



**NO CHILD LEFT BEHIND
SUPPLEMENTAL EDUCATIONAL SERVICES
Public Law 107-110, Title I, Part A Section 1116(e)**

REQUEST FOR APPLICATIONS

2006-07 School Year

**John L. Winn, Commissioner
Florida Department of Education
325 West Gaines Street, Suite 314
Tallahassee, Florida 32399-0400**

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SUPPLEMENTAL EDUCATIONAL SERVICES (SES) PROVIDERS 2006-07 REQUEST FOR APPLICATIONS (RFA)

1.0 BACKGROUND

1.1 General Information

Supplemental educational services (SES) are defined as tutoring or other supplemental academic enrichment services in reading/language arts and mathematics that are provided beyond the normal school day and are of high quality, research based, and specifically designed to increase academic achievement of students in schools in need of improvement.

A Title I school that is in its second year of school improvement [a school that has not met adequate yearly progress (AYP) for three years] or is in corrective action or identified for restructuring must offer SES to eligible students. Students from low-income families (participating in the Free or Reduced Price Lunch program) are eligible for SES. If the school district determines that the amount of funds is insufficient to provide these services to all eligible students whose parents requested the services, the school district must develop a process to prioritize the services to the lowest-achieving students.

1.2 Purpose

This Request for Applications (RFA) is for the annual selection and approval of providers of SES to provide high-quality, research-based instruction designed to increase academic achievement for eligible students who are enrolled in Title I schools that are identified in their second year of need of improvement, or are in corrective action, or restructuring for the 2006-07 school year.

This document outlines the details regarding provider requirements, responsibilities, and how the applications will be reviewed. Applications will be approved if they meet the criteria as stated within this RFA. The list of Florida's approved providers of SES will be maintained and monitored by the Florida Department of Education (FDOE).

2.0 APPLICATION INSTRUCTIONS

2.1 Submission Deadlines

2.1.1 On-line Application

All new and renewing applicants for the state's 2006-07 approved SES provider list must submit a complete application via the web-based application system which can be accessed on the FDOE website for Supplemental Educational Services at

www.firn.edu/doe/flbpso. The deadline for online submission of an application is 5:00 p.m. Eastern Daylight Saving Time on **May 12, 2006**. Applications received by mail, electronic mail (email), or by facsimile (fax) will not be considered.

2.1.2 Assurances and Printed Documentation

In addition to the online submission of an application, all new and renewing applicants for the state's 2006-07 approved SES provider list must mail or hand deliver a printed copy of all assurance pages (with original signatures on Attachment A and Attachment B) and all other documentation required within this RFA. The assurance pages must have no revisions, additions, or deletions and must bear an original signature of the agency head in blue ink color to distinguish it from a copy. Assurances signed by officials other than the head of the providing agency must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation with the signed assurance pages.

The assurance pages and required documents must be received by the FDOE office below no later than 5:00 p.m. Eastern Daylight Saving Time on or before **May 12, 2006**. Any missing, incomplete, or altered assurance pages or documents received after May 12, 2006, will result in an unapproved application. Applicants may wish to mail the documents via certified, return-receipt mail. It is the responsibility of the sender to ensure that all assurances and documentation are received by the stated deadline.

MAIL TO:

Shonda O'Neal
Florida Department of Education
Bureau of Public School Options
325 West Gaines Street, Room 314
Tallahassee, FL 32399-0400

2.2 Technical Assistance

Questions regarding this RFA or the procedures for submitting a complete application may be e-mailed to Kay Caster at kay.caster@fldoe.org. Include in the subject line of the e-mail message: **RFA Question**. Questions will be answered on the FDOE website for SES at www.firn.edu/doe/flbpso.

FDOE will provide an opportunity for all interested applicants to ask questions regarding the application process in early April 2006. Additional information regarding this technical assistance event will be posted on the FDOE website for SES at www.firn.edu/doe/flbpso.

2.3 Method of Review

A committee of state and school district educational administrators, program specialists, and instructors familiar in the selection of applications and with the NCLB, Title I, Part A provisions and in SES instruction and delivery of services will review each application and make recommendations for the approval of providers of SES for the 2006-07 school year. Selection will be based on accurate completion of requested information and data, compliance with all provider eligibility requirements, and agreement with assurances set forth in the document. Successful applications are those that obtain at least 70 points out of the maximum 100 points for the application narrative. It is anticipated that the selection will be finalized in May 2006.

2.4 Method of Announcement

All applicants will be notified of their approved or unapproved status of their application. Additionally, the list of the state-approved SES providers for the 2006-07 school year will be announced via FDOE's Paperless Communications System. To receive this announcement via the Paperless Communications System, register at www.firn.edu/doe/menu/communications.htm.

The list of the 2006-07 state-approved SES providers will be posted on the FDOE website for SES at www.firn.edu/doe/flbpsi.

3.0 SPECIFICATIONS

3.1 Eligible Service Providers

Eligible service providers may be non-profit entities, for-profit entities, or local educational agencies. Entities eligible to apply to provide SES may include:

- Individuals
- For-profit companies
- Non-profit organizations
- Community-based/faith-based organizations
- Institutions of higher education
- Local educational agencies such as Florida public school districts, university laboratory schools, Florida School for the Deaf and the Blind, and Florida Virtual School. Applicants must not be identified as in need of improvement, or in corrective action, or restructuring
- Public schools that are not identified as in need of improvement, or in corrective action, or restructuring
- Charter schools that are not identified as in need of improvement, or in corrective action, or restructuring
- Private schools
- 21st Century Community Learning Centers that are not affiliated with school districts that are identified as in need of improvement, or in corrective action, or restructuring

- Public libraries
- Distance learning services (internet-based services)
- Family literacy programs/Even Start programs
- Child care centers serving school-age students
- Regional educational consortia

A school district or school identified as in need of improvement, or in corrective action, or restructuring may not apply for approval to be an SES provider. If a school district or school that is not currently in need of improvement has been approved as an SES provider for the 2006-07 school year, and subsequently is identified as in need of improvement at the end of the 2005-06 year, the school district or school will be removed from the state-approved SES provider list.

3.2 Eligibility Requirements

To be eligible to be state-approved SES providers, applicants must:

- Demonstrate a record of effectiveness in providing academic programs for students for at least three years, or be able to demonstrate the capacity to effectively provide the services through qualified staff, appropriate research-based curriculum, and an established infrastructure
- Demonstrate high probability of increasing the academic achievement of eligible students on state assessments and attaining proficiency in meeting Florida's academic content standards by providing instruction that is of high quality, research based, and aligned with Florida's academic content standards (Sunshine State Standards)
- Provide instruction in addition to that which is provided during the school day
- Instruct with a tutorial staff who meet minimum standards for Title I paraprofessionals such as
 - an earned secondary school diploma or its recognized equivalent
 - completed two years of study at an institution of higher education (equivalent to 60 semester hours)
 - obtained an Associate Degree or higher degree, or
 - have passed a local paraprofessional academic assessment
- Instruct with a tutor/student ratio of no more than 1:10
- Meet all applicable federal, state, and local health, safety, and civil rights laws
- Provide SES that are secular, neutral, and nonideological
- Demonstrate financial soundness and stability
- Understand and agree to abide by the terms stated within this Request for Applications.

