

REQUEST FOR APPLICATION

SUPPLEMENTAL EDUCATIONAL SERVICES PROVIDERS

School Year 2012-2013

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



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

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**Applications due to Nevada Department of Education on
May 11, 2012, by 3:00 p.m.**

This application was adapted from the SES Toolkit on Supplemental Educational Services, developed by the Council of Chief State School Officers (CCSSO) the Education Quality Institute (EQI) and the Louisiana SES Application

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."

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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.

Important Submission and Deadline Information

Organizations must submit ONE (1) original, and SIX (6) copies (SEVEN (7) items in total). Please clearly mark the application with the original signature in [blue ink](#) as “Original” and mark each copy as “ Copy 1”, “Copy 2”, “Copy 3”. Application materials will not be returned. All applications must be received by the date listed on the front page of this application no later than 3:00 p.m., and should be mailed or delivered to:

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

Applications must be received by the NDE by 3:00 p.m., May 11, 2012.

Important Appeal Process Information

- All applicants will be notified in writing of approval or denial status by **July 13, 2012**.
 - NDE will not negotiate or revise reviewer comments or scores. However, if a denied applicant has evidence that 1) a mathematical error was made in calculating the applicant’s score or 2) there was a conflict of interest in the application review process, the applicant may submit a written appeal with its supporting evidence to Fawn Lewis at the above address for consideration.

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Directions for completion of the 2010-2011 Supplemental Educational Services Provider Application

- **Follow all instructions carefully to ensure that you have accurately completed all applicable sections.** Please read the entire application prior to completing any section. If you have any questions, you may contact Fawn Lewis at the Nevada Department of Education's at 775-687-9214.
- **Letter of Intent** must be submitted by April 13, 2012. Applicants not submitting a letter of intent may not have their applications reviewed.
- Applications must be **submitted** by the date listed on the front page of the applications, no later than 3:00 p.m.
- Applications must be double-spaced, with no smaller than one inch margins. Font must be at least 12-point. **Handwritten applications will not be accepted.**
- Adhere to all listed page limitations and ensure that the "Original" is signed in **blue ink**.
- Complete the application checklist and submit all components in the order listed.
- **DO NOT bind your applications (no folders, staples, spiral bound, etc.).** Applications should be held together with binder clips, paper clips, rubber bands or a combination of these items and placed in a sealed envelope(s) /box with each section labeled appropriately.
- Each response to questions in Part II and Part III of the application must be appropriately labeled (e.g., Part II, Question #1, Part III, Question #1, etc.). **Additionally, Part III has cover pages you must utilize. Please read the instructions carefully for this section.**
- **Appendix** – There is no need to make a separate appendix for this application. All of the requested attachments should be appropriately labeled and placed in the correct order.
- Applicants must sign the Assurance Page at the end of the application in **blue ink**.
 - **Applications submitted without a signed Assurance page will not be reviewed. There will be no exceptions.**
- Applicants should refer to the Scoring Rubric within the application packet to ensure that all sections are answered appropriately.
- Applicants should be familiar with the U.S. Department of Education's SES Non-Regulatory Guidance (<http://www.ed.gov/policy/elsec/guid/suppsvcsguid.doc>).
- **Additional circumstances that would lead to applications not being reviewed:**

- Application was received after the deadline, which includes not only the deadline date but also the deadline time;
 - Applicant does not submit formal documentation of legal status with respect to conducting business in Nevada;
 - Applicant does not submit worker's compensation insurance, liability insurance verification or submits expired insurance documentation;
 - Any section of the application is missing or incomplete.
- **Application Order** - The application **must** be submitted in the appropriate order. Each part of the application should be separated with a section divider page listing the *title* of the next part of the application that is enclosed. Where applicable, you should use the cover pages that are provided. All applications should follow the order below:
 - Application Cover Sheet
 - SES Provider Self-Assessment
 - Basic Program Application Information Checklist
 - Part I—Basic Program Information and attachments (labeled as directed)
 - Signed Provider Assurances
 - Part II— Program Overview
 - Part III--Indicators of Quality Questions
 - Part V – Additional Required Documents
 - Only completed applications including an original application, signed in **blue ink**, with six (6) labeled copies (making a total of 7 copies) mailed or delivered in a sealed envelope/box will be accepted on or before **Friday, May 11, 2012, by 3:00 p.m.** No Exceptions. **Failure to submit the correct number of copies with the original will result in an incomplete application that will not be scored nor sent to readers.**
 - Faxed/emailed copies of the application will not be accepted. **It is the responsibility of the sender to ensure and to verify that the application is completed and mailed by the postmarked date.**
 - Allowable attachments are limited to only the items required in the application.

TIMELINE

March 30, 2012	Notice of application request to interested parties
April 13, 2012	Letter of Intent due to the NDE
May 11, 2012	Applications due at the Nevada Department of Education
June 27, 2012	Notification of successful applications to vendors

INTRODUCTION TO SUPPLEMENTAL EDUCATIONAL SERVICES (SES)

Under Title I, Part A, of the *No Child Left Behind* Act (ESEA), low-income students (i.e., those qualifying for Free or Reduced Lunch) attending schools that do not make adequate yearly progress for three consecutive years (i.e., schools are in their third year of improvement in the Nevada accountability plan) may receive supplemental education services from professional educational providers. States are responsible for identifying eligible Supplemental Service Providers (SSPs). Parents choose the SSP for their children from among the providers approved by the State for their school district.

Supplemental educational services focus on increasing student achievement and include relevant tutoring, targeted remediation, and academic intervention based upon individual learning plans. Subjects are reading/language arts, mathematics, and science, as well as English language proficiency for students with limited English proficiency (LEP), with educational services provided before school, after school, or in the summer. Although often short-term, tutoring services can have major potential long-term effects on personal self-esteem, motivation, study habits, and knowledge of a subject.

Applying to Become a Supplemental Services Provider (SSP) in the State of Nevada

In order for a Provider to be considered for approval and included on the State-approved list of SSPs, the provider must complete the application contained in this packet and receive a **minimum score of 90** as rated by a team of qualified reviewers. Applicants who do not meet the minimum qualifications will be notified and may reapply in the future.

This application is divided into three parts. **Part I** requests Basic Program Information from each applicant (e.g., program name, costs, provider contact information) and a set of provider assurances. **Part II** requests summary information about the applicant's program. **Part III** addresses indicators of quality for supplemental service providers.

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. In reviewing applications, the cost effectiveness of proposed services will be taken into consideration insofar as a provider's fee for service cannot extend beyond resources available within a district as outlined in the law. **Homework help does not qualify as Supplemental Educational Services (SES) in Nevada. In addition, approved applicants must have a way to deliver the instructional program; "stand-alone" curriculum or computer software programs by themselves do not qualify for the list of providers.**

Who is eligible to apply to become a Supplemental Educational Service Provider?

Providers may be nonprofit entities, for-profit entities, and local education agencies, including public and private schools (that are not in School Improvement), charter schools, libraries, private companies, online schools, family literacy programs, after-school centers, cooperative educational service agencies, institutions of higher education, and community-based/faith-based organizations. Individuals or groups of individuals may be a supplemental educational service provider **only** if they organize as a non-profit or for-profit entity and they meet the applicable statutory and regulatory requirements.

Responsibilities of an Approved Supplemental Services Provider

Section 1116 of NCLB states that providers must:

- Provide parent(s)/legal guardian(s) of children receiving supplemental educational services and the appropriate local education agency with information on the progress of the children in increasing achievement, in a format and, to the extent practicable, in a language that such parent(s)/legal guardian(s) can understand.
- Ensure that instruction provided and content used by the provider are consistent and align with content used by the LEA and State.
- Meet all applicable Federal, State, and local health, safety, and civil rights laws.
- Ensure that all instruction and content are secular, neutral, and non-ideological.
- Measure the student's progress, and regularly inform the student's parents and teachers of that progress
- Ensure that it does not disclose to the public the identity of any students eligible for or receiving SES without written permission of the student's parents.
- 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.

Additionally:

- **Ensure all individuals who will interact with students are fingerprinted and background checked pursuant to NDE teacher licensure procedures (including Internet based providers).**
 - This entails going to the NDE teacher licensing information found on the NDE website;
 - Going to “Forms” on the NDE licensing page
 - Going to “Fingerprint Authorization” on the NDE licensing webpage and
 - ❖ Describing the process you will use to submit two (2) FBI fingerprint cards FD-258 for each and every employee who will come in contact with Nevada students either in person or via phone/internet;
 - ❖ Describe how, that if you cannot obtain the FD-258 fingerprint cards at a local agency, you will follow-up by calling (702) 486-6458; and
 - ❖ Provide an assurance that all personal information requested will be supplied, per the required Fingerprint Authorization Form.
- Provide services independent of district/school resources. A district/school is not required to provide space or resources (i.e., staff, computers, copies, facility).
- Providers shall describe services as approved in state application to consumers in terms that are easy to understand and jargon-free.
- Providers shall submit a sample of SES program promotional materials and advertisements, (such as brochures, flyers, and posters) to the school district(s) in which they wish to serve and/or the NDE, upon request.
- Providers shall not misrepresent to anyone the location of a provider's program or its approval status.

- Providers shall not employ or compensate district employees who currently serve the districts in the capacity of principal, assistant principal, or district SES coordinator in exchange for access to facilities or to obtain student lists. School personnel may be hired for instructional and/or coordination purposes only.
- Providers shall not encourage or induce students or parents to switch providers once students have been enrolled into another program.
- Providers shall not enroll students in an SES program without prior authorization from the district.
- For students under 13, providers proposing to utilize web-based instruction must obtain parental permission before communicating with students via e-mail or the Internet as per Title XIII Children's Online Privacy Protection Act of 1998.
- Providers shall maintain records, including data stored in information systems, for a period of five years. Documentation shall be made available, upon request by the NDE, for monitoring reviews or audit purposes.
- Providers shall cooperate with any assessments or evaluations conducted by the NDE
- Providers shall adhere to and submit assurances for supplemental educational services annually.

Monitoring and Provider Accountability

Once approved, a provider must be able to annually demonstrate the capacity for meeting the minimum requirements and will be required to sign a set of assurances each program year. The Nevada Department of Education shall make annual recommendations to the Title I Committee of Practitioners on a provider's performance category. Providers might be recommended for removal if significant incidences of non-compliance with state and/or federal rules and regulations are determined. Examples of reasons why a provider could be removed from the list within the first two years include:

- Failure to perform criminal background checks of all employees coming into contact with students, which is a State law.
- Compensation of district employees in exchange for access to facilities or to obtain student lists.
- Failure to disclose the provision of financial incentives or gratuities of any kind to parents or students.
- Enrollment of students who are already participating in another SES program without prior authorization from the affected district.
- Willing violation of any assurance or aspect of the application approved by the Nevada Department of Education.

