specifics of monthly reporting to parents and school format, frequency, method of communication).
<b>Verification of insurance provided?</b>	_____ Yes          _____ No
<b>Verification of state/local health coverage?</b>	_____ Yes          _____ No
<b>List of other States SES services</b>	A list of state(s) where you are currently approved and are providing services.

<b>provided in</b>	
<b>List of States you have been removed from by the State Agency</b>	Please identify any state(s) where your company has had its services ended. Provide information on why your company's name was removed from the state's listing.

## **Assurances and Signatures Form**

In submitting this application to be included in the Nevada Department of Education's Approved Supplemental Services Provider List, I certify that:

- The organization meets all applicable federal, state, and local health, safety, and civil rights laws.
- **All teachers in the program have undergone background checks with the Nevada State Repository, have been fingerprinted and are approved to work with children.** (Please note that Clark County School District requires extensive background checks beyond the State level, and any approved provider choosing to provide SES services in CCSD must undergo their specific licensing procedures prior to providing any tutorial services.)
- All instruction provided and the content used by the provider are consistent with the instruction provided and content used by the LEA and state, and are aligned with state student academic achievement standards.
- All instruction and content are secular, neutral and non-ideological.
- All qualified children whose parents request services from the organization will be served equally, without restriction.
- The organization will not disclose to the public the identity of any student eligible for or receiving supplemental educational services without the written consent of the parent.
- The organization will follow established district procedures for introducing providers to identified schools (i.e. vendor fairs) in order to eliminate parents signing up with more than one provider.
- The organization is financially stable and will be able to complete services to the student and the school.

- The organization will not apply additional admission criteria to eligible students.
- The organization will not apply additional expenses to the parents.
- The organization will follow the EIA Code of Business Ethics.

---

Signature/Print Name

Date

**INTERNET STATEMENT OF ASSURANCES**  
(Form adapted from the Florida Department of Education)

The Internet is an electronic network connecting thousands of computer networks and millions of individual subscribers all over the world. Access to the Internet will allow students to explore the rich resources of thousands of university libraries, governmental databases and other online sources while exchanging electronic mail with Internet users throughout the world. However, use of the Internet, because it may lead to any publicly available files in the world, may open classrooms to electronic information resources that have not been screened by educators for use by students. Some items accessible via the Internet may contain material that is inaccurate, defamatory or offensive. The following guidelines define “appropriate use” of the Internet.

1. All use of school resources to access the Internet must be in support of and consistent with the educational objective of the LEA.
2. Transmitting any material in violation of any U.S. or state regulation or school board policy is prohibited. This includes, but is not limited to, copyrighted material and threatening or obscene material.
3. All content transmitted via e-mail or the Internet shall be secular, neutral and non-ideological.
4. Hate mail, harassment, discriminatory remarks and other antisocial behaviors are unacceptable in Internet and other network communication.
5. All information accessible via the Internet should be assumed to be private property and subject to copyright protection, Internet sources should be credited appropriately, as with the use of any copyrighted material.
6. Providers have a responsibility to respect the privacy and property of students. Providers should not intentionally seek information about, obtain copies of, or modify files, data or passwords of other users.
7. For the safety of students, providers should not request or provide any personal information, such as addresses, phone numbers, or photographs.
8. Providers should not expect that files would be private. State, LEA, and school administrators, as well as parents, may review files and communications at any time to ensure that the network is being used responsibly. Providers must gain written parental



**Nevada Department of Education**  
**Title I, A – Supplemental Educational Services**  
**Hourly Fee Parameters for Providers**

On June 13, 2005, new non-regulatory guidance was issued from the U. S. Department of Education regarding Supplemental Educational Services. One of the many changes was regarding the establishment of hourly fees by a State Education Agency.