3.3 Responsibilities

3.3.1 Responsibilities of the Florida Department of Education (FDOE)

FDOE must:

- Define Annual Yearly Progress (AYP), which is the minimum performance that school districts and schools must reach each year on state assessments and other measures, and identify schools that do not make AYP
- Notify annually potential providers of SES regarding the opportunity to provide services and the procedures for applying to become state-approved to deliver SES
- Develop and apply objective criteria in the application process for selecting providers
- Promote maximum participation by providers to ensure that parents have as many choices as possible
- Identify providers that offer high-quality, research-based tutoring services that are aligned with the state standards
- Maintain an updated list of state-approved providers, sorted by school districts, from which parents may select
- Develop and implement standards and techniques for monitoring the quality and effectiveness of the services to be offered by approved providers. Such standards and techniques, as well as any findings resulting from such monitoring, must be publicly reported.
- Develop procedures for withdrawing approval from providers that fail for two consecutive years to contribute to increasing the academic proficiency of the students they serve under this program.

3.3.2 Responsibilities of the School Districts

School districts must:

- Identify eligible students
- Notify parents annually in an understandable and uniform format, and to the extent practicable, in a language and translation that the parents can understand regarding:
 - the availability of SES
 - the approved providers whose services are available to serve within the school district
 - the services, qualifications, and demonstrated effectiveness of each approved provider
- Help parents choose a provider, if requested
- Enter into a contractual agreement with providers selected by the parents on behalf of their students. Through a Parent/District/Provider Agreement (PDPA), the school district, the parents, and the provider, must develop and identify specific academic achievement goals for the student, measures of student progress, and a timetable for improving achievement.

- Prioritize SES for the lowest-achieving eligible students, if parents' requests for SES exceed the available funds
- Protect the privacy of students who receive SES.

3.3.3 Responsibilities of the Approved Providers

Approved providers of SES must:

- Provide tutoring or other supplemental academic enrichment services in reading/language arts and mathematics that are provided beyond the normal school day that are of high quality, research based, and specifically designed to increase the academic achievement of students. Homework assistance is not a form of supplemental educational services.
- Ensure that the instruction provided is aligned with Florida's academic content standards and in the case of a student with disabilities, is consistent with the Individuals with Disabilities Education Act as amended in 2004
- Regularly notify parents and the appropriate schools regarding the academic progress of students receiving SES
- Enter into a contract with the local school district that includes:
 - provisions for termination of the contract
 - provisions for payment for services
 - an assurance that the identity of any student eligible for or receiving services will not be disclosed without prior written consent of the student's parents
- Enter into an agreement (PDPA) with the local school district and parents for each student that includes:
 - specific student achievement goals
 - how the student's progress will be measured
 - timetable for improving achievement
 - consistency with individualized educational program plans for students with disabilities
- Meet all applicable federal, state, and local health, safety, and civil rights laws
- Be financially sound
- Ensure that all instruction and content are secular, neutral, and nonideological
- Comply with the eligibility requirements and assurances set forth in this RFA
- Comply with all reporting requirements and timelines for submitting reports to the school district and FDOE
- Deliver services consistent with the approved application and the signed contract with each district. State-approved providers must serve the minimum number of students at each site in each school district for which it is approved and for which a signed contract has specified the minimum number of students to be enrolled at each site. If a provider refuses to serve the minimum number of students enrolled at each site for which it was approved and contracted, the provider will be removed immediately from the approved list for the current school year for that school district, and will be ineligible to apply for approval to provide services in the state for the following year.

3.4 Funding

School districts must spend an amount equal to twenty percent (20%) of their Title I funds for school choice, an amount equal to five percent (5%) of their allocation to provide or pay for transportation; an amount equal to five percent (5%) of their allocation to provide SES; and an amount equal to the remaining ten percent (10%) of their allocation for transportation, SES, or both. If sufficient funds are not available to provide state-approved SES to all eligible students whose parents request the services, school districts must give priority to the lowest-performing eligible students. School districts must prioritize on the basis of the academic achievement of individual students. School districts are required to pay the per-student amount or the actual cost of the SES, whichever is less.

Each applicant must account for, in the rate per hour indicated in its approved application, expenses that it will incur in the provision of SES. All budgeted expenses must be detailed within the contract agreement between the school district and the approved provider and must be consistent with the rate submitted within the approved application.

Note: School districts are not required to provide transportation for students being served. Also, school districts are not required to provide space or resources (e.g., staff, computers, copiers, facility). A school district or school may enter into an agreement, if it so chooses, with the provider for the use of its resources and transportation services. However, a school district may require additional fees for this use, and the provider must ensure that there will be on-site supervision of students at all times.

Consideration in determining the stated rate per hour should include:

- Tutor/student ratio
- Variation in per-student allocations among school districts in the state
- Variation in the cost of doing business among school districts in the state
- Number of instructional hours
- Qualifications (and therefore cost) of the tutoring staff
- Cost of personnel expenses
- Cost of instructional materials and equipment such as books, computers, manipulatives, etc.
- Amount of rent charged by the school district and other landlords (including variations throughout the state)
- Cost for transportation, if providing transportation
- Cost of developing the PDPAs, including all assessment and evaluation costs that precede any tutoring services
- School district's payment policies regarding attendance and missed sessions
- Employee criminal background checks
- Cost of liability insurance
- Administrative expenses

- A mandatory one day SES technical assistance meeting sponsored by FDOE, to be held in the summer 2006. Non-attendance may result in removal from the state-approved SES provider list.

3.5 Duration

Students must begin receiving services as soon as possible in the school year. To accomplish this objective, each school district must notify and request a letter of intent to provide services in the district from each provider approved to serve that district. The school district must notify and request providers' intent to serve students within ten days following the release of the 2006 AYP data from FDOE. Subsequently, each state-approved SES provider and school district must complete a signed contract within 45 days of receiving notification from the provider its intent to provide SES to students within that district. Providers must be prepared to provide regularly scheduled services no later than October 1 of each school year. A provider must continue to provide SES to eligible students who are receiving such services until the end of the school year in which such services were first received or until the per-student allocation is fulfilled.

3.6 Monitoring

FDOE, in cooperation with the applicable school district, is required to monitor the quality and effectiveness of the services offered by each approved provider. All approved providers must complete monitoring procedures by the school districts and FDOE. Failure to comply with monitoring procedures may result in removal from the state-approved SES provider list.

3.7 Evaluation

A formal evaluation will be conducted by FDOE of each provider to measure students' progress in reading/language arts and mathematics. Effective supplemental educational services mean that providers show significant academic progress with at least eighty percent (80%) of the students who received SES. Academic progress will be determined based on student learning gains on assessments identified by the state. For example, learning gains for students in fourth through twelfth grade will be determined using student learning gains on the Florida Comprehensive Assessment Test (FCAT). The state will identify a state assessment instrument to be used to determine student learning gains for students in kindergarten through third grade at no cost to the provider. Any provider that fails for two consecutive years to meet the threshold will be removed from the state-approved list. Evaluation results regarding the quality and effectiveness of provided services will be publicly reported.