Fiscal Reporting/Financial Stability:

- Providers are fiscally responsible to manage their own businesses. (Providers may choose to contract with 3rd party agencies to meet payroll, etc. However, providers must be aware that 3rd parties cannot bill districts for services. Districts sign contracts only with providers and are not responsible for providers meeting their fiscal obligations.)

Approval Process

Internal Screening

- In order for an applicant to be considered for approval and included on the State-Approved Providers List, the applicant must complete the application contained in this packet. Each application will be screened by the Department for completeness.
- If any part of the application is incomplete, omitted, or identified as incorrect, the application will be considered incomplete and the application will not be submitted to the readers for scoring. It is the responsibility of the applicant to ensure that a complete application is submitted for review. Providers will not have an opportunity to correct incomplete applications or appeal the Department's decision regarding an incomplete application once submitted and the deadline has passed.
- The Department reserves the right to remove any application from consideration for approval if the applicant is not eligible to apply; for example, a provider previously removed or not financially sound.
- Applicants who submit an incomplete application will be notified that their application was not sent to the readers. Applicants who receive a total average application score of less than 90 will be notified that they will not be recommended for approval. The scores with comments from readers will be sent to applicants, upon request.

Application Scoring

- Completed applications are sent to qualified readers for scoring. Each reader will independently rate the application using the scoring rubric developed by the Department. The scoring rubric is provided under Part III of the application section.
- Each of the qualified readers will assign points to each of the ten indicators of quality to arrive at a total score.
- Applicants with a total application average score of at least 90 points (90 of the total points available) will be recommended to the Committee of Practitioners for approval and inclusion on the State-Approved Providers List.

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. Failure to return this form may result in your application not being reviewed.

This form must be received by April 13, 2012.

Please mail or fax your letter of intent to:

Mail: Nevada Department Of Education

Attn: Fawn Lewis, Education Consultant

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: _____

Contact person's
e-mail (required): _____

Nevada Supplemental Educational Services
Request for Applications
2012-2013 School Year

Application Cover Sheet

*Please see page 6 if you have questions on the page order for the application.

SES Provider Self-Assessment

Entity Name: _____

DBA: _____

Potential SES applicants must review and answer yes or no to the statements below. These statements are designed to assist potential applicants to identify weaknesses that may exist in their application, business model, or general SES compatibility.

	SES Providers Self-Assessment Statements	YES	NO
1.	My company is currently licensed to do business in the state of Nevada. <i>NOTE: Failure to have a business license, if approved, as a Nevada Provider will result in disqualification of your application.</i>		
2.	My company currently has worker's compensation and liability insurance with coverage in Nevada. <i>NOTE: Failure to have worker's compensation or liability insurance, if approved, as a Nevada Provider will result in disqualification of your application.</i>		
3.	My company has been registered with the Nevada Secretary of State.		
4.	My company has at least one year of data indicating an increase of student achievement based on valid and reliable assessments.		
5.	My company would remain profitable without tutoring any SES students.		
6.	My instructional program is of high quality and is research-based.		
7.	My company's tutoring curriculum is aligned with Nevada Content Standards and grade-level expectations.		
8.	My company has experience tutoring low income and culturally diverse student populations.		

Send to Reader for Review: ____ Yes ____ No

Basic Program Application Information Checklist

Name of Entity: _____ Date Received _____

Name of NDE Staffer: _____ Date of check off: _____

Providers are required to submit all requested Basic Program Information, criteria with required attachments, and assurances. This **checklist must be placed after the cover page**. Please verify that the applicant has submitted all requested information by checking the box next to “yes” or “no” in each category below.

	Applicant Use	NDE Use Only
A. Entity SES Provider Self-Assessment	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
B. Part I -- Basic Program Information		
1. Program Name	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. Federal EIN, Tax ID Number, or Social Security Number	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. Type of Entity	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
4. Entity Contact Information	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
5. Local Contact Information	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
6. SES History	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
7. Service Area	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
8. Place of Service	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
9. Transportation	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
10. Subject Areas & Grade Levels to Serve	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
11. Maximum and Minimum Number of Students to Serve	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
12. Specific Student Populations to Serve-ELL	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
13. Specific Student Populations to Serve-Students w/disabilities	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
14. Service Schedule	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
15. Student /Tutor Ratio	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
16. Cost	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
17. Diagnostic Assessment	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
18. Instructional Curriculum	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
19. Proof of Workers Compensation and Liability Insurance Coverage (attachments)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
20. Legal Status (attachments)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
21. Financial Soundness (attachments)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
22. Management Structure (attachments)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
23. Program Summary (attachment)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
24. Criminal Background Check Agreement (sign in blue ink)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
25. Basic Program Attachments A-E:		
A1: Certificate of Worker’s Compensation and Liability Insurance	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
A2: Insurance company letter	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
B1: Legal status document	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
B2: Articles of Incorporation (in good standing)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

C1: Accrual balance sheet	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
C2: Chart of Revenue Sources	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
D1: Vitas/Resumes of management team	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
D2: Organizational chart	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
E: Program Summary	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
26. Provider Assurances - signed & initialed in blue ink	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
27. Part I Basic Program Information	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
28. Indicators of Quality –Ten Questions with attachments	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
29. Additional Required Documents	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
• Hourly Fee Parameters	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
• Provider Protocols	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
30. One (1) original signed in blue ink and six (6) copies of the application	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

PART I

BASIC PROGRAM INFORMATION

Instructions

Review and follow **all** directions carefully when completing this application. Please note that all requested information **must** be provided, all questions **must** be answered, and all required documents **must** be attached to this application. **Incomplete or incorrect applications will not be submitted to readers for scoring.** For the Basic Program Information, please provide the requested information in the spaces provided. **Be sure to read all “Notes,” as they provide important information regarding each category.**

BASIC PROGRAM INFORMATION

1. Program Name:	Name: ____ Doing Business As (DBA): ____		
2. Federal EIN, Tax ID Number, or Social Security Number:			
3. Type of Entity (check all that apply):	<input type="checkbox"/> For-profit company <input type="checkbox"/> Public School (non-charter) <input type="checkbox"/> Charter School <input type="checkbox"/> Institution of Higher Education <input type="checkbox"/> Local Education Agency (LEA) <input type="checkbox"/> Community-Based Organization <input type="checkbox"/> Private School <input type="checkbox"/> Faith-Based Organization <input type="checkbox"/> Other: _____ 		
4. Entity Contact Information NOTE: Provide contact information for ONE individual only. This is the ONLY individual with whom the Department will communicate. This is also the ONLY individual who may change any information the Department has on file for this entity.	Provide contact information of the authorized representative for your entity: Entity Contact Person Name: _____ Address: _____ City: _____ State: _____ Zip: _____ Phone: _____ Fax: _____ Email: _____ Website: _____		

<p>5. Local Contact Information</p> <p>NOTE: If your entity headquarters is located in another state, the local contact information is not mandatory; however, you will need to provide a local contact before services begin.</p>	<p>Indicate the site where you will maintain your business and financial records in <u>Nevada</u> and a local contact person.</p> <p><input type="checkbox"/> Check if information is same as Entity Contact Information. If so, please do not complete the information below.</p> <p>Local Contact Person: _____</p> <p>Street Address: _____</p> <p>City: _____ State: _____ Zip: _____</p> <p>Phone: _____ Fax: _____</p> <p>Email: _____</p> <p>Website: _____</p>
<p>6. SES History</p> <p>NOTE: Providers are responsible for notifying the Department, in writing, of any changes to their SES History.</p>	<p>Have you ever been an approved SES provider in Nevada?</p> <p><input type="checkbox"/> No <input type="checkbox"/> Yes</p> <p>1. Is this application a reapplication of a previously removed provider?</p> <p><input type="checkbox"/> No <input type="checkbox"/> Yes</p> <p>2. Have you ever been disciplined by a state or federal agency or removed from a state or federally funded program?</p> <p><input type="checkbox"/> No <input type="checkbox"/> Yes</p> <p>If yes, provide an explanation with the entity name and state or federal agency of occurrence.</p> <p>_____</p> <p>List any other State in which you are currently approved to provide Supplemental Educational Services.</p> <p>_____</p>

<p>7. Service Area</p> <p>NOTE: By indicating that you will serve an LEA or all LEAs, you agree to provide services to <u>any student in that LEA</u> whose parent(s)/legal guardian(s) select you as their child's provider.</p> <p>If you refuse to serve any student in an LEA(s) listed in your service area for any reason other than <u>your stated minimum or maximum capacity</u>, your refusal could be cause for the Department to recommend to the Committee Of Practitioners removal from the State-Approved Provider List. (See #29 of Provider Assurances)</p> <p>Note: If new districts are added once the 2011-2012 school year begins, the entity must complete a program amendment to add additional LEAs.</p>	<p>List each LEA in which you agree to provide services (see the Appendix for the complete list of LEAs). Check "Statewide" ONLY if you agree to provide services to <u>any</u> LEA in the entire state of Nevada. Providers who indicate they will serve "Statewide" will be required to provide services to any LEA at any location in the state.</p> <p>Or</p> <p>List LEA Name(s) you intend to serve: (ONLY list LEAs indicated in the Appendix)</p> <table border="1" data-bbox="633 441 1445 1018"> <thead> <tr> <th></th> <th>LEA</th> </tr> </thead> <tbody> <tr><td>1</td><td></td></tr> <tr><td>2</td><td></td></tr> <tr><td>3</td><td></td></tr> <tr><td>4</td><td></td></tr> <tr><td>5</td><td></td></tr> <tr><td>6</td><td></td></tr> <tr><td>7</td><td></td></tr> <tr><td>8</td><td></td></tr> <tr><td>9</td><td></td></tr> <tr><td>10</td><td></td></tr> <tr><td>11</td><td></td></tr> <tr><td>12</td><td></td></tr> <tr><td>13</td><td></td></tr> <tr><td>14</td><td></td></tr> <tr><td>15</td><td></td></tr> <tr><td>16</td><td></td></tr> <tr><td>17</td><td></td></tr> </tbody> </table>		LEA	1		2		3		4		5		6		7		8		9		10		11		12		13		14		15		16		17	
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<p>8. Place of Service</p> <p>NOTE: The LEA is not required to allow SES providers to access its facilities. If the LEA does allow providers to access its facilities, the LEA must do so on a fair and equitable basis. Providers will be held accountable for providing services in any LEA they select regardless of whether or not LEAs allow providers to use their facilities. SES providers must work out an agreement with each LEA if the application is approved or have a secondary site available to serve students.</p>	<p>Check the location(s) that best describe where you will deliver services to students:</p> <p><input type="checkbox"/> Student's Home</p> <p><input type="checkbox"/> Business</p> <p><input type="checkbox"/> Community Center</p> <p><input type="checkbox"/> Religious Facility (e.g., church, synagogue, mosque, temple)</p> <p><input type="checkbox"/> LEA Facility</p> <p><input type="checkbox"/> Via Technology (check all that apply)</p> <p style="padding-left: 40px;"><input type="checkbox"/> internet/online</p> <p style="padding-left: 40px;"><input type="checkbox"/> software-based</p> <p style="padding-left: 40px;"><input type="checkbox"/> other ____ (please explain)</p> <p><input type="checkbox"/> Access site for online/web-based providers: _____</p>																																				
<p>9. Transportation</p>	<p>Do you provide transportation?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> At Select Sites Only</p>																																				