1. In order to ensure that the provider's charges for services are appropriate, based on the level and quality of services provided, the Nevada Department of Education (NDE) is establishing parameters regarding the hourly fee a provider charges. Providers must agree to follow these parameters and will be asked to provide written verification that this is occurring. Requests from the NDE for this information will be ongoing throughout the year and will be made more than one time during a school year. The parameters that providers will be required to follow include:
  - A. The pupil/tutor ratio; The number of instructional hours; The qualifications (and therefore cost) of the tutoring staff;
    - The lower the pupil/tutor ratio and the more qualified the tutor and the more direct instructional time – more money per hour may be requested.
    - A teacher working with fewer than three students may charge more than a paraprofessional working with three students;
    - A teacher working with more than five students may charge more than a paraprofessional working with more than five students, but less than one serving three students;
    - A teacher providing direct instruction for three students for **more** than five hours a week may charge more than a teacher providing direct instruction for five students for more than five hours a week;

- A teacher providing direct instruction for three students for **less** than five hours a week may charge more than a teacher providing direct instruction for five students for less than five hours a week; or
  - A paraprofessional providing direct instruction for three students for more than five hours a week may charge more than a paraprofessional providing direct instruction for five students for more than five hours a week, etc.
- B. The variation in per-pupil allocation among LEAs in the State;
- The highest allocation in the state during the 2008-2009 school year was in Clark County at \$1,373.00/ student and the lowest allocation was in Storey County at \$799.00/student. Other districts offering SES last year include: Carson City - \$884/student; Elko County - \$834/student; Lyon County - \$833/student; Nye County - \$1,000/student; and Washoe County - \$1,199/student.

Please use this formula that takes into account your self-identified maximum hourly rate and the minimum number of hours that will result in a student achieving their learning goals.

PPA	÷		=		≥	
\$2000.00	÷	Maximum fee per hour	=	Hours of instruction	≥	Minimum number of hours for academic success

C. The LEAs’ payment policies regarding attendance:

- All providers must follow local district policies regarding student attendance at tutoring.

D. Additional considerations:

- The cost of instructional materials and equipment (books, computers, manipulatives, etc) must be itemized per pupil to allow for consideration by the State in regards to the hourly fee charged;
- The amount of rent charged by the LEA and other landlords; and
- The variation in the cost of doing business among LEAs in the State.

Provider's choosing not to follow these State established parameters will be removed from the State approved list.

---

Signature/Title

---

Date

## **Nevada Department of Education Title I Supplemental Educational Services Provider Protocols**

In order to ensure equality in the provision of SES services, the NDE has established protocols designed to meet this need.

1. In order to ensure that all information contained within the state-approved application remains accurate, no provider may increase or change the amount charged to provide services during a school year. Although per pupil allocations are set on an annual basis, should a provider not provide services in a timely manner, this does not allow for the provider to increase their hourly charge to access the full amount of money. Providers should begin to provide services no later than 4 weeks upon enrolling a student in their program.
2. In order to ensure that all children who are eligible and sign up with a provider receive the services identified by the provider in the state approved application, a provider who enrolls students in its program and then fails to provide those services due to lack of students or inability to recoup financial costs, resulting in a student being unable to access services or cause the parent to find another provider, will immediately be removed from the state approved list.
3. In order to ensure that students receive the maximum amount of services within the school year, provider must begin to provide services no later than 4 weeks after enrolling a student in their program.
4. In order to ensure that students enrolled in SES programs increase academically, districts may administer pre and post-tests. The statute requires a State Education Agency to remove from the approved list any provider that fails, for two consecutive years, to contribute to increased student proficiency relative to State academic content and achievement standards.
5. In order to ensure that students, teachers, principals, parents or others are not enticed into selecting a specific provider, false advertising, kickbacks or the lure of special prizes is not allowed. **Incentives for signing up with a vendor, completing a program or for any other reason must not exceed \$10.00.**