3.8 Removal from the State-Approved List

FDOE may remove a provider from the approved list if the provider fails for two consecutive years to contribute to increasing the academic proficiency of students to whom it provides services. Also, FDOE has the discretion to immediately remove a

provider from the approved list if the provider fails to meet provider eligibility requirements, provider responsibilities, general and internet assurances, or for other good cause such as refusing to deliver services to school districts in which the provider is approved by the state. State-approved providers must serve the minimum number of students at each site in each school district for which it is approved and for which a signed contract has specified the minimum number of students to be enrolled at each site. If a provider refuses to serve the minimum number of students enrolled at each site for which it was approved and contracted, the provider will be removed immediately from the approved list for the current school year for that school district, and will be ineligible to apply for approval to provide services in the state for the following year.

4.0 RESOURCES

Additional information can be found at:

- Florida Department of Education website for Supplemental Educational Services: www.firn.edu/doe/flbпсо
- NCLB Legislation Title I - Improving The Academic Achievement of the Disadvantaged Part A - Improving Basic Programs Operated by Local Educational Agencies, Section 1116: Academic Assessment and Local Educational Agency and School Improvement. [see (e) Supplemental Educational Services]: <http://www.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1116>
- NCLB Supplemental Educational Services Non-Regulatory Guidance (*issued June 13, 2005*): www.ed.gov/policy/elsec/guid/suppsvcsguid.doc
- Sunshine State Standards: www.firn.edu/doe/curric/prek12/index.html)
- 2004-05 Title I Schools with 2005 AYP, School Grade Data, and Identified In Need Of Improvement Data: www.firn.edu/doe/title1/pdf/2004_05_title1_7_22_05.pdf
- Federal No Child Left Behind - Adequate Yearly Progress (AYP) Report (by school, school district or state): <http://web.fldoe.org/NCLB/default.cfm>
- Florida Guide to Calculating Adequate Yearly Progress (AYP) technical assistance paper: <http://web.fldoe.org/NCLB/pdf/0405ayp-tap.pdf>
- The Education Industry Association's Code of Professional Conduct and Business Ethics for Supplemental Educational Services Providers (*amended November 15, 2005*) www.educationindustry.org/documents/Code_of_Standards_and_Ethics_11-15-05.pdf
- Florida Comprehensive Assessment Test®: <http://myfloridaeducation.com/doe/sas/fcat.htm>
- Just Read, Florida!: www.justreadflorida.com/
- The Florida Center for Reading Research: www.fcrr.org/

5.0 TIMELINE OF SERVICES AND PROCEDURES

Date/Timeframe	Major Activity
April	<p>RFA questions and answers posted at www.firn.edu/doe/flbpso</p> <p>Participate in an RFA technical assistance opportunity for interested applicants</p>
May	<p>Apply to become a state-approved provider</p> <p>Mail or hand deliver signed assurance pages and required documentation for application review</p>
June	<p>FDOE announces providers who are approved or unapproved</p> <p>FDOE releases AYP results and identifies schools that have not achieved AYP for three or more years and must offer SES to eligible students</p> <p>School districts receive preliminary per-student allocations from FDOE</p> <p>Each school district initiates the contractual process by notifying each state-approved provider for a return of its agreement to provide services</p> <p>State-approved provider applications posted on the SES website at www.firn.edu/doe/flbpso</p>
June - August	Attend a mandatory SES technical assistance meeting
July - September	<p>School districts and state-approved providers complete contracts</p> <p>Providers coordinate with school districts to develop parent outreach, PDPAs, background checks, and assignment of students</p> <p>Implement plan to hire and train employees</p> <p>Develop infrastructure to serve students</p> <p>Participate in provider fairs, if applicable</p>
September – October	Begin providing supplemental educational services to students

Date/Timeframe	Major Activity
Ongoing	<p>Submit invoices and attendance records for payment</p> <p>Provide student's academic progress at regularly scheduled intervals, in an understandable format, for each student's parents, school, and school district in accordance with PDPA</p> <p>Participate in scheduled FDOE conference calls</p> <p>Participate in monitoring and evaluation reporting</p>

6.0 APPLICATION PROPOSAL

An approved SES provider must enter into a contract with each school district in which it is approved before providing services to students. The application, if approved, is the basis upon which a contract is made. Please consider each of the responses carefully as these responses will become the terms of the contract signed with the school district. In addition, FDOE will monitor each provider to ensure that the implementation of the program is consistent with the approved application.

6.1 Contact Information

Name of Company or Agency:

Federal Employer Identification Number (FEIN) or Federal Tax Identification Number

Name of Contact Person (director or manager for each SES location):

Title:

Mailing Address:

City/State/Zip Code:

Telephone Number:

Fax Number:

E-mail Address (REQUIRED):

Organization Website:

6.2 Applicant Status:

Applying as a **NEW** provider Applying as a **RENEWING** provider

Applicants Submitting as Renewing Providers:

Which year(s) has the applicant been approved for providing SES in Florida?

Under what business name(s): _____

Serving which school district(s): _____

Is the applicant an approved provider for SES in any other state?

Yes Identify the states: _____

No

6.3 School District(s) to be Served (select all school districts in which the applicant requests approval and agrees to provide SES):

Indicate the school district(s) for which the applicant will provide services. A list of 2004-05 Title I schools, by district, with 2005 AYP and School In Need of Improvement (SINI) status, can be accessed at

www.firn.edu/doe/title1/pdf/2004_05_title1_7_22_05.pdf. From this report, the 2005-06

Title I schools that are in year two and three SINI status, were required to offer SES to eligible students. This list will be updated with 2006 AYP data and is expected to be released in early summer. For 2006-07 planning purposes, any school on this list that remains in SINI status will be required to offer the option of state-approved SES to eligible students. A school that currently must offer SES to eligible students will continue to be required to offer this option until the school has made AYP for two consecutive years.

****NOTE**:** State-approved providers must serve the minimum number of students at each site in each school district for which it is approved and for which a signed contract has specified the minimum number of students to be enrolled at each site. If a provider refuses to serve the minimum number of students enrolled at each site for which it was approved and contracted, the provider will be removed immediately from the approved list for the current school year for that school district, and will be ineligible to apply for approval to provide services in the state for the following year.

- | | | | |
|------------------------------------|------------------------------------|----------------------------------|-------------------------------------|
| <input type="checkbox"/> Alachua | <input type="checkbox"/> Flagler | <input type="checkbox"/> Lake | <input type="checkbox"/> Pinellas |
| <input type="checkbox"/> Baker | <input type="checkbox"/> Franklin | <input type="checkbox"/> Lee | <input type="checkbox"/> Polk |
| <input type="checkbox"/> Bay | <input type="checkbox"/> Gadsden | <input type="checkbox"/> Leon | <input type="checkbox"/> Putnam |
| <input type="checkbox"/> Bradford | <input type="checkbox"/> Gilchrist | <input type="checkbox"/> Levy | <input type="checkbox"/> St. Johns |
| <input type="checkbox"/> Brevard | <input type="checkbox"/> Glades | <input type="checkbox"/> Liberty | <input type="checkbox"/> St. Lucie |
| <input type="checkbox"/> Broward | <input type="checkbox"/> Gulf | <input type="checkbox"/> Madison | <input type="checkbox"/> Santa Rosa |
| <input type="checkbox"/> Calhoun | <input type="checkbox"/> Hamilton | <input type="checkbox"/> Manatee | <input type="checkbox"/> Sarasota |
| <input type="checkbox"/> Charlotte | <input type="checkbox"/> Hardee | <input type="checkbox"/> Marion | <input type="checkbox"/> Seminole |
| <input type="checkbox"/> Citrus | <input type="checkbox"/> Hendry | <input type="checkbox"/> Martin | <input type="checkbox"/> Sumter |