<p>10. Subject Areas & Grade Levels to Serve</p> <p>NOTE: Subject area(s) and grade levels can only be expanded through reapplication.</p>	<p>Check all subject(s) and grade(s) for each subject you will offer:</p> <p><input type="checkbox"/> Reading</p> <table border="1" data-bbox="544 226 1490 294"> <tr><th>K</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> </table> <p><input type="checkbox"/> English/Language Arts</p> <table border="1" data-bbox="544 367 1490 434"> <tr><th>K</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> </table> <p><input type="checkbox"/> Mathematics</p> <table border="1" data-bbox="544 508 1490 575"> <tr><th>K</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> </table> <p><input type="checkbox"/> Science</p> <table border="1" data-bbox="544 651 831 718"> <tr><th>9</th><th>10</th><th>11</th><th>12</th></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> </table> <p><input type="checkbox"/> Social Studies</p> <table border="1" data-bbox="544 793 831 861"> <tr><th>9</th><th>10</th><th>11</th><th>12</th></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> </table>	K	1	2	3	4	5	6	7	8	9	10	11	12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	K	1	2	3	4	5	6	7	8	9	10	11	12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	K	1	2	3	4	5	6	7	8	9	10	11	12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	10	11	12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	10	11	12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<p>11. Maximum and Minimum Number of Students to Serve</p> <p>NOTE: Your minimum number will be provided to LEAs.</p>	<p>Provide the maximum number of students that you will have the capacity to serve in all service areas combined: _____</p> <p>Provide the minimum number of students that you require to begin services in an LEA: _____</p>																																																																																														
<p>12. Specific Student Populations Served: English Language Learners</p>	<p>Indicate whether your entity specializes in any of the following groups:</p> <p><input type="checkbox"/> Do not specialize</p> <p><input type="checkbox"/> English Language Learner (ELL) students</p> <p>If yes, list the particular language(s) (e.g., Spanish, French, Japanese): _____</p> <p>NOTE: Any specialization will be provided to parent(s)/legal guardian(s) and listed on the Department's website.</p>																																																																																														

<p>13. Specific Student Populations Served: Students with Disabilities</p>	<p>Indicate whether your entity specializes in any of the following groups:</p> <p><input type="checkbox"/> Do not specialize</p> <p><input type="checkbox"/> Students with Disabilities (Select the particular disabilities your entity will address under the Disabilities Education Improvement Act (IDEA 2004):</p> <p><input type="checkbox"/> Autism</p> <p><input type="checkbox"/> Deaf/Blind</p> <p><input type="checkbox"/> Developmental Delay</p> <p><input type="checkbox"/> Emotional Disturbance</p> <p><input type="checkbox"/> Health Impairment</p> <p><input type="checkbox"/> Hearing Impairment/Deaf</p> <p><input type="checkbox"/> Mental Retardation</p> <p><input type="checkbox"/> Multiple Impairment</p> <p><input type="checkbox"/> Orthopedic impairment</p> <p><input type="checkbox"/> Specific learning disability</p> <p><input type="checkbox"/> Speech-language impairment</p> <p><input type="checkbox"/> Traumatic brain injury</p> <p><input type="checkbox"/> Visual impairment</p> <p><input type="checkbox"/> Other health impairment: Explain: _____</p>
<p>14. Service Schedule</p> <p>NOTE: Students must not exceed 10 hours of service per week and no more than 2 hours per school day.</p> <p>Note: The LEA makes the final determination of when services will be offered.</p>	<p>Select the service schedule you will offer to students (check all that apply):</p> <p><input type="checkbox"/> Before school</p> <p><input type="checkbox"/> After school</p> <p><input type="checkbox"/> Weekends</p> <p><input type="checkbox"/> Summer</p>
<p>15. Student/Tutor Ratio</p> <p>NOTE: The student/ tutor ratio can only be expanded through reapplication.</p>	<p>Provide the maximum number of students who will be assigned to each tutor in your program: _____ students: per tutor _____</p> <p>NOTE: Student/tutor ratio must fall within the following ranges:</p> <p>8:1 student/tutor ratio (non-computer-based instruction)</p> <p>10:1 student/tutor ratio (computer-based instruction)</p>
<p>16. Cost</p>	<p>List your fee <u>per hour</u>:</p> <p>\$_____ maximum per hour, per student</p> <p>NOTE: The Department requires a <u>minimum</u> of 20-30 service hours per student. The hourly fee is for instructional time only (not assessment time or parent meeting time, etc).. LEAs can negotiate the cost per hour with the provider, as long as the maximum rate is not exceeded, in order to meet a minimum number of service hours.</p>
<p>17. Diagnostic Assessment</p> <p>NOTE: The diagnostic assessment can only be expanded through reapplication.</p>	<p>Name the instrument(s) that will be used to diagnose skill levels for each individual student.</p> <p>_____</p>

<p>21. Financial Soundness</p> <p>Label Attachment C1 and Attachment C2</p> <p>Note: Make sure you label each attachment appropriately.</p> <p>NOTE: By definition, SES providers must be financially sound [NCLB Section 1116(e)(12)(B)(iii)]. Thus, you MUST attach the required documentation in order for your application to be sent to readers for scoring.</p> <p>Being financially sound means being able to prove that you are able to:</p> <ul style="list-style-type: none"> (a) Hire and pay the teachers/tutors to provide the supplemental services, (b) Bill for the hours of services provided, (c) Collect the funds for services, (d) Cover overhead costs. 	<p><input type="checkbox"/> Applicant is a LEA/public school; therefore this section does not apply.</p> <p style="text-align: center;">Make sure you label each attachment requested appropriately</p> <p style="text-align: center;"><i>Financial Soundness: Criteria for Approval</i></p> <p style="text-align: center;">1. <i>Positive net assets</i></p> <p style="text-align: center;">AND</p> <p style="text-align: center;">2. <i>Current assets exceed current liabilities</i></p> <p>What total percentage of your entity's revenue do you expect from participating in SES? _____ %.</p> <p>Label Attachment C1 Please include your entity's most current accrual balance sheet, such as audited financial statements or personal financial statements.</p> <p>Label Attachment C2 Please include a chart of revenue sources other than expected SES provider reimbursements as proof of financial viability and proof of financial resources to operate as a provider for a minimum of six months after approval.</p> <p>IMPORTANT: The Department will not accept any other financial documents in lieu of what has been requested. Failure to submit the requested document(s) will result in an incomplete application that will not be sent to readers.</p>
<p>22. Management Structure</p> <p>Label Attachment D1 and Attachment D2</p> <p>Note: Make sure you label each attachment appropriately.</p>	<p style="text-align: center;">Make sure you label each attachment requested appropriately</p> <p>Label Attachments D1 Please attach the vitas/resumes of the entity's management team, including all background information regarding experience in the educational field.</p> <p>Label Attachments D2 Please attach your entity's organizational chart with roles and responsibilities.</p> <p>IMPORTANT: The Department will not accept any other management structure documents in lieu of what has been requested. Failure to submit the requested document will result in an incomplete application that will not be sent to readers.</p>

<p>23. Program Summary</p> <p>Label Attachment E</p> <p>Note: Make sure you label each attachment appropriately.</p> <p>NOTE: This summary may be posted on the Department's website and will be available to LEAs and parents, if needed. The Department reserves the right to alter your summary.</p>	<p align="center">Make sure you label each attachment requested appropriately</p> <p>Label Attachment E</p> <p>Please attach a summary of your program in a narrative form. You must address the following:</p> <ol style="list-style-type: none"> 1. Years of experience tutoring students; 2. The effectiveness of your program in helping targeted student population(s) improve academic achievement on state standards; 3. The structure of a standard tutoring session (i.e., length of sessions, frequency of sessions, hours of sessions); 4. Your approach or model of instruction, including assessment and goal-setting procedures; 5. The facilities, equipment (e.g., technology, computers, software), and instructional materials provided; and 6. Years of service as a Nevada SES provider; if applicable. <p align="center">Do not exceed 150 words – single space response for this section.</p>
<p>24. Criminal Background Check Agreement</p> <p>Note: Please sign in blue ink in the space provided on your original copy.</p>	<p>Please check each statement below and sign:</p> <p><input type="checkbox"/> I fully understand the Department may request a criminal background check on the CEO/Owner of the company prior to NDE approval.</p> <p><input type="checkbox"/> I fully understand that if approved as a SES provider in Nevada, a criminal background check is required annually for any and all individuals acting on behalf of Providers including: volunteers, contractors, relatives, etc. any individual having contact with children enrolled in my program.</p> <p><input type="checkbox"/> I also agree to have policies in place on how the criminal background check results will be used in hiring practices.</p> <p>Print Owner/CEO Name _____</p> <p>Signature _____ Date _____</p>

Place the requested attachments (A through E) behind this page. Follow the application checklist on Pages 14-15 to ensure that your application is submitted in the correct order.

Thank you and congratulations for completing Part I of the application. If any of the information is incomplete, the application will not be sent to readers for scoring.

PROVIDER ASSURANCES

Name of Entity: ____

If approved, applicants must abide by all assurances listed below.

