
*So What Does SES Have To Do With
My District?*

MAASFEP Conference
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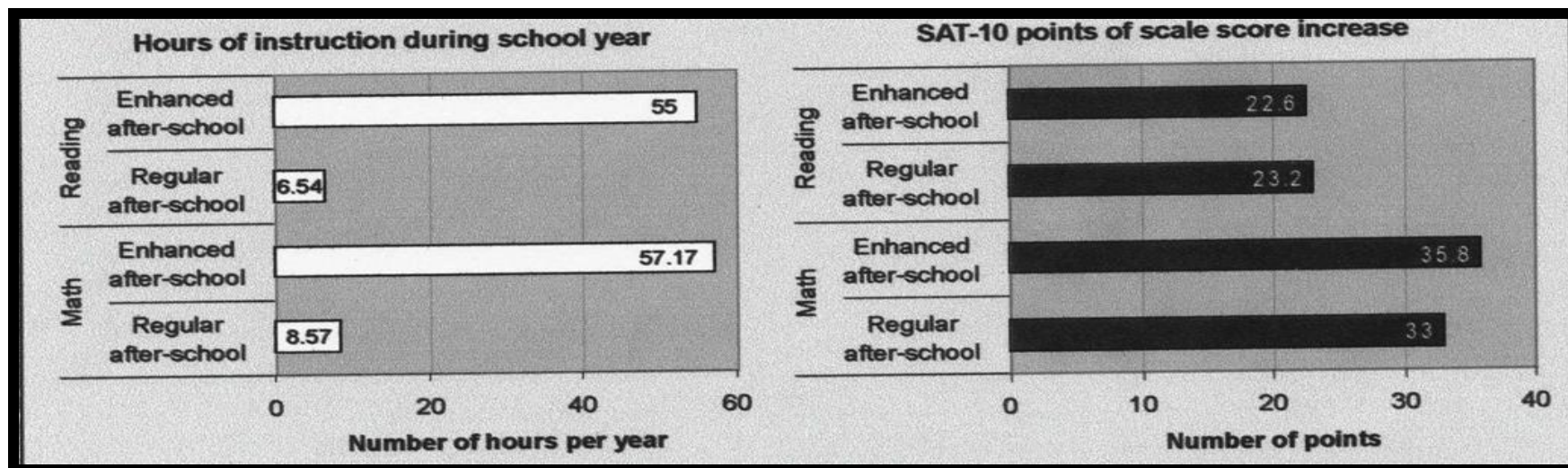
Supplemental Educational Services (SES)
Glory Kibbel

What does the research say about *Out of School Time Education?*

After-school –does it make a difference?

Education research firm MDRC found after-school programs that dedicate 45 minutes to direct subject-matter instruction in small groups can better improve elementary students' participation in reading and math and increase students' math academic achievement as compared to regular after-school programs.

The group studied students in grades 2-5 in 50 school- and community-based after-school centers in 13 states, rating their growth using abbreviated forms of the SAT-10 test in reading and math. Students were randomly selected to participate in the schools' regular after-school programs — generally a mix of homework help, multi-subject tutoring, activities and single-subject tutoring — or enhanced after-school programs, which included 45-minute direct instruction sessions. As the charts show, students in the enhanced sessions received significantly more after-school hours of subject-matter instruction over the course of the academic year. Those in such math programs achieved statistically significant growth in math, though not in reading.



Effect Size

An effect size is a statistic that measures the magnitude of a program's impact on a particular outcome.

Effect sizes can be benchmarked against those reported in other studies.

Aspirin on heart disease $d = .03$

Class size reductions on math achievement $d = .23$

School-based substance abuse prevention programs on drug & alcohol use $d = .09$

Standardized Test Scores

Significant gains in math scores over two years

Program Only vs. Low Supervision - 12 percentiles

Program Plus vs. Low Supervision - 20 percentiles

Effect sizes for math gains

Program Only vs. Low Supervision – $d = .52$

Program Plus vs. Low Supervision – $d = .73$

Academic-related Skills

Significant gains in work habits and task persistence

Program Plus vs. Low Supervision

Gains in work habits ($d = .35$)

Gains in task persistence ($d = .30$)

Gains in grades ($d = .25$)

Program Only vs. Low Supervision

Gains in work habits ($d = .31$)

Gains in task persistence ($d = .23$)

Purpose

- Participants will understand the process for implementing supplemental educational services (SES)
- Participants will be given SES resources

General Information

Acronyms and Terms

- ARRA – American Recovery and Reinvestment Act of 2009
- AYP – Adequate Yearly Progress
- EPLS – Excluded Parties List System (federal debarment issues; see slide 22 and Resources)
- IEP – Individual Education Plan (Special Education)
- ILP – Individual Learning Plan (SES)

...more – see next >

Acronyms and terms, continued

- LEA – Local Education Agency (district, charter school or cooperative)
- MDE – Minnesota Department of Education
- NCLB – No Child Left Behind
- OST – Out of School Time
- PPA – Per-Pupil Allocation
- SEA – State Education Agency
- SES – Supplemental Educational Services

AYP Consequences

- Stages of consequences
 - Yr. 1 Stage 0 (no sanction)
 - Yr. 2 Stage 1 (school choice)
 - **Yr. 3 Stage 2 (school choice and SES)**
 - **Year 4 Stage 3 (school choice , SES & corrective action)**
 - **Year 5 Stage 4 (school choice , SES & prepare for restructuring)**
 - **Year 6 Stage 4 (school choice, SES)**

Consequences

- **School Choice:** Students attending a Title I school not making AYP for 2 or more consecutive years may transfer to another school that has not been identified for school improvement.
- **SES:** Students who are in a school that has not made AYP for 3 years must be offered choice and SES.
- These consequences continue until the school has made AYP for two consecutive years.

What if.... No Eligible Schools

- If all public schools to which a student may transfer within an LEA are identified for school improvement, corrective action, or restructuring, the LEA...
 - (1) Must, to the extent practicable, establish a cooperative agreement for a transfer with one or more other LEAs in the area; and
 - (2) May offer supplemental educational services to eligible students.

Essentials

Basics

Cost

Per-pupil Allocation

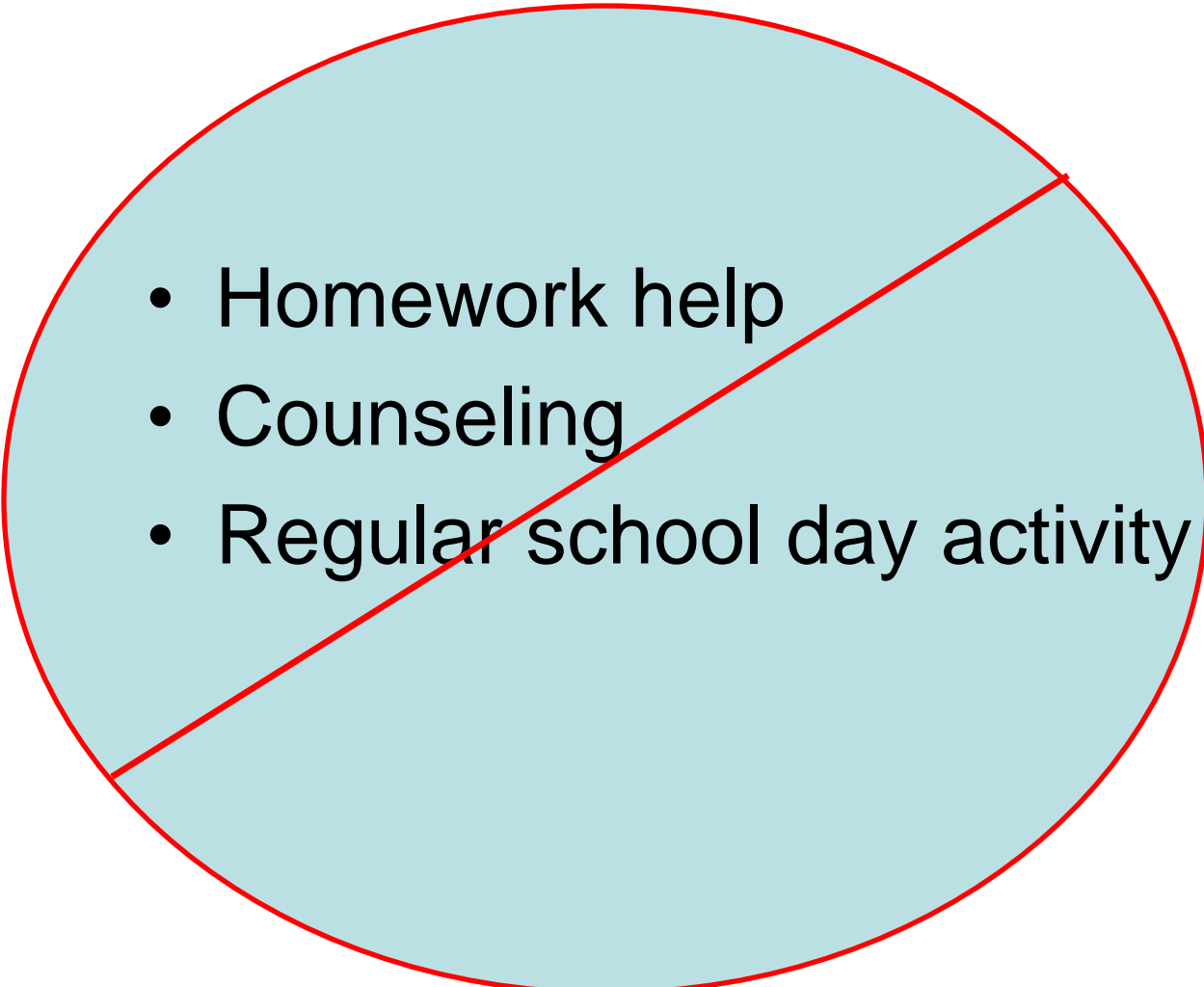
What Does SES Mean?

- Additional academic instruction:
 - Tutoring
 - Remediation
 - **Outside of the regular school day**
 - Small group, one-on-one, online
- Notification to parents of eligible students at the beginning of the school year
- Student Eligibility:
 - Most LEAs use free and reduced-price lunch information to determine low income; use the same data you use to allocate Title I Part A funds to schools.
 - All low-income students are eligible, both free and reduced-price lunch students are considered low income.
 - Eligibility does not depend on whether the student is receiving Title I services.

What Does SES Mean - continued

- Tutoring is available from providers with demonstrated record of effectiveness and must increase student achievement.
- Providers are approved by the Minnesota Department of Education (MDE) and selected by parents.
- Provider curriculum must be aligned with SEA academic standards
- Provider must have an understanding of LEA instructional strategies.
- Tutoring program must be research-based.

What SES Does NOT Mean:

- 
- Homework help
 - Counseling
 - Regular school day activity

What is the Cost of School Choice and SES?

- The law establishes joint funding for choice-related transportation and SES [Section 1116(b)(10)]. Unless a lesser amount is needed to meet demand for choice-related transportation and to satisfy all requests for SES, an LEA must spend an amount equal to 20 percent of its Title I, Part A allocation (the “20 percent obligation”) on:
 - Choice-related transportation;
 - SES; or
 - A combination of (1) and (2).
- The Title I allocation cannot be reduced prior to this calculation ...more, see next

Choice and SES Costs, continued

- In addition to paying for choice-related transportation and SES, an LEA may spend up to 1 percent of its 20 percent obligation on parent outreach and assistance [34 C.F.R. 200.48(a)(2)(iii)(C)].

[NCLB Supplemental Educational Services Non-Regulatory Guidance, January 14, 2009, hereinafter: SES Guidance]

- LEA must determine the 20% set-aside before distributing funds to schools.
- LEA must meet its 20 percent obligation. If an LEA spends less than the amount needed to meet its 20 percent obligation, then it must either: (a) spend the remainder of that obligation in the subsequent school year; or (b) meet the criteria in 34 C.F.R. §200.48(d)(2)(i). (See L-1, page 50.)
- If LEA has no demand for choice transportation, then NCLB requires full 20% be spent on SES.
- If only one school in the LEA is identified, then LEA must spend the full 20% on students at that one school.
- LEA can use non-Title I dollars to meet Choice/SES obligations.

Per Student Expense

- MDE determines the per-pupil allocation (PPA) amount for each LEA. The amount changes each year for each LEA.
- Each SES student must get the lesser of:
 - The per-pupil allocation (PPA) or
 - Actual cost of services student receives.
- If LEA flexes dollars into Title I, these funds must be added to the calculation.
- For 2009-10, an ARRA waiver may affect the amount of the PPA.

What if ... demand is greater than the 20% set-aside?

- Set priorities and include them in SES notification letter to parents
- Serve lowest achieving students (rank order highest need to lowest)

LEA Responsibilities

An LEA must:

- Annually notify parents about the availability of services.
- Help parents choose a provider, if requested.
- Apply fair and equitable procedures for serving students if not all students can be served.
- Enter into a service agreement with a provider selected by parents of an eligible student.
- Assist MDE in identifying potential providers within the LEA.
- Protect the data privacy of students who are eligible for or receive SES.
- Meet its 20 percent obligation.

[See Guidance E-1, page 23 – 24]

- Prominently display on its Web site the following information regarding SES:
 - Beginning with data from the 2007-2008 school year, and for each subsequent school year, the number of students who were eligible for and the number of students who participated in SES,
 - and for the current school year, the list of providers approved by MDE to serve in the LEA and the locations where services are provided
- An LEA should display this information on its Web site in a place that is visible and easy for parents to locate.

Suggested LEA Website Content

- An LEA's Web site should include information on which providers are able to serve students with disabilities or LEP students, and other information, such as the LEA's SES timeline and procedures for student enrollment, to help parents make informed decisions about their SES options. Additionally, an LEA could include information, obtained from the SEA's Web site, on the LEA's 20 percent obligation and per-pupil allocation. [SES Guidance, G-13, page 32]

Providers and Contracts

1. Applications are submitted by prospective providers and then reviewed for approval by MDE
2. Successful applicants are placed on the list of approved Minnesota providers for 3 years
3. LEA identifies eligible students and notifies parents of opportunity for SES
4. Parents select provider
5. LEA enters into agreement with provider to obtain services
6. Providers tutor students
7. Providers are paid by the LEA's SES set-aside from Title I NCLB funds, not by the state

- Providers can be:
 - Faith-based or community-based organizations
 - Online/distance learning
 - Other school LEAs, charter schools or regional offices of education.
 - Private schools
 - LEA provider
 - Individuals
 - For profit entities
- Approved provider lists are published on MDE's website.
 - MDE Academic Excellence School Choice Public School Choice SES See Resources for link
 - Posted list contains information for each LEA required to offer SES

Contacting Providers

- Contact each provider on the MDE list, for your LEA, asking if they intend to provide services in your area.
- Include contact information, a copy of the LEA contract, date of your provider in-service session, dates of any provider fairs to be held, etc.

LEA Notification to parents must -

- Explain how parents can obtain SES for their child.
- Identify each MDE-approved provider that is willing to serve students.
- Describe the services, qualifications and evidence of effectiveness for each provider.
- Indicate providers that are able to serve students with disabilities or LEP students.
- Include an explanation of the benefits of receiving SES.

[SES Guidance G-2, page 28]

LEA notification format to parents should:

- be easily understandable, in a uniform format, including alternate formats upon request and to the extent practicable, in a language parents can understand, and
- clear and concise, and clearly distinguishable from other information on school improvement that an LEA sends to parents.

[SES Guidance G-3, page 28]

Providers Must -

- Provide the LEA and parents information about the progress of the children they serve (easy to understand format).
- Ensure instruction is consistent with the instruction provided by the LEA and aligned with State Academic Standards.
 - LEA may want to provide access to district outcomes
- Meet all applicable federal, state and local health, safety, and civil rights laws.
- Ensure all instruction is secular, neutral, and non-ideological.

How Do Rural Districts Find Providers?

- Check list of approved providers for those who will serve state-wide
- Service Coops
- Call for ideas.

Agreements/Contracts

- LEAs may impose provisions that are no more burdensome than what districts require of other contractors.
 - Fingerprinting, background checks, TB testing
 - Insurance, fees for facilities, auditing of records
 - Inspections, monitoring of services, compliance
 - Limited incentives – monetary level, type, etc.
 - Payment schedules – (based on student attendance; recommend monthly)
 - Contracts exceeding \$25,000 should include assurance of provider's ability to do business with federal government; Excluded Parties List System (EPLS) see Resources slide

Agreements/Contracts

- LEAs cannot change requirements that the provider was approved on, such as:
 - Curriculum
 - Assessment tools
 - Staff requirements

- The LEA must enter into an agreement with a provider and that agreement shall:
 - Require the LEA to develop in consultation with the parents and provider:
 - Statement of specific achievement goals
 - How achievement will be measured
 - Timetable for improving achievement
 - In case of a student with disabilities, is consistent with student's IEP
 - Describe how the student's parents and the student's teacher will be regularly informed of progress by provider

- Provide for termination if provider is unable to meet goals and timetables (student by student vs. as a whole)
- Contain provisions with respect to making payments to the provider by the LEA
- Prohibit the provider from disclosing to the public the identity of any student they serve without parent's written permission
- Contain assurance that SES will be provided consistent with applicable health, safety and civil rights laws

- Parents may request a change in provider.
 - Allowing a change is not required, however:
 - Advantages
 - Meet parent demand for flexibility
 - Lets parents get students away from problem situations
 - Disadvantages
 - Creates budget chaos
 - Imposes record-keeping burden at LEA and MDE

- A change does not increase the per pupil allocation.
 - Ex: PPA is \$1000. For student X you pay provider A \$600. Only \$400 is available if student switches to provider B.
- Obtain parental request and confirmation in writing prior to switching providers.

LEAs Can Apply to be a Provider

- Directly, or entity on behalf of LEA
- Directly: LEA is eligible to serve as a provider if it is not in Needs Improvement status.
 - LEA submits an application.
 - Must competitively apply with other providers. No preferential treatment for LEA provider.
 - LEA receives a provisional approval, since it must be removed if it becomes identified for improvement.

LEA-related Entity as Provider

- The *LEA Addendum* to the Standard SES Application emphasizes separation of district-wide entities, such as Community Education or 21st Century CLC from the district itself. Such an entity could apply, and if approved, would not be subject to AYP identification.
- In either case:
 - LEAs are strongly urged to separate the functions of SES administrator from those of SES provider to avoid the appearance of conflict of interest.
 - Maintain separate fiscal records for students who select LEA's SES services.
 - See Resources for link to sample SES application.

Keep Good SES Records, such as:

- Initial 20% set-aside, and how allocated.
- Parental notification, set-aside, options and deadlines.
- Number of parents accepting/declining choice/SES.
- Students being served by provider and number of hours served.
- Dates on which excess funds are reallocated.
- Purposes for which funds reallocated.

NOTE: Carryover from SES/choice is included in the 15% carryover limitations.

U.S. Department of Education

SES Guidance: <http://www.ed.gov/nclb/choice/help/ses/guidance.html>

ARRA Guidance: <http://www.ed.gov/policy/landing.jhtml>

Public School Choice Guidance:

<http://www.ed.gov/policy/elsec/guid/schoolchoiceguid.doc>

Education Industry Code of Ethics: <http://www.educationindustry.org>

Excluded Parties List System (EPLS): <https://www.epls.gov/>

MDE

Sample Minnesota SES Application and list of approved providers:

http://education.state.mn.us/MDE/Academic_Excellence/School_Choice/Public_School_Choice/Supplemental_Education_Services/index.html

MDE Website link to information about student transportation:

http://education.state.mn.us/MDE/Accountability_Programs/Program_Finance/Transportation/index.html

Minnesota Rule (3512.5400) Selected Revisions

Subpt 8: School district responsibilities

Each district required to offer SES shall:

- Assist with data collection for evaluation of providers chosen to serve its students
- Provide survey feedback regarding providers chosen by parents in its identified schools
- Cooperate in the facilitation of survey administration
- Facilitate communication concerning its students between its teachers and the chosen providers

- LEA must report to MDE if an approved provider withdraws from serving the LEA after it has signed a contract or letter of intent and the minimums per site set by the provider have been met.
- LEA shall cooperate with MDE to facilitate evaluation and monitoring of providers by providing requested information during the monitoring.

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