- | | | | |
|-----------------------------------|---------------------------------------|-------------------------------------|--|
| <input type="checkbox"/> Clay | <input type="checkbox"/> Hernando | <input type="checkbox"/> Monroe | <input type="checkbox"/> Suwannee |
| <input type="checkbox"/> Collier | <input type="checkbox"/> Highlands | <input type="checkbox"/> Nassau | <input type="checkbox"/> Taylor |
| <input type="checkbox"/> Columbia | <input type="checkbox"/> Hillsborough | <input type="checkbox"/> Okaloosa | <input type="checkbox"/> Union |
| <input type="checkbox"/> Dade | <input type="checkbox"/> Holmes | <input type="checkbox"/> Okeechobee | <input type="checkbox"/> Volusia |
| <input type="checkbox"/> DeSoto | <input type="checkbox"/> Indian River | <input type="checkbox"/> Orange | <input type="checkbox"/> Wakulla |
| <input type="checkbox"/> Dixie | <input type="checkbox"/> Jackson | <input type="checkbox"/> Osceola | <input type="checkbox"/> Walton |
| <input type="checkbox"/> Duval | <input type="checkbox"/> Jefferson | <input type="checkbox"/> Palm Beach | <input type="checkbox"/> Washington |
| <input type="checkbox"/> Escambia | <input type="checkbox"/> Lafayette | <input type="checkbox"/> Pasco | <input type="checkbox"/> FAMU Lab School |

6.4 Applicant Classification (check the category that best describes the applicant's organization)

- Individual
- For-profit company
- Non-profit organization
- Community based/faith-based organization
- Institution of higher education
- Local educational agency such as a Florida public school district, a university laboratory school, Florida School for the Deaf and the Blind, and Florida Virtual School, that is not identified as in need of improvement, or in corrective action, or restructuring
- Public school that is not identified as in need of improvement, or in corrective action, or restructuring
- Charter school that is not identified as in need of improvement, or in corrective action, or restructuring
- Private school
- 21st Century Community Learning Center that is not affiliated with a school district that is identified as in need of improvement, or in corrective action, or restructuring
- Public library
- Distance learning service (internet-based service)
- Family literacy program/Even Start program
- Child care center serving school-age students
- Regional educational consortium
- Other (Describe)

A school district or school that is identified as in need of improvement, or in corrective action, or restructuring may not apply for approval to be an SES provider. If a school district or school is not currently in need of improvement, becomes approved as an SES provider for the 2006-07 school year, and subsequently is identified as in need of improvement at the end of 2005-06; the school district or school will be removed from the state-approved SES provider list.

6.5 ACADEMIC AND INSTRUCTIONAL INFORMATION

6.5.1 Subject Area(s) (check all that apply):

- Reading/Language Arts Mathematics

6.5.2 Staff Qualifications (check all that apply)

- Meet Title I standards for paraprofessionals, such as an earned secondary school diploma and have two years of college (equivalent to 60 semester hours) or an Associate's Degree, or have passed a local paraprofessional academic assessment
- Have experience in teaching students with specific disabilities
- Have experience in teaching students with limited English proficiency (LEP)
- Have the ability to speak languages other than English
 - Spanish
 - Haitian Creole
 - Other (Identify):
- Are qualified with a reading certification or endorsement
- Are qualified as state certified/licensed teachers

6.5.3 Type of Instruction (check all that apply):

- Small group instruction (not to exceed five students)
Estimated tutor/student ratio: 1 tutor per _____ students
- Large group instruction (not to exceed ten students)
Estimated tutor/student ratio: 1 tutor per _____ students
- Distance learning instruction (on-line, internet-based instruction)
Estimated tutor/student ratio: 1 tutor per _____ students
- Individual tutoring

6.5.4 Grade Levels to be Served (check all that apply):

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

6.6 SES PROVISIONS

6.6.1 Student Capacity

State-approved providers must serve the minimum number of students at each site in each school district for which it is approved and for which a signed contract has specified the minimum number of students to be enrolled at each site. If a provider refuses to serve the minimum number of students enrolled at each site for which it was approved and contracted, the provider will be removed immediately from the approved list for the current school year for that school district, and will be ineligible to apply for approval to provide services in the state for the following year.

- ___ Indicate the minimum number of students that the applicant would serve at each site
- ___ Indicate the maximum number of students that the applicant would serve at each site

___ Indicate the minimum number of students that the applicant would serve at each school district

___ Indicate the maximum number of students that the applicant would serve at each school district

- Yes No Capacity to serve students with disabilities or 504 plans
 Yes No Capacity to serve students with limited English proficiency

6.6.2. Location of Services (check where services will take place)

- School campus
 Provider facility
 Faith-based center (e.g., church, temple, mosque, etc.)
 Community based center
 Student's home (distance learning services only)
 Public site such as public library (describe):
 Other (describe):

6.6.3 If services are provided at a site other than the student's school, will the applicant provide transportation?

- Yes, transportation will be provided for each student enrolled. Describe transportation service to be provided: _____
 No, transportation will not be provided to students.

6.6.4 Operations

Days of Operation (Check all that apply):

- Monday Tuesday Wednesday Thursday Friday
 Saturday Sunday

Frequency of SES sessions for each student:

- Every Day Once a Week Twice a Week Three Times a Week
 Other (Describe):

Average length of each service session (hours/minutes):

- 2 Hours 1 Hour 30 Minutes Other (specific, no ranges):

Times of Service (Check all that apply):

- Before school Summer (Identify dates, such as June 1 – August 4, 2006)
 After School

- Weekends
 Other (Describe):

6.7 COST OF SERVICE

For the 2005-06 school year, the statewide average cost per pupil for SES is \$1,240.81.

*****Note** the allowable range is between \$5.00 and up to \$80.00 per hour for each student, per hour and per type of instruction.***

Expenses that the approved provider incurs in the provision of SES must be accounted for in the stated rate per student, per hour of instruction, and for each type of instruction as indicated in its application under **6.5.3 Type of Instruction**. The rate submitted in the application must be used in all school districts in which the applicant is approved to serve. All budgeted expenses must be detailed within the school board's approved contract between the school district and the provider and reflect the rate submitted within this application.

Consideration of expenses should include, but are not limited to:

- Tutor/student ratio
- Variation in per-student allocations among school districts in the state
- Variation in the cost of doing business among school districts in the state
- Number of instructional hours
- Qualifications (and therefore cost) of the tutoring staff
- Cost of all personnel expenses
- Cost of instructional materials and equipment such as books, computers, manipulatives, etc.
- Amount of rent charged by the school district and other landlords (including variations throughout the state)
- Cost for transportation, if applicable
- Cost of developing the PDPAs, including all assessment and evaluation costs that precede any tutoring services
- School district's payment policies regarding attendance and missed sessions
- Employee criminal background checks
- Cost of liability insurance
- Administrative expenses
- A mandatory one-day SES technical assistance meeting sponsored by FDOE, to be held in the summer 2006. Non-attendance may result in removal from the state-approved SES provider list.