The Nevada Department of Education (NDE) may remove any Provider who fails to comply with any of the items listed on the Provider Assurances.

Directions:

As part of the application, all applicants must initial the box accompanying each assurance and must sign and date the document in [blue ink](#) to certify agreement to comply with each assurance. Failure to complete this assurance form as required will result in an incomplete application, and therefore, will not be submitted to the readers for scoring. If approved, Providers must also submit signed assurances annually during a timeframe specified by the NDE.

The assurances are listed below:

Number	Initial in blue ink in each box below.	Assurances
1		The provider/applicant certifies that the instructional program described in the application will be offered to students at or below the cost provided in their application.
2		The provider/applicant certifies the instructional program offered to students is the same as the one described in their application.
3		The provider/applicant certifies the instruction and content offered is secular, neutral, and non-ideological.
4		The provider/applicant understands approval does not constitute a guarantee of employment, payment, or funding. The provider/applicant further understands that if approved, payment will be provided by eligible school districts through a contractual agreement only for services rendered for eligible students.
5		The provider/applicant is responsible for payment of all payroll taxes and fees resulting from payment made by the Local Educational Agencies (LEAs) for services.
6		The provider/applicant will be accountable for tracking and documenting enrollment, attendance, and supplemental services provided to public school students enrolled in the provider's program.
7		The provider/applicant will begin services for enrolled students no later than 15 business days after entering into a contract with an LEA provided all student information was received and is accurate.

Number	Initial in blue ink in each box below.	Assurances
8		The provider/applicant will serve all eligible children whose parent(s)/legal guardian(s) request services from this provider/applicant on a fair and equitable basis and in accordance with the terms specified in their application.
9		The provider/applicant will submit monthly student academic progress reports to LEA designee(s), parent(s)/legal guardian(s) of eligible children who receive services and in an understandable format and language.
10		The provider/applicant will serve all eligible students who request service unless the total number of students requesting services does not meet the minimum or exceeds the maximum number stated in the provider's application.
11		The provider/applicant agrees to sign a contract with the LEA and only serve eligible students provided by the LEA.
12		The provider/applicant will provide NDE with annual reports as well as provide districts with annual reports containing information on students who have completed services.
13		The provider/applicant will not discontinue services to any student once the provider has signed a contract for that student with the LEA unless directed to do so by the parent(s)/legal guardian(s), LEA, or NDE.
14		In accordance with the requirements of Subsection 3 of the Nevada Revised Statute 391.033, evidence will be provided to the LEA that the provider/applicant agrees to complete annual criminal background checks on any individual, paid or unpaid, having contact with children. The provider/applicant further agrees to abide by all rules and regulations outlined in the <i>SES Non-Regulatory Guidance</i> .
15		The provider/applicant will not disclose the identity of any student eligible for or receiving SES without the written permission of the parent(s)/legal guardian(s). The provider/applicant will only request necessary student information from LEAs in order to deliver services.
16		The provider/applicant ensures that the entity providing services is financially sound and agrees to notify the NDE, in writing, if or when it is no longer financially sound (e.g. not meeting payroll, rent payments, etc.).

Number	Initial in blue ink in each box below.	Assurances
17		The provider/applicant agrees to follow all applicable federal, state, and local health, safety, employment, and civil rights laws at all times. This includes documentation of occupancy permits and fire marshal reports to LEA(s)/NDE, upon request.
18		The provider/applicant will not discriminate on the basis of race, national origin, gender, or disability in accepting students and providing students with SES under Title I. (In general, a provider may not, on the basis of disability, exclude a qualified student with disabilities or a student covered under Section 504 of the Rehabilitation Act of 1973 if a student can, with minor adjustments, be provided SES designed to meet the individual educational needs of the student.)
19		The provider/applicant will participate in any and all data reporting and evaluation activities as required by U.S. Department of Education, the NDE, and LEA(s) with which the provider/applicant is contracted.
20		The provider/applicant agrees to comply with the SES Standards and maintain current liability insurance with coverage in the state of Nevada.
21		The provider/applicant will make available services consistent with the qualified student's individualized education program under Section 614 of IDEA if the student is covered under IDEA or Section 504 of the Rehabilitation Act of 1973.
22		The provider/applicant agrees to make all documents (i.e. business records, student files, and all instructional materials) available to the NDE for inspection/monitoring purposes at a designated place and time that is conducive for doing business. If provider/applicant headquarters is outside of Nevada, the applicant agrees to incur all costs associated with submitting required documents for the purpose of monitoring (i.e. postage, copying of documents, etc.). The provider/applicant understands the NDE may request or make copies of any documentation needed for monitoring purposes.
23		The provider/applicant agrees to notify the NDE in writing, of any change in the contact information (entity and/or local) provided in their application.

Number	Initial in blue ink in each box below.	Assurances
24		The provider/applicant ensures that it will provide written notification to the NDE and LEA(s) if, at any time, the provider wishes to remove their company from the State-Approved Providers List. The provider/applicant understands that by removing one's company from the State-Approved providers List the provider/applicant will not be eligible to reapply as a provider for a minimum of two consecutive school years.
25		The provider/applicant ensures that they will obtain written parental/legal guardian permission before providing any service not listed in the agreement with the LEA (e.g., counseling services, transportation to a different location, etc.) and that such services will not be billed to the LEA.
26		The provider/applicant understands and acknowledges that they will maintain compliance with all SES standards for the duration of their approval period. Compliance will be verified through announced and unannounced state monitoring visits.
27		The provider agrees to enter into an agreement with all LEAs it identifies in the application or subsequently added to its Service Area during the annual change window, regardless of the geographical location, if the established minimum numbers of students are met. Subsequently, if the provider withdraws from offering services to students in a school district listed in which it is approved and has signed either a contract to provide services or a letter of intent and the minimums per site set by the provider have been met, the school district must report the provider to the Nevada Department of Education. The provider shall be immediately removed from the State-Approved list for the current school year for that school district. Upon the second such withdrawal in any school district, the provider shall be ineligible to provide services in the State for the 2010-2011 academic year.
28		The provider/applicant understands that failure to abide by any of the assurances listed will constitute cause for the NDE to recommend the provider for removal from the State-Approved Providers List.
29		The provider/applicant will comply with the standards utilized for evaluating SES providers by an external or NDE evaluator.

The provider/applicant verifies that he/she is authorized to sign, submit and certify the accuracy of the assurances on behalf of the entity. The provider/applicant understands that all information submitted is subject to verification. The provider/applicant **understands that submission of false or inaccurate information is a felony and will disqualify the entity as a Provider of SES in Nevada.** The provider/applicant understands that the application may be made available for public inspection and/or photocopying. (Sign in [blue ink](#))

_____	_____
	Tax ID/SSN/EIN
_____	_____
Name of Entity (Type or print clearly)	Doing Business As (DBA)
_____	_____
Printed Name of Authorized Representative	Title
_____	_____
Signature of Authorized Representative	Date

PART II

PROGRAM OVERVIEW

LIMIT 1 PAGE
NO POINTS ALLOTTED FOR THIS SECTION

Please summarize your program in a narrative form that can be used to describe your service to schools, parents, or districts. First, describe your diagnostic/prescriptive process, how instruction addresses the skill gaps identified, and how you will assess students to see if skills are mastered or if re-teaching needs to occur. Include specific name(s) of assessment(s) that will be used along with the names of instructional materials that will be covered. Because no points are allotted to this section, be sure that items described in this narrative are also repeated when needed in the remaining sections of the application.

Questions

1. Please address a) the process by which student needs are diagnosed and skill gaps identified, b) how an instructional program/intervention is designed to meet individual student needs, and c) how assessment occurs again to ascertain if skills are mastered.

2. Please describe your program in a narrative form, addressing the information bulleted information below. (Answers will be combined with answers in Attachment E) Do not exceed 100 words.
 - ✓ The time frame of tutoring services (units or modules of instructional services, beginning with assessment and ending with outcome evaluation of student progress).
 - ✓ Preparation of instructional staff.
 - ✓ Specific strategies to evaluate programs effectiveness.
 - ✓ How you arrange for safe transportation for students from site to home.

PART III

INDICATORS OF QUALITY

Instructions to complete Part III- Indicators of Quality

1. Responses must be double spaced, typed in 12 point font size, with one-inch margins. In addition, follow these guidelines:
 - a. Place page numbers on each page of the question section.
 - b. Adhere to page limitations for each question.
 - c. **Responses that are single spaced will not be scored.**
2. There are ten questions for this section. Answer all questions in narrative form. **Double space your answers.**
3. Use each question page as the cover sheet for each of the ten questions. Label each response clearly (example: Question 1, attachments for question 1). **Responses that are not organized by question with required attachments will receive a score of “0.”**
4. Attach your responses to each question behind the appropriate cover page. Include any attachments immediately following the narrative for the appropriate criterion.
5. Ensure that your responses comply with stated page limits and that you pay close attention to special instructions.
 - a. While it is acceptable to include figures (e.g., tables, charts, graphs), such information will be counted toward page limits.
 - b. Required attachments **will not** be counted against page limitations for each section.
 - c. **Text and/or figures beyond the stated page limit will not be considered.**
6. All citations used in this section must be cited in American Psychological Association (APA) or Modern Language Association (MLA) style. For guidance, you may refer to the following website: <http://library.duke.edu/research/citing/workscited/index.html>

Important Note: All entities, including LEAs, are required to answer all of the questions listed under each question. Questions should be answered and labeled according to the directions under each section. Failure to follow these directions may result in applicant receiving a score of “0” for the question.

Cover Page for Question 1

(Attach Question 1 response and attachments behind this cover page)

Question 1: (15 quality points, limit 4 pages, size 12 font, double spaced)

Evidence of High-Quality, Research-Based Instructional Program Designed to Increase Student Academic Achievement.

Rationale

By definition, Supplemental Educational Services (SES) is tutoring and other enrichment services that are high quality, based on research, and designed to increase student academic achievement on state standards [NCLB Section 1116(e)(12)(C)(2)]. According to the U.S. Department of Education (June 13, 2005), the major focus of NCLB is to utilize *only* those educational practices that have evidence to suggest that they will increase academic achievement on state standards.

Directions, Evaluation and Scoring

Your application will be evaluated based on your ability to demonstrate that your instructional program is (1) high quality and research-based; and (2) designed to increase student academic achievement on statewide assessments. You must describe the findings of any academic research that support major elements of your instructional program. Major elements may include mode of instruction, class size, time on task, special instructional materials, use of technology, etc.