6. In order to ensure equity among all providers seeking to provide services in any district, providers who have access to district or school data that identify eligible students must share that information with all other providers in that district. If the SEA is informed that a provider uses a state or district managed site to access students without the special consent required by FERPA, it will immediately be removed from the list and referred to the USDOE for potential legal violations.
7. In order to ensure equity among all providers, program assurances must be signed on an annual basis. Failure to return a signed assurance within the identified amount of time will result in removal from the state approved list.
8. In order to ensure that the provider's charges for services are appropriate based on the level and quality of services provided, the State is establishing parameters regarding the hourly fee a provider charges. This will be based on the parameters cited in the June 13, 2005 non-regulatory guidance. These include:
  - The pupil/tutor ratio;
  - The variation in per-pupil allocation among LEAs in the State;
  - The number of instructional hours;
  - The qualifications (and therefore cost) of the tutoring staff;
  - The cost of instructional materials and equipment (books, computers, manipulatives, etc);
  - The amount of rent charged by the LEA and other landlords (including variations throughout the State);
  - The LEAs' payment policies regarding attendance; and
  - The variation in the cost of doing business among LEAs in the State.
9. Failure to provide services as indicated in the state-approved application and/or district contract will result in removal from the state approved list.
10. The provider will notify the NMPED in writing if they are an approved Supplemental Educational Services provider in other states and if they have been removed and state reason for removal from another state's list of approved Supplemental Educational Services providers. Failure to disclose removal and/or reason for removal from another state's list of approved Supplemental Educational Services providers will result in removal from approved provider list.
11. In order to ensure the safety of Nevada children served by SES providers, all employees serving students (Internet providers included) have submitted background checks to the districts they serve, prior to providing tutorial services. **No provider shall allow an employee who does not have a clear background check to work with a Nevada student under this program. It is understood that a vendor will not be paid for any employee not having an approved**

**background check and that vendors will be removed from the list for non compliance.**

\_\_\_\_\_  
Signature/Printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Title

**NEVADA DEPARTMENT OF EDUCATION**  
**SUPPLEMENTAL EDUCATIONAL SERVICE PROVIDER PROFILE**

Upon approval of a provider’s application, the *information on this page will be provided to all Nevada School Districts to share with parents.* This information is intended for use by parents and districts to inform the public of provider contact and program information.

**Program Contact Information:**

Name of Provider	
District/Parent Contact Person, Title	
Address – Street, City, State, Zip	
Phone	
Email	
Website (if available)	

**Type of Provider: (Check one.)**

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Community agency             | <input type="checkbox"/> College/University              | <input type="checkbox"/> Public school (non-Charter)  |
| <input type="checkbox"/> Charter school               | <input type="checkbox"/> Private school                  | <input type="checkbox"/> Individual                   |
| <input type="checkbox"/> On-line school               | <input type="checkbox"/> 21 <sup>st</sup> Century Center | <input type="checkbox"/> Private Company (for profit) |
| <input type="checkbox"/> Non-profit                   | <input type="checkbox"/> Faith-based                     | <input type="checkbox"/> District                     |
| <input type="checkbox"/> Child Care Center/Even Start | <input type="checkbox"/> Other: _____                    |   |

**Program Description:**

- Number of years in business providing supplemental services: \_\_\_\_\_
- Providing service in content areas: *(Check all that apply)*  
 Language Arts       Reading       Mathematics       Science
- Grade levels in which services will be available in: \_\_\_\_\_
- Minimum number of students needed at each site in order to provide service:  
\_\_\_\_\_
- Specific student populations served: *(Check all that apply)*

- Low-Income students       Limited English proficient (LEP)  
 Special education students       Other: \_\_\_\_\_

- Time of service: *(Check time(s) which best describe when services will be delivered)*
  - Before School       After School
  - Weekends/Holidays       Summer
  
- Mode of instructional delivery:
  - Individual tutoring       Small group instruction (3-5)
  - Web-Based/Online tutoring       Large group instruction (6 or more)
  - On-site Computer Based tutoring       Other: \_\_\_\_\_
  