6.7.1 Rate for Provision of SES: Per Student, Per Hour, Per Type of Instruction

Indicate one rate to serve SES for each student, per hour and for each type of instruction as indicated in this application for **6.5.3 Type of Instruction** (small group instruction, large group instruction, distance learning (internet-based) instruction, and/or individual tutoring).

RATE FOR EACH STUDENT FOR EACH HOUR:

- \$ _____ Small group instruction
- \$ _____ Large group instruction
- \$ _____ Distance learning (internet-based) instruction
- \$ _____ Individual tutoring

6.8 FISCAL SOUNDNESS

6.8.1 Provider must document financial soundness [NCLB, Section 1116(e)(12)(B)(iii)].

Applicants must provide the following to be mailed or hand delivered, and received by the FDOE office no later than 5:00 p.m. Eastern Daylight Saving Time on **May 12, 2006**. Limit to a total of 15 pages.

1. Copy of the cover page of applicant’s liability insurance, with the company name and policy number.
2. Copy of the organization’s most recent tax return or other evidence of fiscal soundness such as annual financial statements, fiscal audits, financial letters of credit, Dunn and Bradstreet reports, profit/loss statements, etc.
3. Evidence that the applicant is legally qualified to do business in Florida.
4. Verification of business status or non-profit status. For example: Internal Revenue Service (IRS) letter with FEIN or certificate issued by government.
5. Signed statement that the organization has not been suspended or disbarred from receiving federal funding.
6. If lawsuits have been filed against the organization for educational and/or fiscal mismanagement, civil rights violations, criminal act(s), or other reason(s); provide information on the lawsuit(s) filed and the outcome for each instance.
7. If the organization has been denied approval or its approval status was removed as an SES provider in another state, identify such state(s) and the reason(s) for such denial or removal.
8. If the organization has any known unresolved complaints with the Better Business Bureau, provide an explanation of the complaint(s) and results.

7.0 APPLICATION NARRATIVE

THE FOLLOWING ITEMS WILL BE SCORED. APPLICATIONS MUST SCORE AT LEAST 70 POINTS OUT OF 100 TO BE CONSIDERED APPROVABLE.

7.1 The provider must have a demonstrated record of effectiveness in increasing the student academic achievement toward meeting the state achievement standards [NCLB, Section 1116(e)(12)(B)(i)]. Describe the following:

1. Specific quantitative and qualitative evidence that the proposed program has accelerated the academic achievement in reading/language arts and/or mathematics of identified Title I students, at-risk students, students with disabilities, and students with limited English proficiency (LEP). Include a description of the methodology used to collect this evidence (measures and analysis used, comparison groups, etc.).
2. Specific evidence that the proposed program has a positive impact on student achievement as demonstrated through a state, local school system, or other independent, valid, and reliable performance test, particularly for low-income underachieving students. Cite available research studies as appropriate and provide specific data.

7.2 The provider must ensure that supplemental educational services are consistent with the instructional program of the local educational agency and the academic standards set forth by the state (Sunshine State Standards) [NCLB, Sections 1116(e)(5)(B) and 1116(e)(12)(B)(ii)]. Describe the following:

1. The proposed approach or model of instruction (e.g., small group instruction, large group instruction, distance learning internet-base, or individual tutoring) and how the approach or model of instruction will ensure student achievement.
2. The capacity to provide supplemental educational services that are consistent with the instructional program of the local school district and with Florida's Sunshine State Standards. Instructional content and methods must be designed to help students achieve proficiency in meeting state achievement standards. When possible, cite examples of the specific state standards addressed by the proposed program. For example: reading standards should include phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension strategies; mathematics standards should include number sense, measurement, geometry and spatial sense, algebraic thinking, and data analysis and probability. For information on Florida's Sunshine State Standards, see www.firn.edu/doe/curric/prek12/index.html.
3. How the applicant will coordinate supplemental educational services with the classroom instructional program of the student receiving the services. Homework assistance is not a form of SES.

4. How the applicant will ensure that the instructional materials used to provide services to students are appropriate for each student's grade level and proficiency level. If assistance in reading will be provided, describe immediate intensive reading intervention strategies. See [//www.justreadflorida.com/](http://www.justreadflorida.com/) for more information.

7.3 The provider must document that the instructional strategies used by the provider are high quality, based upon research, and designed to increase student academic achievement of eligible students and attain proficiency in meeting the state's academic achievement standards [NCLB, Section 1116(e)(12)(C)(ii)].

Describe the following:

1. How the key instructional practices and major design elements of the proposed program are of high quality, based on research, and specifically designed to increase academic achievement of eligible students. Examples of major elements may include mode of instruction, class size, time on task, or resource materials.
2. How the program and instruction are focused, intensive, and tailored to meet the individual needs of students, including special populations (e.g., students with disabilities and limited English proficiency language learners).

7.4 The provider must set measurable achievement goals for each student in consultation with each student's parents and the school district and adhere to the timetable for improving the student's achievement on the Parent/District/Provider Agreement (PDPA). The provider must measure the student's progress, and regularly inform the student's parents and teachers regarding the progress of the student in improving academic achievement as outlined in the PDPA [NCLB, Sections 1116(e)(3)(A) and (B)]. Describe the following:

1. The specific process the applicant will use to assess and diagnose student needs, identify skill or knowledge gaps, and prescribe an instructional program based on the student's individual needs. Identify what assessments will be used and why.
2. How the applicant will set measurable objectives and timelines for the development of each student's PDPA to ensure supplemental educational services are provided to students as soon as possible in the school year, but no later than October 1 of each school year.
3. The specific process the applicant will use to evaluate, monitor, and track student progress on a continuous and regular basis.
4. The procedures and timelines to be used to report student progress to parents (in the parents' native language, if feasible), teachers, and appropriate school district staff.

5. How student attendance and participation will be collected, verified, and reported to the school district. Include strategies for improving the attendance of students who are habitually absent.

7.5 The provider must have the capacity and resources, including financial soundness and compliance with applicable federal, state, and local health, safety, and civil rights, to provide supplemental services to students [NCLB, Sections 1116(e)(12)(b)(iii) and (e)(5)(C)]. Describe the following:

1. Minimum qualifications of the personnel who will provide instruction. Include how the applicant determines that instructors are qualified to effectively work with students who are performing below grade level.
2. Process for recruiting, hiring, and training of high-quality staff.
3. Ongoing training and support provided to tutors to ensure that they effectively administer the program with fidelity.
4. Procedures that will be used to maintain, monitor, and notify the school district regarding personnel updates related to applicant's staff changes.
5. Procedures to be used for completion of, and compliance with, staff background checks and fingerprinting for those employees providing direct services to students.
6. Location, facilities, and equipment, including technology, to be used in the provision of SES.
7. Capacity for the applicant to provide appropriate SES to eligible students with disabilities, students covered under Section 504, and/or students with limited English proficiency.