A. Clearly and specifically provide:

1. A list of proposed grade levels to serve (elementary, middle, or high school) and proposed subjects to serve (mathematics, English language arts, reading, science, and social studies).
2. A description of the instructional program for all proposed grade levels and subjects.
3. Recent research citations that are of high quality and supports all major elements of instructional program.
4. References to the research citations. **Label this "Attachment 2 for Question 1"**. *Reminder: Use APA or MLA style as stated in Rubric for Question 1.*

Suggestions: Review Scoring Rubric for Question 1

Cover Page for Question 2

(Attach Question 2 response and attachments behind this cover page)

Question 2: (15 quality points, limit 5 pages, size 12 font, double spaced)

Demonstrated Record of Effectiveness in Increasing Student Academic Achievement on Statewide Assessments.

Rationale

NCLB Section 1116(e)(4)(B) Providers must develop and apply objective criteria, that are based on a demonstrated record of effectiveness in increasing the academic proficiency of students in subjects relevant to meeting the State academic content and student achievement standards adopted under section 1116(b)(1).

Directions, Evaluation and Scoring

Your application will be evaluated based on your ability to demonstrate your 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. Include in your narrative, available research studies (as appropriate) and provide specific data to support your answers.

Evidence of positive impact on student performance as based on State assessments (i.e., The Criterion Reference Test (CRT)).

A. Include a list of proposed grade levels to serve (elementary, middle, or high school) and proposed subjects to serve.

B. Clearly and specifically explain how your instructional program had a positive impact for the following areas:

1. Positive impact on student performance as based on district, state and national assessments;
2. Positive impact on student performance as based on other independent, valid and reliable assessments (e.g., provider-administered pre-and post-assessments, teacher-administered content area assessments);
3. Positive feedback from customers (e.g., parent(s)/legal guardian(s), students, LEAs) related to the effectiveness of the instructional program;
4. Positive impact on other indicators (e.g., student attendance, student behavior/discipline, retention/promotion rates, graduation rates).
5. How has Applicant's instructional services accelerated the achievement of underachieving and low-income students?
6. If applicable, instructional services have accelerated the achievement of underachieving students with disabilities and/or English Language Learners.

Suggestion: Review Scoring Rubric for Question 2.

Cover Page for Question 3

(Attach Question 3 response and attachments behind this cover page)

Question 3: (15 quality points, limited 4 pages, size 12 font, double spaced)

Evidence of the specific process used to assess student needs, identify skills or knowledge gaps, and prescribes an instructional program based on the student's individual needs.

Rationale

NCLB Section 1116(e)(5)(B) requires applicants to demonstrate that the instruction they provide and the content they use "are consistent with the instruction provided and content used by the local educational agency and State, and are aligned with State student academic achievement standards." According to the U.S. Department of Education (June 13, 2005), instructional content and methods need not be identical to those of the LEA, but they must "*share a focus* on the same State academic content and achievement standards and be designed to help students meet those standards" (Supplemental Educational Services Non-Regulatory Guidance (p. 16)).

Directions, Evaluation and Scoring

Your application will be evaluated based on your ability to describe the specific process used to assess student's needs, identify skills or knowledge gaps, and prescribe an instructional plan based on the student's individual needs.

Clearly and specifically describe:

1. The process for assessing student needs, identifying skills or knowledge gaps.
2. The assessment tools developed in accordance with the standards for validity and reliability.
3. The process for creating an assessment profile which includes all the following: scores in relevant content area(s) on provider administered assessments, state assessments, and a summary of academic strengths and weakness.
4. The process for creating an individualized student plan based on the results of the assessment profile and the students' grade level curriculum.
5. The process of how student weaknesses will be met while still addressing required grade level curriculum.

Suggestion: Review Scoring Rubric for Question 3.

Cover Page for Question 4

(Attach Question 4 response and attachments behind this cover page)

Question 4: (5 quality points, limit 3 pages, size 12 font, double spaced)

Evidence that Instructional Program and Content is Connected to Nevada State Standards and Achievement Indicators.

Rationale

NCLB Section 1116(e)(5)(B) requires applicants to demonstrate that the instruction they provide and the content they use “are consistent with the instruction provided and content used by the local educational agency and State, and are aligned with State student academic achievement standards.” According to the U.S. Department of Education (June 13, 2005), instructional content and methods need not be identical to those of the LEA, but they must “*share a focus* on the same State academic content and achievement standards and be designed to help students meet those standards” (Supplemental Educational Services Non-Regulatory Guidance (p. 16)).

Directions, Evaluation and Scoring

Your application will be evaluated based on your ability to demonstrate the connection between your instructional program and services to the Nevada State Standards and Achievement Indicators. (Information about Nevada State Standards and Achievement Indicators are available at <http://www.doe.nv.gov>).

- A. Describe how your instructional program connects to specific Nevada State Standards and Achievement Indicators:
1. Describe how your instructional program/curriculum links to Nevada State Standards and Achievement Indicators by content area (English, math, language arts) and instructional level you propose to serve.
 2. Choose one content area and instructional level to describe the connection to Nevada State Standards and Achievement Indicators.

Suggestion: Review Scoring Rubric for Question 4.

Cover Page for Question 5

(Attach Question 5 response and attachments behind this cover page)

Question 5: (15 quality points, **limit 5 pages**, size 12 font, double spaced)

Evidence that Instructional Program describes the process used to (1) monitor and report the academic progress of each student; and (2) adjust the instructional program to address each student's ongoing needs.

Rationale

NCLB Section 1116(5)(A) requires applicant to provide parents of children receiving supplemental educational services under this subsection and the appropriate local educational agency with information on the progress of the children in increasing achievement, in a format and, to the extent practicable, a language that such parents can understand. NCLB Section 1116(e)(3)(B) requires applicants to describe how the student's parents and the student's teacher or teachers will be regularly informed of the student's progress. According to the U.S. Department of Education (June 13, 2005), instructional content and methods need not be identical to those of the LEA, but they must "*share a focus on the same State academic content and achievement standards and be designed to help students meet those standards*" (Supplemental Educational Services Non-Regulatory Guidance (p. 16).

Directions, Evaluation and Scoring

Your application will be evaluated based on your ability to describe the process used to (1) monitor and report the academic progress of each student; and (2) adjust the instructional program to address each student's ongoing needs.

A. Clearly and specifically explain how you will monitor and report each student's academic progress and report to the LEAs designee, the student's teacher(s) and parents(s)/guardian(s) indicating at a minimum the following areas:

1. The process for monitoring and reporting the academic progress of each student based on measurable goals and objectives.
2. How mastery or non-mastery of each objective is assessed and reported.
3. The process for adjusting the instructional program to address each student's progress to include
 - a. Consider students meeting objectives as planned
 - b. Consider students not meeting objectives as planned.
4. The process for communicating student progress on a **monthly** basis in a format that parents can understand.
5. Attach an example of your Progress Report. **Label this "Attachment 1 for Question 5"**.

Suggestion: Review Scoring Rubric for Question 5.

Cover Page for Question 6

(Attach Question 6 response and attachments behind this cover page)

Question 6: (5 quality points, limited 3 pages, size 12 font, double spaced)

Evidence of the specific process for ensuring staff is qualified and includes a plan for ongoing professional development.

Rationale

NCLB Section 1116(e)(5)(B) requires applicants to demonstrate that the instruction they provide and the content they use “are consistent with the instruction provided and content used by the local educational agency and State, and are aligned with State student academic achievement standards.” According to the U.S. Department of Education (June 13, 2005), instructional content and methods need not be identical to those of the LEA, but they must “*share a focus* on the same State academic content and achievement standards and be designed to help students meet those standards” (Supplemental Educational Services Non-Regulatory Guidance (p. 16)).

Directions, Evaluation and Scoring

Your application will be evaluated based on documentation indicating all tutors receive ongoing training and staff development which includes

1. The plan for recruiting and hiring qualified instructional staff in all areas (rural and/or urban) you proposed to serve students.

2. A comprehensive staff development plan which includes
 - a. Clear training plan for instructional materials, student lesson plans, attendance, individual student/lesson plans, and progress reports,
 - b. Clear strategies to teach culturally diverse populations,
 - c. Clear strategies to teach low income students.

Suggestion: Review Scoring Rubric for Question 6.

Cover Page for Question 7

(Attach Question 7 response and attachments behind this cover page)

Question 7: (5 quality points, limit 2 pages, size 12 font, double spaced)

Evidence of a specific plan for communicating with students and parent(s)/legal guardians(s) with limited resources (lack of transportation, no telephone or computer, language barriers and conflicting work schedules).

Rationale

NCLB Section 1116(e)(5)(B) requires applicants to demonstrate that the instruction they provide and the content they use “are consistent with the instruction provided and content used by the local educational agency and State, and are aligned with State student academic achievement standards.” According to the U.S. Department of Education (June 13, 2005), instructional content and methods need not be identical to those of the LEA, but they must “*share a focus* on the same State academic content and achievement standards and be designed to help students meet those standards” (Supplemental Educational Services Non-Regulatory Guidance (p. 16)).

Directions, Evaluation and Scoring

Your application will be evaluated based on your ability to demonstrate your method of communicating with parent(s)/legal guardian(s) who have limited resources (lack of transportation, no telephone or computer, language barriers and conflicting work schedules).

1. Applicant clearly describes the process for **monthly** communication with students, parent(s)/legal guardian(s) with limited resources: lack of transportation, no telephone or computer, language barriers, and conflicting work schedules.
2. Applicant clearly describes the process to gather necessary signatures from difficult to reach parents(s)/legal guardian(s) for student attendance, parent handbook, permission slip, etc.
3. Applicant describes the process for communicating in a format and, to the extent practicable, in a language that parents can understand.

Suggestion: Review Scoring Rubric for Question 7.

Cover Page for Question 8

(Attach Question 8 response and attachments behind this cover page)

Question 8: (5 quality points, limit 2 pages, size 12 font, double spaced)

Evidence that the Instructional Program is Secular, Neutral, and Non-ideological.

Rationale

NCLB Section 1116(e)(5)(D) requires applicants to ensure that all instruction and content under this subsection are secular, neutral, and non ideological. According to the U.S. Department of Education (June 13, 2005), instructional content and methods need not be identical to those of the LEA, but they must “*share a focus* on the same State academic content and achievement standards and be designed to help students meet those standards” (Supplemental Educational Services Non-Regulatory Guidance (p. 16)).