- Student / instructor ratio: *(List the ratio of instructors to students in your program)*  
 \_\_\_\_\_ Students for every 1 instructor
  
- Teachers: *(Check all that apply to all or most of staff working with students)*
  - Hired from local teacher staff only       Hired from local paraprofessional staff only
  - College graduates       High school graduates
  - Receive training from provider       Off-site staff only
  
- Cost of services - \$ \_\_\_\_\_ Per Student / \$ \_\_\_\_\_ Per Hour / \$ \_\_\_\_\_ Per Unit
  
- Where services will take place: *(Check location(s) which best describe where services will be delivered)*
  - On school property       At the provider's facility
  - At the student's home       Other location: \_\_\_\_\_
  
- Schedule of services: *(Describe how services are scheduled, e.g., 3 sessions per week, 1 hour each, etc.)*
  - \_\_\_\_\_ Number of sessions per week
  - \_\_\_\_\_ Number of hours per session
  - \_\_\_\_\_ Number of weeks in the program (approximately, or range of weeks, depending on need)

**Provider Description:** In your own words, please describe your program, including details, specialties, and success rates that may assist parents in determining which program best suits their child. **Maximum 3,000 characters.** PLEASE DO NOT REPEAT YOUR NARRATIVE. THIS INFORMATION IS WHAT GUIDES THE INFORMATION CONTAINED ON THE LIST THAT IS DISTRIBUTED. BE CONCISE BUT THOROUGH!

## ***Appeal Process for SES Providers Removed from Nevada List of Approved SES Providers***

The appeal process has the following steps:

1. Provider is notified of potential removal from list because of (a) failure to improve the academic achievement of children served for two consecutive years; (b) failure to provide services consistent with those described in the provider's application; or (c) failure to comply with items on the Provider Protocol list, as developed by the Nevada Title I Committee of Practitioners.
2. Provider has 15 working days after initial receipt of the notification to respond to notification of potential removal from list. Provider's response may include clarifying information to counter the grounds for removal, and may also include other information of which the Nevada Department of Education (NDE) may not have been aware.
3. Appeal is first reviewed by Title I staff within NDE, who shall, upon review, submit a recommendation to the Deputy Superintendent for a decision. The Deputy Superintendent will review all relevant data and make a decision within 15 working days of receiving the appeal information from the provider as to whether the provider should be removed from the list or allowed to remain on the list.
4. Provider will be notified of the Deputy Superintendent's decision.
5. Provider will be granted an additional 15 working days and one final opportunity to present evidence to the Superintendent of Public Instruction. This final appeal may take place in person, at the Superintendent's discretion. The Superintendent's decision will be final.



education industry  
association

*Code of Professional Conduct and Business Ethics  
For  
Supplemental Educational Services Providers  
Updated June 10, 2005*

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

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

*General Guidelines*

**In the conduct of business and discharge of responsibilities, EIA members commit to:**

1. Conduct business honestly, openly, fairly, and with integrity.
2. Comply with applicable laws, statutes regulations and ordinances.
3. Avoid known conflict of interest situations.
4. Never offer or accept illegal payments for services rendered.
5. Apply these guidelines and standards throughout the company by insuring all employees understand them and act accordingly.
6. Refrain from publicly criticizing or disparaging other providers.
7. In the case of any conflict, first attempt resolution directly with each other, but the parties involved may ask EIA to help mediate potential disputes.
8. 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.
9. 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.

### *Standards Specific to SES*

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

**Members will NOT:**

1. Compensate school district employees personally in exchange for access to facilities, to obtain student lists, to obtain other similar benefits for their SES program or for any illegal purpose. School personnel may be hired for instructional purposes as described in #3, next section below.
2. Make payments or in-kind contributions to schools, exclusive of customary fees for facility utilization in exchange for access to facilities, to obtain student lists, to obtain other similar benefits for their SES program or for any illegal purpose.
3. 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.
4. Offer a student any form of incentive for signing up with a provider.
5. Use a district enrollment form that has the selected provider's name pre-printed as part of the form.
6. Encourage students/parents to switch providers once enrolled. A student is considered enrolled once the District has issued the formal student/Provider selection list.

**Members MAY:**

1. Provide simple incentives to potential students, including door prizes of a nominal value and refreshments, while attending informational sessions.

2. Offer students reasonable incentives that are directly lined to documented meaningful attendance benchmarks and/or the completion of assessment and program objectives.
3. Hire school district employees for instructional purposes only, subject to District policies governing conflict of interests and other District-imposed requirements.
4. Include in tutor compensation incentives for student achievement, consistent with a company's written policy.

(Retyped from original document)

## **Supplemental Educational Services Rubric**

**Application #:** \_\_\_\_\_

**Reviewer #:** \_\_\_\_\_

OVERALL SCORING: \_\_\_\_\_/100

[Must score at least 85]

### **Assurances Signed:**

**Maximum points for this Requirement:** 0 Points – Although no points are allocated for this section, failure to include signed Assurances makes the application incomplete and therefore will not be read.

### **Internet Assurances Signed:**

**Maximum points for this Requirement:** 0 Points – Although no points are allocated for this section, failure to include signed Internet Assurances makes the application incomplete and therefore will not be read.

### **Hourly Fee Parameter Signed:**

**Maximum points for this Requirement:** 0 Points – Although no points are allocated for this section, failure to include signed Hourly Fee Parameter makes the application incomplete and therefore will not be read.

### **Protocols Signed:**

**Maximum points for this Requirement:** 0 Points – Although no points are allocated for this section, failure to include signed Protocols makes the application incomplete and therefore will not be read.

### **Provider Profile Completed:**

**Maximum points for this Requirement:** 0 Points – Although no points are allocated for this section, failure to include completed Provider Profile makes the application incomplete and therefore will not be read.

Element I. Evidence of Effectiveness		15 points
No/Limited Evidence 0-4 points	Moderate Evidence 5-9 points	Strong Evidence 10-15 points
<p>1. Fails to provide an adequate description of the program.</p> <p>2a. Fails to demonstrate how the provider's services are consistent with state academic standards.</p> <p>2b. Fails to describe program's connection to district programs.</p> <p>3. Fails to explain the program's demonstrated record of effectiveness.</p> <p>4. Fails to provide data regarding positive impact on student achievement.</p> <p>5. Fails to provide data that program has a positive impact on student performance.</p> <p>6. Fails to provide evidence of accelerated achievement.</p>	<p>1. Addresses some of the areas listed above in the program description.</p> <p>2a. Includes some information regarding the alignments of the supplemental services offered and state academic standards.</p> <p>2b. Minimally describes program's connection to district programs.</p> <p>3. Minimally explains the program's demonstrated record of effectiveness.</p> <p>4. Provides minimal information on impact on student achievement.</p> <p>5. Provides minimal information that program has a positive impact on student performance.</p> <p>6. Provides minimal information regarding accelerated achievement.</p>	<p>1. Details clearly the instructional program offered by the provider. Addresses each of the areas listed above.</p> <p>2a. Includes strong evidence that the program offered is consistent with state academic standards.</p> <p>2b. Provides clear description of program's connection to district programs.</p> <p>3. Provides clear explanation of the program's demonstrated record of effectiveness.</p> <p>4. Provides data showing positive impact on student achievement.</p> <p>5. Provides data showing that program has a positive impact on student performance.</p> <p>6. Provides evidence that shows accelerated achievement.</p>

7. Fails to provide additional evidence of improved outcomes.	7. Provides minimal evidence of improved outcomes.	7. Provides evidence of improved outcomes.
---	--	--

**TOTAL POINTS FOR ELEMENT:** \_\_\_\_/15

**Comments:**

Element II. Communication with Schools and Districts		10 points
No/Limited Evidence 0-2 points	Moderate Evidence 3-5 points	Strong Evidence 6-10 points
1. Fails to describe the link between school academic program and SES program.	1. Provides some description of the link between school and SES program.	1. Provides clear link between school and SES program.
2. Fails to describe connection between SES program and school.	2. Provides some description regarding connection between SES program and school.	2. Provides description of connection between SES program and school.
3. Fails to describe specific procedures used to report <b>monthly</b> to teachers regarding student progress.	3. Provides some description of specific procedures used to report <b>monthly</b> to teachers regarding student progress.	3. Provides clear description of specific procedures used to report <b>monthly</b> to teachers regarding student progress.
4. Fails to describe how termination with a school district will occur.	4. Provides some information on how termination with a school district will occur.	4. Provides clear plan on how termination with a school district will occur.
5. Fails to describe the collaborative efforts with the district to ensure students have safe passage to and from tutoring site.	5. Provides some information on the collaborative efforts with the district to ensure students have safe passage to and from tutoring site.	5. Describes the collaborative efforts with the district to ensure students have safe passage to and from tutoring site.

**TOTAL POINTS FOR ELEMENT:** \_\_\_\_/10

**Comments:**

Element III. Staff Qualifications		15 points
No/Limited Evidence 0-4 points	Moderate Evidence 5-9 points	Strong Evidence 10-15 points
1. Fails to describe staff qualifications.	1. Provides minimal information of staff qualifications.	1. Provides staff qualification information.
2. Fails to identify the hours and type of training provided to staff.	2. Provides minimal information regarding staff training.	2. Provides information regarding staff training and quality of trainings.
3. Fails to identify the years and levels of work experience with Title I/low-achieving students.	3. Provides minimal information on staff experience working with Title I/low-achieving students.	3. Identifies the years and levels of work experience with Title I/low-achieving students.
4. Fails to identify the highest degree obtained by staff.	4. Identifies some of the degrees obtained by staff.	4. Identifies the highest degrees obtained by staff.
5. Fails to describe staff experience with working with Title I students.	5. Identifies some staff experience with working with Title I students.	5. Describes staff experience with working with Title I students.
6. Fails to describe the professional development staff attend to improve instruction.	6. Describes some of the professional development staff attend to improve instruction.	6. Describes the professional development staff attend to improve instruction.
7. Fails to describe process for recruitment and hiring HQ staff.	7. Minimally describes the process for recruitment and hiring HQ staff.	7. Describes process for recruitment and hiring HQ staff.

**TOTAL POINTS FOR ELEMENT: \_\_\_\_\_/15**

**Comments:**

Element IV. Monitoring Student Progress		10 points
No/Limited Evidence 0-2 points	Moderate Evidence 3-6 points	Strong Evidence 7-10 points
1. Fails to discuss how the program will be evaluated.	1. Provides some description of how the program will be evaluated.	1. Clearly explains how the program will be consistently monitored for effectiveness.
2. Fails to describe the specific process to assess/diagnose student needs.	2. Provides some information on process used to assess/diagnose student needs.	2. Details specific process used to assess/diagnose student needs.
3. Fails to describe the specific process and measures used.	3. Provides some information on the specific process and measures used.	3. Details information on specific process and measures used.
4. Fails to discuss development of timetable.	4. Provides limited information on development of a timetable.	4. Details development of timetable with goals.
5. Fails to describe statement of specific achievement goals for students.	5. Provides some information on specific achievement goals for students.	5. Describes statement of specific achievement goals for students.