8.0 REVIEW RUBRIC

Essential Components	Limited or No Evidence (0-1 point)	Moderate Evidence (2-3 points)	Strong Evidence (4-5 points)
8.1 Demonstrated record of effectiveness			
<p>Specific quantitative and qualitative evidence that the proposed program has accelerated the academic achievement in reading/language arts and/or mathematics of identified Title I students, at-risk students, students with disabilities, and students with limited English proficiency (LEP). Include a description of the methodology used to collect this evidence (measures and analysis used, comparison groups, etc.)</p>	<p>Evidence and analysis fails to demonstrate program's effectiveness in accelerating academic achievement.</p>	<p>Provides some evidence and analysis of qualitative and quantitative data that demonstrate the program's effectiveness in accelerating academic achievement.</p>	<p>Qualitative and quantitative evidence demonstrates effectiveness in the proposed programs ability to accelerate academic achievement.</p>
<p>Specific evidence that the proposed program has a positive impact on student achievement as demonstrated through a state, local school system, or other independent, valid, and reliable performance test, particularly for low-income underachieving students. Cite available research studies as appropriate and provide specific data.</p>	<p>Proposed program has no or little demonstration of positive impact on student achievement through a state, local school system, or other independent, valid, and reliable performance test, particularly for low-income underachieving students. Provide no or little research or data that is appropriate or supportive of proposed program.</p>	<p>Proposed program has minimal demonstration of positive impact on student achievement through a state, local school system, or other independent, valid, and reliable performance test, particularly for low-income underachieving students. Some research support or data provided that is appropriate or supportive of the proposed program.</p>	<p>Proposed program has compelling evidence, through appropriate research and data, to demonstrate a positive impact on student achievement through a state, local school system, or other independent, valid, and reliable performance test, particularly for low-income underachieving students.</p>

Essential Components	Limited or No Evidence (0-1 point)	Moderate Evidence (2-3 points)	Strong Evidence (4-5 points)
8.2 Ensured services are consistent with school district and Sunshine State Standards			
<p>The proposed approach or model of instruction (e.g., small group instruction, large group instruction, distance learning/internet-based or individual tutoring) and how the approach or model of instruction will ensure student achievement.</p>	<p>The proposed approach or model of instruction provides no or little consistency with school district and Sunshine State Standards.</p>	<p>The proposed approach or model of instruction provides some consistency with school district and Sunshine State Standards.</p>	<p>The proposed approach or model of instruction provides clear and direct consistency with school district and Sunshine State Standards.</p>
<p>The capacity to provide supplemental educational services that are consistent with the instructional program of the local school district and with Florida’s Sunshine State Standards. Instructional content and methods must be designed to help students achieve proficiency in meeting state achievement standards. When possible, cite examples of the specific standards addressed by the proposed program. For example: reading standards should include phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension strategies; mathematics standards should include number sense, measurement, geometry and spatial sense, algebraic thinking, and data analysis and probability. For information on Florida’s Sunshine State Standards, see www.firn.edu/doe/curric/prek12/index.html.</p>	<p>No evidence or substantially lacks capacity to provide supplemental educational services consistent with the instructional program of the local school district and with Florida’s Sunshine State Standards.</p>	<p>Some capacity to provide supplemental educational services consistent with the instructional program of the local school district and with Florida’s Sunshine State Standards.</p>	<p>Clearly demonstrates capacity to provide supplemental educational services consistent with the instructional program of the local school district and with Florida’s Sunshine State Standards.</p>

Essential Components	Limited or No Evidence (0-1 point)	Moderate Evidence (2-3 points)	Strong Evidence (4-5 points)
<p>How the applicant will coordinate supplemental educational services with the classroom instructional program of the student receiving the services. Homework assistance is not a form of SES.</p>	<p>No or little coordination of supplemental educational services with the classroom instructional program of the student receiving the services.</p>	<p>Some coordination of supplemental educational services with the classroom instructional program of the student receiving the services.</p>	<p>Direct and appropriate coordination and alignment of supplemental educational services with the classroom instructional program of the student receiving the services.</p>
<p>How the applicant will ensure the instructional materials used to provide services to students are appropriate for each student's grade level and proficiency level. If assistance in reading will be provided, describe immediate intensive reading intervention strategies. See www.justreadflorida.com/ for more information.</p>	<p>No supportive evidence or substantially lacks appropriate instructional materials to provide services to students appropriate for each student's grade level and proficiency level. If assistance in reading will be provided, the proposed program offers little or no immediate intensive reading intervention strategies to improve students' reading abilities to grade level performance.</p>	<p>Some appropriate use of instructional materials that support services to students at each student's grade level and proficiency level. If assistance in reading will be provided, the proposed program offers some immediate intensive reading intervention strategies to improve students' reading abilities to grade level performance.</p>	<p>Clear, focused and appropriate use of instructional materials to provide services to students for each student's grade level and proficiency level. If assistance in reading will be provided, the proposed program sufficient immediate intensive reading intervention strategies to improve students' reading abilities to grade level</p>

Essential Components	Limited or No Evidence (0-1 point)	Moderate Evidence (2-3 points)	Strong Evidence (4-5 points)
8.3 Documented high quality, research-based instructional strategies			
<p>How the key instructional practices and major design elements of the program are of high quality, based on research, and specifically designed to increase academic achievement of eligible students. Examples of major elements may include mode of instruction, class size, time on task, or resource materials.</p>	<p>Key instructional practices and major design elements have no supportive or lacks substantially evidence of high quality, based on research, and specifically designed to increase academic achievement of eligible students.</p>	<p>Key instructional practices and major design elements have some supportive or substantial evidence of high quality, based on research, and specifically designed to increase academic achievement of eligible students.</p>	<p>Key instructional practices and major design elements have clear and compelling supportive or substantial evidence of high quality, based on research, and specifically designed to increase academic achievement of eligible students.</p>
<p>How the proposed program and instruction are focused, intensive, and tailored to meet the individual needs of students, including special populations (e.g., students with disabilities and limited English proficiency language learners).</p>	<p>Little or no focused, intensive, and tailored components in the proposed program to meet the individual needs of students, including special populations.</p>	<p>Some focused, intensive, and tailored components in the proposed program to meet the individual needs of students, including special populations.</p>	<p>Clear and substantial focused, intensive, and tailored components in the proposed program to meet the individual needs of students, including special populations.</p>

Essential Components	Limited or No Evidence (0-1 point)	Moderate Evidence (2-3 points)	Strong Evidence (4-5 points)
8.4 Set measurable achievement goals, adhere to timetable, and report students' progress			
<p>The specific process the applicant will use to assess and diagnose student needs, identify skill or knowledge gaps, and prescribe an instructional program based on the student's individual needs. Identify what assessments will be used and why.</p>	<p>Little or substantially lacks adequate process to assess and diagnose student needs, identify skill or knowledge gaps to prescribe an appropriate instructional program based on the student's individual needs.</p>	<p>Minimal process to assess and diagnose student needs, identify skill or knowledge gaps that may prescribe an appropriate instructional program based on the student's individual needs.</p>	<p>Complete and focused process to assess and diagnose student needs, identify skill or knowledge gaps that will ensure a well prescribed and appropriate instructional program based on the student's individual needs.</p>
<p>How the applicant will set measurable objectives and timelines for the development of each student's PDPA to ensure supplemental educational services are provided to students as soon as possible in the school year, but no later than October 1 each school year.</p>	<p>No or lacks substantially evidence that the applicant can and will deliver SES in a timely manner as soon as possible in the school year, but no later than October 1 each school year.</p>	<p>Minimal evidence that the applicant can and will deliver SES in a timely manner as soon as possible in the school year, but no later than October 1 each school year.</p>	<p>Identifies effectively and appropriately how the applicant can and will deliver SES in a timely manner as soon as possible in the school year, but no later than October 1 each school year.</p>