Directions, Evaluation and Scoring

Your application will be evaluated based on your ability to describe the plan to ensure that its instructional program is secular, neutral, and non-ideological.

1. Describe your plan to ensure that your instructional program is secular, neutral, and non-ideological.
 - a) Secular – Not related to religion or a religious body.
 - b) Neutral – Does not take a position on an issue (is not biased).
 - c) Non-ideological –Not related to assertions or theories specific to an individual, group, or culture.
2. Applicant’s process clearly includes staff training to ensure that instruction is secular, neutral, and non-ideological, and occurs prior to delivery of services.
3. Applicant’s process includes clear internal monitoring to ensure that the instructional program is secular, neutral, and non-ideological.

Suggestion: Review Scoring Rubric for Question 8.

Cover Page for Question 9

(Attach Question 9 response and attachments behind this cover page)

Question 9: (10 quality points, limit 4 pages, size 12 font, doubled spaced)

Applicant describes how criminal background checks are conducted on all individuals having contact with children.

Rationale

NCLB Section 1116(e)(5)(C) requires applicants to meet all applicable Federal State, and local, health, safety and civil rights laws. According to the U.S. Department of Education (June 13, 2005), instructional content and methods need not be identical to those of the LEA, but they must “*share a focus* on the same State academic content and achievement standards and be designed to help students meet those standards” (Supplemental Educational Services Non-Regulatory Guidance (p. 16)).

Directions, Evaluation and Scoring

Your application will be evaluated based on your ability to describe your policies and procedures for conducting criminal background checks for all individuals, paid or unpaid, who have contact with children either in person or via phone/internet.

1. Applicants must clearly describe the process for complying with all background checks. This description must include the following components:
 - a) Be completed for all individuals prior to having initial contact with students,
 - b) Be completed no later than 365 days from the previous background check thereafter,
 - c) Include the individuals legal name, valid social security number, date of birth,
 - d) Be checked against national and state criminal databases,
 - e) Be checked against the national sex offender databases.
2. Applicant clearly describes how they followed the process for validating the identity of applicants including legal name, valid social security number, date of birth and photo id.
3. Applicant clearly describes their hiring policy for applicants with criminal history.
4. Applicant clearly describes the NDE teacher licensure procedures for fingerprinting and background checks.

Suggestion: Review Scoring Rubric for Question 9.

Cover Page for Question 10(A-J)

(Attach Question 10(a)-(j) response and attachments behind this cover page)

Question 10: (a)-(j) (10 quality points, limit 4 pages, size 12 font, double spaced)

Evidence of Policies and Procedures that are Consistent with State standards addressing: (a) Student Behavior, (b) Student attendance and recognition, (c) Substitute tutors, (d) Health and safety policy regarding sexual harassment and internet technology protocol, (e) child abuse reporting, (f) In-home supervision, (g) Emergency policies, (h) Federal, state and local Civil Rights protections, (i) Access to Providers to discuss student progress or other concerns/complaints, and (j) Ethical behavior and code of conduct.

Rationale

NCLB Section 1116(e)(5)(B) requires applicants to demonstrate that the instruction they provide and the content they use “are consistent with the instruction provided and content used by the local educational agency and State, and are aligned with State student academic achievement standards.”

NCLB Section 116(e)(5)(C) requires applicants to meet all applicable Federal State, and local health, safety and civil rights laws. According to the U.S. Department of Education (June 13, 2005), instructional content and methods need not be identical to those of the LEA, but they must “*share a focus* on the same State academic content and achievement standards and be designed to help students meet those standards” (Supplemental Educational Services Non-Regulatory Guidance (p. 16)).

Directions, Evaluation and Scoring

Your application will be evaluated based on your ability to explain and describe your policies and procedures to comply with Federal and State laws and SES standards as it relates to the following:

- (a) Student behavior policy and procedures,
- (b) Student attendance policy which incorporates recognition for consistent attendance,
- (c) Substitute tutors,
- (d) Health and safety policy regarding sexual harassment and internet technology protocol,
- (e) Child abuse reporting policy and procedure,
- (f) Parental/guardian supervision policy if instruction is done in-home,
- (g) Emergency policies (severe weather, building evacuations, cancellation of sessions, students left at facilities),
- (h) Civil Rights policies and procedures,
- (i) Access to Provider to discuss student progress or other concerns/complaints,
- (j) Ethical behavior policies and a code of conduct.

Suggestion: Review Scoring Rubric for Question 10(a)-(j)

PART IV

ADDITIONAL REQUIRED DOCUMENTS

- Hourly Fee Parameters (**requires signature and submission with application**)
- Provider Protocols (**requires signature and submission with application**)
- eia Code of Professional Conduct and Business Ethics
- Appeal Process for current providers removed from Nevada list
- Rubric Scoring Sheets

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, for districts offering SES in the state during the 2011-2012 school year, was Clark County at \$1,328.00/ student and the lowest allocation was in Storey County at \$750.00/student. Other districts offering SES last year include: Carson City - \$1009.00/student; Elko County - \$816.00/student; Mineral County - \$1,017.00/student; Nye

County - \$975.00/student; Pershing County - \$941.00/student; Washoe County - \$1243.00/student; and White Pine - \$829/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.
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, the provider/applicant will begin services for enrolled students no later than **15 business days** after entering into a contract with an LEA provided all student information was received and is accurate.
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. Providers may not seek access to individual classrooms or interrupt instructional time during the school day for any reason.
11. Providers may hire school personnel for instructional purposes only. District personnel hired for instructional purposes shall not recruit students to a provider's program, engage in marketing activities (including vendor fairs) on behalf of a provider, distribute or collect enrollment forms, or otherwise promote or encourage students to enroll in a provider's program.
12. Providers shall not employ any district employees who currently serve in the capacity of Principal, Assistant Principal, building SES coordinator, or district SES Coordinator.
13. Before or during the registration period, providers must not distribute any objects (such as gift cards, money, pencils, balloons, candy, Frisbees, tote bags, etc.) to parents or students. Informational program materials should be printed on paper.
14. Before or during the registration period, providers must not verbally or nonverbally promise or reference any objects or rewards that will be provided upon registration, program completion or as student rewards during the provision of services.
15. Informational program materials must not verbally or non-verbally promise or reference any objects or rewards that will be provided upon registration, program completion or as student rewards during the provision of services.
16. Technology-based providers may not advertise computers as a reward for program completion. Students may keep computers at the cessation of tutoring services, but providers must fully disclose information about the computers as detailed in the NDE letter dated October 7, 2008. This information may not be included in any written informational material or identified verbally to parents until AFTER enrollment.

17. Providers may not have more than three “no shows” for scheduled tutoring sessions. Providers that must reschedule with students/parents must do so at least 24 hours prior to scheduled services, except in cases of inclement weather or emergencies.

18. The provider will notify the NDE 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



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)

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.

SCORING RUBRIC FOR INDICATORS OF QUALITY

Scoring Rubric for Indicators of Quality Worksheet		
Criteria	Available Points	Assigned Points
1. High Quality, Research Based	15	
2. Demonstrated Record of Effectiveness	15	
3. Assessment of Student Needs	15	
4. Connection to Nevada Content Standards and Grade Level Expectations	5	
5. Monitoring Student Progress	15	
6. Staff Qualifications	5	
7. Communication Plan	5	
8. Secular, Neutral, and Non-ideological	5	
9. Criminal Background Checks	10	
10. Policies and Procedures	10	
• Student behavior		
• Student attendance		
• Substitute tutor		
• Health & Safety (sexual harassment, internet technology)		
• Child abuse		
• In-home supervision		
• Emergency policies		
• Civil rights		
• Access to providers		
• Ethical behavior & code of conduct		
Total Points	100	

Rubric for Question 1: Evidence of High-Quality, Research-Based Instructional Program Designed to Increase Student Academic Achievement (15 quality points, **limit 4 pages, size 12 font, double-spaced)**

Criterion: Applicant demonstrates that its instructional program is (1) high-quality and research-based; and (2) designed to increase student academic achievement. Applicant describes the findings of academic research that supports major elements of its instructional program. Major elements may include mode of instruction, class size, time on task, special instructional materials, use of technology, etc. Research is clearly linked to increased student achievement.

Scoring Range: 15 - 0 quality points available

15 - 11 Points	10 - 6 Points	5 - 1 Point(s)	0 Points
<p>1. Applicant lists all proposed grade levels and subjects to serve.</p> <p>2. Applicant provides a clear description of the instructional program for each proposed grade level and subject.</p> <p>3. Research cited supports all major elements of the instructional program (mode of instruction, class size, time on task, special instructional materials, use of technology, grade level, subjects, etc.).</p> <p>4. Research cited is recent, of high quality, and relevant to program. a) Empirical research is provided and from leading research organizations. b) Research is consistently linked to increased student proficiency.</p> <p>5. References support research and are cited in APA or MLA style.</p>	<p>1. Applicant's list of proposed grade levels and subjects to serve lacks some specificity or relevance.</p> <p>2. Applicant's description of the instructional program lacks some specificity or relevance.</p> <p>3. Research cited supports most major elements of the instructional program (mode of instruction, class size, time on task, special instructional materials, use of technology, grade level, subjects, etc.).</p> <p>4. Research cited lacks some specificity or relevance. a) Empirical research is provided and from a reliable source. b) Research is linked to increased student proficiency.</p> <p>5. References support research but may not be cited as APA or MLA.</p>	<p>1. Applicant's list of proposed grade levels and subjects to serve is vague, unclear or incomplete.</p> <p>2. Applicant description vague, unclear or incomplete.</p> <p>3. Research cited supports few elements of the instructional program.</p> <p>4. Research cited is of low quality and irrelevant. a) Unempirical research is provided. b) Research provided is from an unreliable source. c) Research is not linked to increased student proficiency.</p> <p>5. References do not support research and is not cited as APA or MLA.</p>	<p>1. Applicant did not include a list of proposed grade levels and subjects to serve.</p> <p>2. Applicant did not provide a description of the instructional program.</p> <p>3. Applicant did not provide research that supports major elements of the instructional program.</p> <p>4. Applicant did not provide research that supports major elements of the instructional program.</p> <p>5. References are not included.</p>

Points Assigned:

Rationale/Comments:

Rubric for Question 2: Demonstrated Record of Effectiveness in Increasing Student Academic Achievement on Statewide Assessments (15 quality points, limit 5 pages, size 12 font, double spaced)

Criterion: Applicant provides evidence that *its* instructional services have had a positive impact on the academic achievement of students in the subject(s) in which applicant proposes to provide services, particularly for low-income and/or underachieving students. If applicant proposes to serve students with disabilities or English Language Learners, applicant provides evidence that its instructional services had a positive impact on the academic achievement of such student population(s).