**TOTAL POINTS FOR ELEMENT: \_\_\_\_\_/10**

**Comments:**

<b>Element V. Communication with Parent(s)/Guardian(s) and Families 15 pts</b>		
<b>No/Limited Evidence 0-4 points</b>	<b>Moderate Evidence 5-9 points</b>	<b>Strong Evidence 10-15 points</b>
<p>1. Fails to describe the specific procedures used to report on student progress to parents and/or guardian(s)/families.</p> <p>2. Fails to describe services to parent(s)/guardian(s) and how parent(s)/guardian(s) are involved in creating a timetable &amp; goals for their child's academic progress.</p> <p>3. Fails to describe how services work to accommodate the needs and schedules of working parent(s)/guardian(s).</p> <p>4. Fails to describe process for resolving any disputes or conflicts staff may have with parent(s)/guardian(s).</p>	<p>1. Some description of the specific procedures used to report on student progress to parent(s) and/or guardian(s)/families.</p> <p>2. Some description of services to parent(s)/guardian(s) and how parent(s)/guardian(s) are involved in creating a timetable &amp; goals for their child's academic progress.</p> <p>3. Some description of how services work to accommodate the needs and schedules of working parent(s)/guardian(s).</p> <p>4. Some description of process for resolving any disputes or conflicts staff may have with parent(s)/guardian(s).</p>	<p>1. Clearly describes the specific procedures used to report on student progress to parent(s) and/or guardian(s)/families.</p> <p>2. Clearly describes services to parent(s)/guardian(s) and how parent(s)/guardian(s) are involved in creating a timetable &amp; goals for their child's academic progress.</p> <p>3. Clearly describes how services work to accommodate the needs and schedules of working parent(s)/guardian(s).</p> <p>4. Clearly describes process for resolving any disputes or conflicts staff may have with parent(s)/guardian(s).</p>

**TOTAL POINTS FOR ELEMENT:** \_\_\_\_/15

Comments:

<b>Element VI. Financial and Organizational Capacity 15 points</b>		
<b>No/Limited Evidence 0-4 points</b>	<b>Moderate Evidence 5-9 points</b>	<b>Strong Evidence 10-15 points</b>
<p>1. Failed to submit evidence demonstrating that organization is financially sound.</p> <p>2. Failed to provide “for profit” copy of their state license and organizational structure.</p> <p>3. “Nonprofit” agencies failed to provide a copy of their 501(c)(3) certificate.</p> <p>4. Failed to submit copies of business license or formal documentation of legal status with respect to conducting business in the State of Nevada.</p> <p>5. Failed to indicate the pricing structure for providing supplemental services.</p> <p>6. Failed to describe the organization’s experience in providing the same or similar services to children. Failed to identify number of students served, geographic locations served, types of services provided, etc.</p> <p>7. Failed to describe the LEAs program has capacity</p>	<p>1. Provided limited evidence demonstrating that organization is financially sound.</p> <p>2. “For profit” agencies provided either a copy of their state license or organizational structure.</p> <p>3. N/A</p> <p>4. Submit some information regarding conducting business in the State of Nevada.</p> <p>5. Provided limited information on the pricing structure for providing supplemental services.</p> <p>6. Provided some description of the organization’s experience in providing the same or similar services to children. Vaguely identified the number of students served, geographic locations served, types of services provided, etc.</p> <p>7. Provided some description of the LEAs program has</p>	<p>1. Provided required evidence demonstrating that organization is financially sound.</p> <p>2. “For profit” agencies included a copy of their state license and organizational structure.</p> <p>3. “Nonprofit” agencies provided a copy of their 501(c)(3) certificate.</p> <p>4. Submitted copies of business license or formal documentation of legal status with respect to conducting business in the State of Nevada.</p> <p>5. Provided clear information on the pricing structure for providing supplemental services.</p> <p>6. Clearly described the organization’s experience in providing the same or similar services to children. Clearly identified number of students served, geographic locations served, types of services provided, etc.</p> <p>7. Clearly described the LEAs program has capacity</p>

to serve and capacity to serve all eligible students within each local school district identified. Failed to discuss how services will be sustained for eligible students for the entire school year as required by NCLB 1116(7).	capacity to serve and capacity to serve all eligible students within each local school district identified. Vaguely described how services will be sustained for eligible students for the entire school year as required by NCLB 1116(7).	to serve and capacity to serve all eligible students within each local school district identified. Describe how services will be sustained for eligible students for the entire school year as required by NCLB 1116(7).
---	--	--

**TOTAL POINTS FOR ELEMENT: \_\_\_\_/15**

**Comments:**

<b>Documents either Found (Yes) or not Found (No)</b>		
<b>Yes</b>	<b>No</b>	<b>Financial Statement</b>
		<b>For Profit (if appropriate) copy of State license</b>
		<b>For Profit (if appropriate) copy of organizational structure</b>
		<b>501(c) (3) certificate (if appropriate)</b>
		<b>Nevada Business License</b>

<b>Element VII. Compliance with Federal, State and Local Health and Safety Standards</b>		
		<b>10 points</b>
<b>No/Limited Evidence 0-1 point</b>	<b>Moderate Evidence 2-5 points</b>	<b>Strong Evidence 6-10 points</b>
1. Fails to provide information on how background checks are conducted.*	1. Provides some information on how background checks are conducted.	1. Provides detailed information on how background checks are conducted.
2. Failed to provide data showing that the criminal background checks meet all of the requirements of the State of Nevada.*	2. Provided limited data showing that criminal background checks meet all of the requirements of the State of Nevada.	2. Provided data showing that criminal background checks meet all of the requirements of the State of Nevada.

<p>3. Failed to describe and did not submit a copy of all required licenses and/or certifications for health and safety.</p> <p>4. Failed to describe safety record and procedures.</p> <p>5. Failed to describe the location and environment in which services are provided.</p>	<p>3. Provided either the description or the copy of all required licenses and/or certifications for health and safety.</p> <p>4. Vaguely described safety record and procedures.</p> <p>5. Vaguely described the location and environment in which services are provided.</p>	<p>3. Clearly described and submitted a copy of all required licenses and/or certifications for health and safety.</p> <p>4. Clearly described safety record and procedures.</p> <p>5. Clearly described the location and environment in which services are provided.</p>
---	--	---

**TOTAL POINTS FOR ELEMENT: \_\_\_\_/10**

**Comments:**

**\* Failure to address question 1 and/or 2 at a “Strong Evidence” level will result in immediate disqualification of application.**

Element VIII. Compliance with Federal, State and Local Civil Rights Protection 10 points		
No/Limited Evidence 0-1 point	Moderate Evidence 2-5 points	Strong Evidence 6-10 points
<p>1. Failed to describe how organization complies with federal, state and local civil rights protections for <u>employees</u>.</p> <p>2. Failed to describe how</p>	<p>1. Vaguely described how organization complies with federal, state and local civil rights protections for <u>employees</u>.</p> <p>2. Vaguely described how</p>	<p>1. Clearly described how organization complies with federal, state and local civil rights protections for <u>employees</u>.</p> <p>2. Clearly described how</p>

<p>organization complies with federal, state and local civil rights protections for <u>students</u>.</p> <p>3. (If appropriate) Failed to provide information regarding provision of services to students with disabilities, submit evidence demonstrating that your organization complies with IDEA and ADA requirements.</p>	<p>organization complies with federal, state and local civil rights protections for <u>students</u>.</p> <p>3. (If appropriate) Provided limited information regarding provision of services to students with disabilities; submit evidence demonstrating that your organization complies with IDEA and ADA requirements.</p>	<p>organization complies with federal, state and local civil rights protections for <u>students</u>.</p> <p>3. (If appropriate) Provided clear information regarding provision of services to students with disabilities; submit evidence demonstrating that your organization complies with IDEA and ADA requirements.</p>
--	---	---

**TOTAL POINTS FOR ELEMENT:** \_\_\_\_/10

**Comments:**