Essential Components	Limited or No Evidence (0-1 point)	Moderate Evidence (2-3 points)	Strong Evidence (4-5 points)
<p>The specific process the applicant will use to evaluate, monitor, and track student progress on a continuous and regular basis.</p>	<p>No or substantially lacks specific process to effectively and appropriately evaluate, monitor, and track student progress on a continuous and regular basis.</p>	<p>Minimal process with some specifics to effectively and appropriately evaluate, monitor, and track student progress on a continuous and regular basis.</p>	<p>Complete and appropriate process to effectively and appropriately evaluate, monitor, and track student progress on a continuous and regular basis.</p>
<p>The procedures and timelines to be used to report student progress to parents (in the parents' native language, if feasible), teachers, and appropriate school district staff.</p>	<p>No or substantially lacks procedures and timelines to report student progress to parents (in the parents' native language, if feasible), teachers, and appropriate school district staff.</p>	<p>Minimal procedures and timelines to report student progress to parents (in the parents' native language, if feasible), teachers, and appropriate school district staff.</p>	<p>Complete and appropriate procedures and timelines to report student progress to parents (in the parents' native language, if feasible), teachers, and appropriate school district staff.</p>

Essential Components	Limited or No Evidence (0-1 point)	Moderate Evidence (2-3 points)	Strong Evidence (4-5 points)
How student attendance and participation will be collected, verified, and reported to the school district. Include strategies for improving the attendance of students who are habitually absent.	No or substantially lacks process for collection, verification, and reporting of student attendance and participation to the school district. No or substantially lacks strategies that will improve the attendance of students who are habitually absent.	Minimal process for collection, verification, and reporting of student attendance and participation to the school district. Some appropriate strategies that may improve the attendance of students who are habitually absent.	Indicates specific and comprehensive process for collection, verification, and reporting of student attendance and participation to the school district, with appropriate strategies that will improve the attendance of students who are habitually absent.
Minimum qualifications of the personnel who will provide instruction. Include how the applicant determines that instructors are qualified to effectively work with students who are performing below grade level.	No or inadequate qualifications in personnel who will provide instruction. Little or substantially lacks a method for determining that instructors are qualified to effectively work with students who are performing below grade level.	Some or minimal qualifications found in personnel who will provide instruction. Minimal method for determining that instructors are qualified to effectively work with students who are performing below grade level.	Provides extensive method of determining appropriate qualifications for determining that instructors are qualified to effectively work with students who are performing below grade level.

Essential Components	Limited or No Evidence (0-1 point)	Moderate Evidence (2-3 points)	Strong Evidence (4-5 points)
8.5 Capacity and resources, and compliance with applicable federal, state, and local health, safety, and civil rights			
Process for recruiting, hiring, and training of high quality staff.	No or substantially lacks an appropriate process for recruiting, hiring, and training of high quality staff.	Minimal process for recruiting, hiring, and training of high quality staff.	Provides criteria and job descriptions and other means for successful process for recruiting, hiring, and training of high quality staff.
Ongoing training and support provided to tutors to ensure that they effectively administer the program with fidelity.	No or substantially lacks ongoing training and support for tutors to ensure that they effectively administer the program with fidelity.	Some ongoing training and support for tutors to may be assist them effectively administer the program with fidelity.	Comprehensive plan for ongoing training and support to sufficiently ensure that tutors will effectively administer the program with fidelity.
Procedures that will be used to maintain, monitor, and notify the school district regarding personnel updates related to applicant's staff changes.	No or substantially lacks procedures that will adequately maintain, monitor, and notify the school district regarding personnel updates related to applicant's staff changes.	Some procedures that may adequately maintain, monitor, and notify the school district regarding personnel updates related to applicant's staff changes.	Effective procedures that will appropriately maintain, monitor, and notify the school district regarding personnel updates related to applicant's staff changes.

Essential Components	Limited or No Evidence (0-1 point)	Moderate Evidence (2-3 points)	Strong Evidence (4-5 points)
Procedures to be used for completion of, and compliance with, staff background checks and fingerprinting for those employees providing direct services to students.	No or substantially lacks procedures for completion of, and compliance with, staff background checks and fingerprinting for those employees providing direct services to students.	Minimal procedures for completion of, and compliance with, staff background checks and fingerprinting for those employees providing direct services to students.	Complete and appropriate procedures for completion of, and compliance with, staff background checks and fingerprinting for those employees providing direct services to students.
Location, facilities, and equipment, including technology, to be used in the provision of SES	Lacks or inadequate location, facilities, and equipment, including technology, for the safe and appropriate provision of SES.	Minimal location, facilities, and equipment, including technology that may be adequate for the safe and appropriate provision of SES.	Excellent use of location, facilities, equipment, and technology that will be conducive for the safe and appropriate provision of SES.

Essential Components	Limited or No Evidence (0-1 point)	Moderate Evidence (2-3 points)	Strong Evidence (4-5 points)
Capacity for the applicant to provide appropriate SES to eligible students with disabilities, students covered under Section 504, and/or students with limited English proficiency.	No or substantially lacks capacity to provide appropriate SES to eligible students with disabilities, students covered under Section 504, and/or students with limited English proficiency.	Minimal capacity that may provide appropriate SES to eligible students with disabilities, students covered under Section 504, and/or students with limited English proficiency.	Sufficient capacity that will provide appropriate SES to eligible students with disabilities, students covered under Section 504, and/or students with limited English proficiency.

COVER PAGE

PRINT THIS PAGE TO USE AS THE COVER PAGE FOR MAILING SIGNED ASSURANCE PAGES (ATTACHMENTS A AND B), AND ALL OTHER REQUIRED DOCUMENTATION.

The cover page, signed assurance pages (Attachments A and B) and all other required documentation, must be in receipt by the FDOE office below, either by mail or hand delivery, no later than 5:00 p.m. Eastern Daylight Saving Time on **May 12, 2006**.

Shonda O'Neal
Florida Department of Education
Bureau of Public School Options
325 West Gaines Street, Room 314
Tallahassee, FL 32399-0400

Name of Company or Agency:

Federal Employer Identification Number (FEIN) or Federal Tax Identification Number, if applicable:

Name of Contact Person (director or manager for each SES location):

Title:

Mailing Address:

City/State/Zip Code:

Telephone Number:

Fax Number:

E-mail Address (REQUIRED):

ATTACHMENT A: GENERAL ASSURANCES

The following assurances are required of all applicants to become supplemental educational services providers. Please print this attachment, sign in blue ink, and mail to the address stated on the previous page.

Assurances signed by officials other than the head of the providing agency must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to assurance pages.