Scoring Range: 15 - 0 quality points available

15 - 11 Points	10 - 6 Points	5 - 1 Point(s)	0 Points
<p>1. Applicant lists all proposed grade levels and subjects to serve.</p> <p>2. Empirical data demonstrates that the provider's instructional services had a positive impact on student performance as based on State assessments (i.e., CRT scores) on proposed grade levels and subjects.</p> <p>3. Data provided demonstrates that the provider's instructional services had a positive impact on <i>other student achievement</i> outcomes; such as <i>other valid and reliable assessments, course grades, student attendance, behavior, graduation rates, retention rates, promotion rates, and stakeholder satisfaction</i>.</p> <p>4. Evidence provided indicates the provider's instructional services accelerated the achievement of underachieving and/or students from low income families.</p> <p>5. If applicable, the evidence indicates the provider's instructional services have accelerated the achievement of students with disabilities (SWD) and/or English Language Learners (ELL).</p>	<p>1. Applicant's list of proposed grade levels and subjects to serve lacks some specificity or relevance.</p> <p>2. Empirical data demonstrates that the provider's instructional services had somewhat of a positive impact on student performance as based on State assessments (i.e., CRT scores) on proposed grade levels and subjects.</p> <p>3. Data provided demonstrates that the provider's instructional services had somewhat of a positive impact on <i>other student achievement</i> outcomes – same as stated in 1st column under #2 in <i>italics</i>.</p> <p>4. Evidence provided indicates the provider's instructional services somewhat accelerated the achievement of underachieving and/or students from low-income families.</p> <p>5. If applicable, the evidence indicates the provider's instructional services have somewhat accelerated the achievement of SWD and/or ELL.</p>	<p>1. Applicant's list of proposed grade levels and subjects to serve is vague, unclear or incomplete.</p> <p>2. Empirical data demonstrates that the provider's instructional services had little impact on student performance as based on State assessments (i.e., CRT scores) on proposed grade levels and subjects.</p> <p>3. Data provided demonstrates that the provider's instructional services have little impact on <i>other student achievement outcomes</i> - same as stated in 1st column under #2 in <i>italics</i>.</p> <p>4. Evidence that the provider's instructional services did little to accelerate the achievement of underachieving and/or students from low-income families.</p> <p>5. If applicable, the evidence indicates the provider's instructional services are limited or vague and unclear in accelerating the achievement of SWD and/or ELL.</p>	<p>1. Applicant did not include a list of proposed grade levels and subjects to serve.</p> <p>2. No empirical data provided or had no impact on student performance as based on State assessments (i.e., CRT scores).</p> <p>3. No data provided or data provided does not indicate positive impact on student achievement outcomes.</p> <p>4. No data provided to indicate that the applicant has experience providing services to underachieving students and/or from low-income families.</p> <p>5. No data provided to indicate that the applicant has experience providing services to SWD and/or ELL.</p>

Points Assigned:

Rationale/Comments:

Rubric for Question 3: Evidence of Specific Process used to Assess Students Needs.
 (15 quality points, **limit 4 pages**, size 12 font, double spaced)

Criterion: Applicant describes the specific process used to assess student needs, identify skills or knowledge gaps, and prescribes an instructional plan based on the student's individual needs.

Scoring Range: 15 – 0 quality points available

15 - 11 Points	10 - 6 Points	5 - 1 Point(s)	0 Points
<p>1. Applicant clearly describes the process for assessing student needs, identifying skills or knowledge gaps.</p> <p>2. Applicant's assessment tools are clearly developed in accordance with the standards for validity and reliability.</p> <p>3. Applicant's process for creating an assessment profile includes all of the following: scores in relevant content area(s) on provider administered assessments, state assessments, and a summary of academic strengths and weakness.</p> <p>4. Applicant clearly describes the process for creating an individualized student plan based on the results of the assessment profile and the students' grade level curriculum.</p> <p>5. Applicant clearly describes how student weaknesses will be met while still addressing required grade level curriculum.</p>	<p>1. Applicant's description of the process for assessing student needs, identifying skills, or knowledge gaps, lacks specificity or relevance</p> <p>2. Applicant's assessment tools lack specificity and relevance to the standards for validity and reliability.</p> <p>3. Applicant's process for creating an assessment profile includes most of the following: scores in relevant content area(s) on provider administered assessments, state assessments, and a summary of academic strengths and weakness.</p> <p>4. Applicant's description of the process for creating an individualized student plan based on the results of the assessment profile and student grade level curriculum lacks specificity and relevance.</p> <p>5. Applicant has included information regarding how students' weaknesses will be met while still addressing required grade level curriculum lacks specificity and relevance.</p>	<p>1. Applicant's description of the process for assessing student needs, identifying student skills, or knowledge gaps is unclear, vague, or incomplete.</p> <p>2. Applicant's assessment tool alignment with the standards for validity and reliability are vague, unclear or incomplete.</p> <p>3. Applicant's process for creating an assessment profile includes few of the following: scores in relevant content area(s) on provider administered assessments, state assessments, and a summary of academic strengths and weakness are vague, unclear, or incomplete.</p> <p>4. Applicant's description of the process for creating an individualized student plan based on the results of the assessment profile is vague, unclear or incomplete.</p> <p>5. Applicant's description regarding how students' weaknesses will be met while still addressing required grade level curriculum is unclear, vague, or incomplete.</p>	<p>1. Applicant does not describe the process for assessing student needs, identifying student skills, or knowledge gaps.</p> <p>2. Applicant's assessment tools are not developed in accordance with the standards for validity and reliability.</p> <p>3. Applicant's description of an assessment profile does not include individualized student plan, provider administered assessments, state assessments, and a summary of academic strengths and weakness.</p> <p>4. No description of the process for creating an individualized student plan.</p> <p>5. Applicant did not include how students' weaknesses will be met while still addressing required grade level curriculum.</p>

Points Assigned:

Rationale/Comments:

Rubric for Question 4: Evidence of Instructional Program and Content is consistent with State Standards. (5 quality points, limit 3 pages, size 12 font, double spaced)

Criterion: Applicant describes how the instructional program connects to specific Nevada Content Standards, Benchmarks and Grade-Level Expectations.

Scoring Range: 5 - 0 quality points available

5 Points	4 - 3 Points	2 - 1 Point(s)	0 Points
1. Applicant clearly describes how the instructional program is connected to Nevada State Standards and Achievement Indicators.	1. Applicant's description lacks some specificity or relevance in how the instructional program is connected to Nevada State Standards and Achievement Indicators.	1. Applicant's description is vague and unclear in how the instructional program is connected to Nevada State Standards and Achievement Indicators.	1. No description of how the instructional program is connected to Nevada State Standards and Achievement Indicators.

Points Assigned:

Rationale/Comments:

Rubric for Question 5: Evidence that Instruction Program describes the process to Monitor Student Progress. (15 quality points, **limit 5 pages, size 12 font, double spaced)**

Criterion: Applicant describes the process used to (1) monitor and report the academic progress of each student; and (2) adjust the instructional program to address each student's ongoing needs.

Scoring Range: 15 - 0 quality points available

15 - 11 Points	10 - 6 Points	5 - 1 Point(s)	0 Points
<p>1. Applicant clearly describes the process for monitoring and reporting the academic progress of each student based on measurable goals and objectives.</p> <p>2. Applicant clearly describes how mastery or non-mastery of each objective is assessed and reported.</p> <p>3. Applicant clearly describes the process for adjusting the instructional program to address each student's progress.</p> <p style="padding-left: 20px;">a. Consider students meeting objectives as planned</p> <p style="padding-left: 20px;">b. Consider students not meeting objectives as planned.</p> <p>4. Applicant clearly describes the process for communicating student progress on a monthly basis in a format that parents can understand.</p> <p>5. Sample Progress Report is clear.</p>	<p>1. Applicant's description of the process for monitoring and reporting the academic progress of each student based on measurable goals and objectives lacks specificity and relevance.</p> <p>2. Applicant's description of how mastery or non-mastery of each objective is assessed and reported lacks specificity and relevance</p> <p>3. Applicant's description of the process for adjusting the instructional program to address each student's progress lacks specificity and relevance.</p> <p>4. Applicant's description of the process for communicating student progress lacks specificity and relevance.</p> <p>5. Sample Progress Report lacks specificity and relevance.</p>	<p>1. Applicant's description of the process for monitoring and reporting the academic progress of each student based on measurable goals and objectives is unclear, vague, or incomplete.</p> <p>2. Applicant's description of how mastery or non-mastery of each objective is assessed and reported is unclear, vague, or incomplete.</p> <p>3. Applicant's description of the process for adjusting the instructional program to address each student's progress is unclear, vague, or incomplete.</p> <p>4. Applicant's description of the process for communicating student progress is unclear, vague, or incomplete.</p> <p>5. Sample Progress Report is unclear, vague, or incomplete.</p>	<p>1. Applicant does not describe the process for reporting the academic progress of each student based on measurable goals and objectives.</p> <p>2. Applicant does not describe how mastery or non-mastery of each objective is assessed and reported.</p> <p>3. Applicant does not include a process for adjusting the instructional program to address each student's progress.</p> <p>4. Applicant does not include a process for communicating student progress.</p> <p>5. Sample Progress Report not included.</p>

Points Assigned:

Rationale/Comments:

Rubric for Question 6: Evidence of specific process ensuring staff is qualified and includes a plan for ongoing professional development.
 (5 quality points, **limit 3 pages**, size 12 font, double spaced)

Criterion: Applicant describes the process for ensuring staff is qualified and includes a plan for ongoing professional development.