As the duly authorized representative of this applicant, I certify compliance with all of the following assurances:

1. Applicant assures that the program submitted herein is the program to be offered to enrolled students. If the program presented for instruction to students is not the same as submitted herein, FDOE reserves the right to remove the organization from the approved list of providers.
2. Applicant agrees to deliver services at all times in accordance with the terms of this Request for Applications (RFA), and the information submitted by the applicant in its application. If the applicant fails to meet these terms, it may be removed the state-approved list of SES providers. Applicant agrees to abide by the conditions set forth in the contract with the school district, including the payment schedule, rates, and any facility user fee arranged with the school district, that complies with Section 1116(e)(3) and (6) of the No Child Left Behind Act of 2001 pertaining to agreements and amounts for SES. If the applicant operates multiple sites, applicant agrees to provide services only at individual sites that meet all criteria independently.
3. Applicant agrees to deliver services to the minimum number of students at each site in each school district for which it is approved and for which a signed contract has specified the minimum number of students to be enrolled at each site. If the applicant refuses to serve the minimum number of students enrolled at each site for which it was approved and contracted, the applicant will be removed immediately from the approved list for the current school year for that school district, and will be ineligible to apply for approval to provide services in the state for the following year.
4. Applicant agrees to abide by ethical business practices, as adopted by the Education Industry Association in its Code of Professional Conduct and Business Ethics for Supplemental Educational Services Providers (See http://www.educationindustry.org/documents/Code_of_Standards_and_Ethics_11-15-05.pdf) for the Education Industry Association's Code of Professional Conduct and Business Ethics for Supplemental Educational Services Providers, Amended November 15, 2005.

5. Applicant agrees to provide auditable documentation of services provided to each student, including enrollment, attendance, assessments, etc. Applicant and its contractors will maintain books and records relating to the provision of SES and necessary to support amounts charged to school districts for SES. Books and records, including information stored in databases or other computer systems, will be maintained by the applicant and its contractors for a period of five years after the date of final payment under the school district's agreement. Books and records required to be maintained hereunder will be available for review or audit, either on-site or as otherwise requested by district, state, and federal agencies. Books and records required to be maintained hereunder will be available for review or audit to agency representatives during normal business hours, with or without notice from district, state, and federal agencies. The applicant and its representatives will fully cooperate with any such review or audit.
6. Applicant will assure that SES are available in locations accessible to individuals with disabilities, to the extent required by section 504 of the Rehabilitation Act of 1973 (29 U.S.C. §794) and the Americans with Disabilities Act (42 U.S.C. §§12101 et seq.)
7. Applicant will not apply additional admission criteria on eligible students other than permitted under the No Child Left Behind Act, Public Law 107-110, Title I, Part A Section 1116(e).
8. Applicant will notify the school district and FDOE of any changes in contact information. If the contact information is not current and FDOE cannot reach the applicant, as an approved provider, the applicant will be removed from approval list within 60 days.
9. Applicant agrees to limit its distribution of any incentives to students, other than that which directly relates to academic services provided, and not to exceed a monetary value as designated in the contract with the school district.
10. Applicant agrees that it may be removed from the list if any false information is found to have been provided in its application or to parents.
11. Applicant shall agree to be responsible for payment of all taxes and fees resulting from payment from school districts for services.
12. Applicant assures that all instruction and content are secular, neutral, and non-ideological.
13. All documents contained in or submitted with the application shall become the exclusive property of FDOE and may be distributed or displayed in any manner deemed necessary by the agency.
14. Applicant understands that its status as an approved provider is non-transferable.

15. Applicant agrees that it is an independent entity separate from FDOE, and that FDOE is not obligated to approve an application, provide funds, or endorse any application submitted. This application does not commit FDOE to pay any costs incurred.

16. To the fullest extent permitted by law, the applicant and its organization agree to indemnify, defend and hold harmless FDOE, the State of Florida, and their respective agents, officers and employees from and against any and all claims, demands, suits, liabilities, injuries (personal or bodily), property damage, causes of action, losses, costs, expenses, damages or penalties, including without limitation reasonable defense costs and legal fees arising or resulting from, or occasioned by or in connection with (i) any bodily injury or property damage resulting or arising from any act or omission to act (whether negligent, willful, wrongful or otherwise) by the applicant or its organization, its subcontractors, anyone directly or indirectly employed by them or anyone for whose acts they may be liable; (ii) failure by the applicant and its organization or its subcontractors to comply with any laws or regulations applicable to the performance of SES; (iii) the breach of any representation or assurance provided by the applicant and its organization in this application; or (iv) any act of infringement of any existing patent or copyright or any unauthorized use of any trade secret.

I, THE UNDERSIGNED, CERTIFY that I am an individual authorized to act on behalf of the organization in submitting this application and assurances and that all of the information provided herein is true and accurate, to the best of my knowledge. I understand that, if any of the information contained herein is found to have been deliberately misrepresented, that may constitute grounds for denying the applicant's request for approval to be placed on the list of approved supplemental educational services providers or for removal from that same list. I further certify that the organization will comply with all of the assurances set forth herein. Failure to comply with the assurances during the school year may result in removal from the state-approved list and potential ineligibility to apply for approval for the following school year.

Signature of Applicant

Date signed

Printed Name

Name of Agency/Company/Group

Note:

1. Printed name and original signature must match.
2. Use blue ink color for original signature.
3. "By", "for," or initials will not be accepted.
4. Rubber stamp signatures will not be accepted.

ATTACHMENT B: INTERNET STATEMENT OF ASSURANCES

The following assurances are required of all applicants for approval as supplemental educational services providers. Please print this attachment, sign in blue ink, and mail with the Cover Page to the address stated previously.

Assurances signed by officials other than the head of the providing agency must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to assurance pages.

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

The following guidelines define "appropriate use" of the Internet.

1. Transmitting any material in violation of any U.S. or state regulation or school board policy is prohibited. This includes, but is not limited to, copyrighted material and threatening or obscene material.
2. All content transmitted via e-mail or the Internet shall be secular, neutral, and non-ideological.
3. Hate mail, harassment, discriminatory remarks, and other antisocial behaviors are unacceptable in Internet and other network communication.
4. All information accessible via the Internet should be assumed to be private property and subject to copyright protection. Internet sources should be credited appropriately, as with the use of any copyrighted material.
5. Applicant has a responsibility to respect the privacy and property of students. Applicant should not intentionally seek information about, obtain copies of, or modify, files, data, or passwords of other users.
6. For the safety of students, applicant must not request or provide any personal information, such as addresses, phone numbers, or photographs.
7. Applicant should not expect that files are private. State and school district representatives, including school administrators, as well as parents, may review files and communications at any time to ensure that the network is being used responsibly. Applicant must gain written parental permission before communicating with students under the age of 13¹ via e-mail or the Internet.

¹ As defined in Title XIII – Children’s Online Privacy Protection Act of 1998

8. If students will be using a school computer to access information from an applicant, the applicant must abide by all school and school district policies and procedures regarding computer/Internet use.

PENALTY FOR VIOLATION OF INTERNET RESPONSIBILITIES:

Failure to follow appropriate practices will result in immediate removal of the applicant from the Florida Department of Education's Approved Supplemental Educational Services Provider List. *When applicable, law enforcement agencies may be involved.*

I, the undersigned, as a representative of _____, agree that all tutors/instructors employed by this organization will be notified of all guidelines regarding appropriate use of the Internet and will agree to abide by them.

_____	_____
Signature of Applicant	Date signed
_____	_____
Printed Name	Name of Agency/Company/Group

- Note:**
1. Printed name and original signature must match.
 2. Use blue ink for original signature.
 3. "By", "for," or initials will not be accepted.
 4. Rubber stamp signatures will not be accepted.