Scoring Range: 5 - 0 quality points available

5 Points	4 - 3 Points	2 - 1 Point(s)	0 Points
<p>1. Applicant clearly describes the plan for recruiting and hiring qualified instructional staff in all areas (rural and/or urban) you propose to serve students.</p> <p>2. Applicant describes a comprehensive staff development plan which includes:</p> <p style="padding-left: 20px;">a. Clear training plan for instructional materials, student lesson plans, attendance, ILPs, and progress reports.</p> <p style="padding-left: 20px;">b. Clear strategies to teach culturally diverse populations.</p> <p style="padding-left: 20px;">c. Clear strategies to teach low income students.</p>	<p>1. Applicant's description of the plan for recruiting and hiring qualified instructional staff in all areas you propose to serve students lacks specificity and relevance.</p> <p>2. Applicant's description of a staff development plan lacks specificity and relevance</p> <p style="padding-left: 20px;">a. The training plan for instructional materials, student lesson plans, and attendance, ILPs, and progress reports lacks specificity and relevance.</p> <p style="padding-left: 20px;">b. Strategies to teach culturally diverse populations lack specificity and relevance.</p> <p style="padding-left: 20px;">c. Strategies to teach low income students lack specificity and relevance.</p>	<p>1. Applicant's plan for recruiting and hiring qualified instructional staff in all areas you propose to serve students is vague, unclear, or incomplete.</p> <p>2. Applicant's staff development plan is vague, unclear, or incomplete.</p> <p style="padding-left: 20px;">a. The training plan is vague, unclear, or incomplete.</p> <p style="padding-left: 20px;">b. The strategies on how to teach culturally diverse populations is vague, unclear, or incomplete.</p> <p style="padding-left: 20px;">c. The strategies on how to teach low income students is vague, unclear, or incomplete.</p>	<p>1. Applicant did not provide a response.</p> <p>2. Applicant does not have a staff development plan.</p>

Points Assigned:

Rationale/Comments:

Rubric for Question 7: Evidence of specific plan of communicating with students and parent(s)/legal guardian(s) with limited resources (lack of transportation, no telephone or computer, language barriers and conflicting work schedules).

(5 quality points, **limit 2 pages**, size 12 font, double spaced)

Criterion: Applicant describes the plan for communicating with students and parent(s)/legal guardian(s) with limited resources.

Scoring Range: 5 - 0 quality points available

5 Points	4 - 3 Points	2 - 1 Point(s)	0
<p>1. Applicant clearly describes process for monthly communication with students, parents(s)/legal guardian(s) with limited resources: lack of transportation, no telephone or computer, language barriers, and conflicting work schedules</p> <p>2. Applicant clearly describes the process to gather necessary signatures from difficult to reach parents(s)/legal guardian(s) for student attendance, parent handbook, permission slip, etc.</p> <p>3. Applicant's process includes a clear method for communicating in a format and, to the extent practicable, in a language that parents can understand.</p>	<p>1. Applicant's description of the plan for monthly communicating with students and parent(s) /legal guardian(s) with limited resources lacks specificity and relevance.</p> <p>2. Applicant's description of the process to gather necessary signatures from difficult to reach parent(s)/legal guardian(s) lack specificity and relevance.</p> <p>3. Applicant's process includes a method for communicating in a format and, to the extent practicable, in a language that parents can understand lacks specificity and relevance.</p>	<p>1. Applicant's description regarding the plan for monthly communicating with students and parent(s)/legal guardian(s) with limited resources is vague, unclear or incomplete.</p> <p>2. Applicant's description of the process to gather necessary signatures from difficult to reach parent(s)/legal guardian(s) vague, unclear or incomplete.</p> <p>3. Applicant's process includes a method for communicating in a format and, to the extent practicable; in a language that parents can understand is vague, unclear or incomplete.</p>	<p>1. Applicant does not address the plan for communicating with students and parent(s) /legal guardian(s) with limited resources.</p> <p>2. Applicant does not address a method for communicating to parent(s)/legal guardian(s) to obtain signatures.</p> <p>3. Applicant does not address a process for communicating in a format and, to the extent practicable, in a language that parents can understand.</p>

Points Assigned:

Rationale/Comments:

Rubric for Question 8: Evidence of Instructional Program is Secular, Neutral, and Non-ideological.
(5 quality points, limit 2 pages, size 12 font, double spaced)

Criterion: Applicant describes the plan to ensure that its instructional program is secular, neutral, and non-ideological.

Scoring Range: 5 - 0 quality points available

5 Points	4 - 3 Points	2 - 1 Point(s)	0
<p>1. Applicant clearly describes the process for ensuring that the instructional program is secular, neutral, and non-ideological.</p> <p>2. Applicant clearly describes the process for communicating the instructional program is secular, neutral, and non-ideological to parent(s)/legal guardian(s), students, and staff.</p> <p>3. Applicant's process clearly includes staff training to ensure that instruction is secular, neutral, and non-ideological, and occurs prior to delivery of services.</p> <p>4. Applicant's process includes clear internal monitoring to ensure that the instructional program is secular, neutral, and non-ideological.</p>	<p>1. Applicant's description of the process for ensuring that the instructional program is secular, neutral, and non-ideological lacks specificity and relevance.</p> <p>2. Applicant's description of the process for communicating that the instructional program is secular, neutral, and non-ideological to parent(s)/legal guardian(s), students, and staff lacks specificity and relevance.</p> <p>3. Applicant's description of the process includes staff training to ensure that instruction is secular, neutral, and non-ideological that occurs prior to delivery of services lacks specificity and relevance.</p> <p>4. Applicant's process includes internal monitoring to ensure that the instructional program is secular, neutral, and non-ideological lacks specificity and relevance.</p>	<p>1. Applicant's description of the process for ensuring that the instructional program is secular, neutral, and non-ideological is vague, unclear, or incomplete.</p> <p>2. Applicant's description of the process for communicating that the instructional program is secular, neutral, and non-ideological to parent(s)/legal guardian(s), students, and staff is vague, unclear, or incomplete.</p> <p>3. Applicant's description of staff training to ensure that instruction is secular, neutral, and non-ideological that occurs prior to delivery of services is vague, unclear, or incomplete.</p> <p>4. Applicant's process includes internal monitoring to ensure that the instructional program is secular, neutral, and non-ideological is vague, unclear, or incomplete.</p>	<p>1. Applicant does not address the process for ensuring that the instructional program is secular, neutral, and non-ideological.</p> <p>2. Applicant did not describe the process for communicating that the instructional program is secular, neutral, and non-ideological to parent(s)/legal guardian(s), students, and staff.</p> <p>3. Applicant does not describe staff training to ensure that instruction is secular, neutral, and non-ideological.</p> <p>4. Applicant did not describe the monitoring process to ensure that the instructional program is secular, neutral, and non-ideological.</p>

Points Assigned:

Rationale/Comments:

Rubric for Question 9: Evidence of Program Policies and Procedures for Criminal Background Checks. (10 quality points, **limit 4 pages, size 12 font, double spaced)**

Criterion: Applicant describes how criminal background checks are conducted on all individuals having contact with children.

Scoring Range: 10 – 0 quality points available

10 - 7 Points	6 - 4 Points	3 - 1 Point(s)	0 Points
<p>1. Applicant clearly describes the process for conducting criminal background checks on all individuals having contact with children. All criminal background checks must:</p> <ul style="list-style-type: none"> a. Be completed for all individuals prior to having initial contact with students. b. Be completed no later than 365 days from the previous background check thereafter. c. Include the individuals legal name, valid social security number, date of birth. d. Be checked against national and state criminal database. e. Be checked against the national sex offender database. <p>2. Applicant clearly describes the process for validating the identity of its applicants including legal name, valid social security number, date of birth and photo id.</p> <p>3. Applicant clearly describes their hiring policy for applicants with criminal history.</p> <p>4. Applicant clearly describes the NDE teacher licensure procedures for fingerprinting and background checks</p>	<p>1. Applicant's description of the process for conducting criminal background checks (in column one) on individuals having contact with children lacks some specificity or relevance.</p> <p>2. Applicant's description of the process for validating the identity its applicants lacks some specificity or relevance.</p> <p>3. Applicant's description of their hiring policy for applicants with criminal history lacks some specificity or relevance.</p> <p>4. Applicant's description of the NDE teacher licensure procedures for fingerprinting and background checks lacks some specificity or relevance.</p>	<p>1. Applicant's description of the process for conducting criminal background checks (in column one) on individuals having contact with children is vague and unclear or incomplete.</p> <p>2. Applicant's description of the process for validating the identity its applicants is vague, unclear or incomplete.</p> <p>3. Applicant's description of their hiring policy for applicants with criminal history is vague, unclear or incomplete.</p> <p>4. Applicant's description of the NDE teacher licensure procedures for fingerprinting and background checks is vague, unclear or incomplete.</p>	<p>1. Applicant does not provide a description of the process for conducting criminal background checks.</p> <p>2. Applicant does not provide a description of the process.</p> <p>3. Applicant does not provide their hiring policy.</p> <p>4. Applicant does not describe the NDE teacher licensure procedures.</p>

Points Assigned:

Rationale/Comments:

Rubric for Question 10a-j: Evidence of Program Policies and Procedures that are consistent with State Standards. (10 quality points, **limit 4 pages, size 12 font, double spaced)**

Criterion: Applicant describes their program policies and procedures that are Consistent with State standards addressing: (a) Student behavior, (b) Student attendance which incorporates recognition for consistent attendance, (c) Substitute tutors, (d) Health and safety policy regarding sexual harassment and internet technology protocol, (e) child abuse reporting, (f) In-home supervision, (g) Emergency policies (severe weather, building evacuations, cancelation of sessions, students left at facilities) (h) Civil Rights policy, (i) Access to Provider to discuss student progress or other concerns/complaints and (j) Ethical behavior and code of conduct.

Scoring Range: 10 – 0 quality points available

10 - 7 Points	6 - 4 Points	3 - 1 Point(s)	0 Points
<p>1. Applicant provides a clear and detailed description that addresses all the policies and procedures below:</p> <ul style="list-style-type: none"> (a) Student behavior policy and procedures (b) Student attendance policy which incorporates recognition for consistent attendance (c) Substitute tutors (d) Health and safety policy regarding sexual harassment and internet technology protocol (e) Child abuse reporting policy and procedure (f) Parental/guardian supervision policy if instruction is done in-home (g) Emergency policies (severe weather, building evacuations, cancelation of sessions, students left at facilities) (h) Civil Rights policies and procedures (i) Access to Provider to discuss student progress or other concerns/complaints (j) Ethical behavior policies and a code of conduct 	<p>1. Applicant's description of the policies or procedures (in column one) lacks specificity or relevance, addresses a portion of the policies and procedures listed in column one.</p>	<p>1. Applicant's description of the policies and procedures (in column one) is vague, unclear or incomplete.</p>	<p>1. Applicant does not provide a description of their policies and procedures.</p>

Points Assigned:

Rationale/Comments: