

REQUEST FOR PROPOSAL

SUPPLEMENTAL EDUCATIONAL SERVICES PROVIDERS

School Year 2009-2010

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



Issued by:



**The Colorado Department of Education
Office of Teaching and Learning**

Proposals due to Colorado Department of Education on:

Wednesday, August 26, 2009 by 4:00 p.m.

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Office of Federal Programs
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Background

As part of the federal **No Child Left Behind Act** (NCLB) of 2001, any school district with a school that is in its second year of School Improvement, on Corrective Action or in Restructuring shall:

- a) Arrange for the provision of Supplemental Educational Services to eligible children in the school from a provider with a demonstrated record of effectiveness or a high probability of success
- b) Ensure that the selection of the provider of supplemental educational devices shall be selected by the parents in cooperation with the school district of residence and approved for that purpose by the State Educational Agency (SEA) [Section 1116(e)(1)].

Supplemental Educational Services (SES) means academic instruction that is offered outside the regular school day and designed to increase the academic achievement of low-income students in low-performing schools. These services may include academic assistance such as tutoring, remediation and other educational interventions, provided that such approaches are consistent with the content and instruction used by the district and are aligned with the State's academic content standards. Supplemental Educational Services must be high quality, research-based, and specifically designed to increase student academic achievement.

The main purpose of Supplemental Educational Services is to:

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

It is required that instruction be in the areas of reading and math in order to assist students to achieve to Colorado's standards, as demonstrated by improved Colorado Student Assessment Program (CSAP) scores.

Purpose

The purpose of this Request for Proposal (RFP) is to identify qualified providers of Supplemental Educational Services to be included on the 2009-2010 Approved Supplemental Services Provider list. This is not a competitive grant in that as many providers can be included on the approved provider list as meet the criteria specified below. Furthermore, approval during the RFP process entitles a provider to be placed on a list districts will send to low-income parents at eligible schools. There is no guarantee that any provider selected to be on the approved provider list will be selected by parents to serve students. Parents are provided the list by the school or district and choose the Supplemental Educational

Service provider that best suits their child's needs. The Colorado Department of Education does not hire tutors or pay for services. The cost of tutoring is paid for by the school district from its Title I, Part A allocation. The list of approved providers will be maintained by the Colorado Department of Education and will indicate which of the approved providers offer Supplemental Educational Services in each school district.

NCLB requires that the State promote maximum participation by providers to ensure, to the extent practicable, that parents have as many choices as possible. The State approved list will be updated in September. The Colorado Department of Education maintains the prerogative to remove any Supplemental Educational Services Provider from the list at any time.

Eligibility Requirements

To be included on the approved list of Supplemental Educational Services providers, applicants must meet the following criteria:

- Have a demonstrated record of effectiveness of increasing student academic achievement in reading/language arts and/or mathematics;
- Provide Supplemental Educational Services that are consistent with the instructional strategies of the Local Educational Agency (LEA) and aligned with State academic standards (Colorado Model Content Standards are available at www.cde.state.co.us/index_stnd.htm);
- Provide instruction that is of high quality, research-based, and specifically designed to increase academic achievement of eligible children on state assessments and attain proficiency in meeting the State's academic achievement standards. Reading instruction must be scientifically based, proven to be effective, and consistent with the National Reading Panel Report criteria (www.nifl.gov);
- Be financially sound;
- Provide instruction that is secular, neutral and nonideological; and
- Meet all applicable Federal, State, and local health, safety, and civil rights laws.

Eligible Service Providers

The term Provider is defined as a non-profit entity, a for-profit entity, or a school district. Entities eligible to apply to provide Supplemental Educational Services may include, but are not limited to:

- Community agencies;
- Charter schools;
- Districts;
- Private schools;
- Individuals;

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

Please note: Districts on NCLB Improvement may submit an application to become a SES provider if the criteria set forth by the USDE are met and can receive conditional approval.

Responsibilities of the Approved Provider

Entities included on the Approved Supplemental Services Provider list must:

- Ensure that the instruction provided is aligned with Colorado student academic achievement standards and, in the case of a student with disabilities, is consistent with the student's individualized education program under section 614(d) of the Individuals with Disabilities Education Act. Please note this does not mean that the instructional content and methods must be identical to those of the district but must share a focus on the same State academic content and achievement standards, and be designed to help students meet those standards.
- Not refuse services to a student based on academic standing or identification as a special needs student or English Language Learner.
- Deliver services.
- Provide parents of children receiving Supplemental Educational Services and the appropriate school/district with information on the progress of the children in increasing achievement in a format and, to the extent practicable, in a language that such parents can understand.
- Ensure all individuals who will interact with students are fingerprinted and background checked pursuant to CDE teacher licensure procedures (www.cde.state.co.us/index_license.htm).
- Assist the State in monitoring the effectiveness of the tutoring program.
- Engage in an agreement that includes:
 - A statement of specific achievement goals for each student receiving Supplemental Educational Services based upon the specific educational needs of the child as determined by a pre-test;
 - A description of how student progress will be measured;
 - A timetable for improving achievement; and
 - The amount of instructional time to be provided.
- Provide the location where services will be delivered.

- Provide a description of how parents, teacher(s) and the school district will be regularly informed of student progress.
- Demonstrate provisions for the termination of such agreement.
- Demonstrate provisions for the payment for services to the provider.
- Provide an assurance from the provider that the identity of any student eligible for or receiving Supplemental Educational Services will not be disclosed without the written permission of the parents of the student.
- Include a description of the research-based program to be utilized with specific references.
- Provide the qualifications of staff responsible for the delivery of the instructional program.
- In the case of a student with disabilities under IDEA or a student covered under Section 504, the Supplemental Educational Services plan must be consistent with the student's individualized education program under Section 614(d) of the IDEA or the student's individualized services under Section 504.
- Provide required evaluation information to Colorado Department of Education.

Responsibilities of the School District

Qualifying school districts are required to:

- Identify eligible students. Eligible students are all students from low-income families who attend Title I schools in 2nd year of School Improvement, Corrective Action or Restructuring. If funds are limited, a district must give priority to the lowest achieving eligible students.
- Notify parents annually (in an understandable and uniform format, and, to the extent practicable, in a language the parents can understand) regarding:
 - The availability of Supplemental Educational Services;
 - The approved providers available to families as determined by the State; and
 - A brief description of the services, qualifications, and demonstrated effectiveness of each approved provider to assist the parent in selecting a provider.
- Contact providers selected by the parents and enter into a contractual agreement on behalf of the student.
- Monitor the "Responsibilities of the Approved Provider" listed in the section above.
- Provide individual student identifiers to provider.

Providers that are not districts please note: Districts are not required to provide transportation to services offered away from the school location. Districts are also not required to provide space or resources (i.e., staff, computers, copies, facility). A provider may contract with a

district/school if they choose to enter into an agreement with a provider. However, a district may require additional fees for the use of space and the provider must ensure that there will be on-site supervision of students.

Role of Parents

Parents are responsible for:

- Choosing a provider for their child from the Supplemental Educational Service providers identified by the State for the school district;
- Developing and identifying specific academic achievement goals for the student, measures of student progress, and a timetable for improving achievement with the school district and provider;
- Ensuring that their child attends the program regularly; and
- Changing or terminating services, if they are not satisfied.

Funding

The district is responsible for paying the provider for services rendered from its Title I, Part A allocation. The statute limits the per-child cost for Supplemental Educational Services to the district's per-child allocation under Title I, Part A or the actual cost of the Supplemental Educational Service, whichever is less. The per-child allocation of Title I funds to districts varies widely in Colorado, ranging from roughly \$900 to \$2,000. The 2009-2010 Title I Per-Pupil Amounts are available for the districts required to offer Supplemental Educational Service at www.cde.state.co.us/FedPrograms/improvement/SuppServices.asp.

Please note a district is not required to spend more than 20% of its Title I, Part A allocation on the Public School Choice and Supplemental Educational Services provisions.

Duration

NCLB requires a district must continue to offer Supplemental Educational Services until a school is no longer on Improvement.

Monitoring

The Colorado Department of Education, in cooperation with the applicable school district, is required to monitor the quality and effectiveness of the services offered by approved providers and to withdraw approval from providers that fail, for two consecutive years, to contribute to increasing the academic proficiency of students to whom they provide services or that fail to meet any of the other eligibility requirements or assurances. A violation of any of the above referenced

Provider Responsibilities or any of the stipulations in the **Assurance Form** constitutes grounds for immediate removal from the state list.

In order to determine the effectiveness of approved providers, CDE has developed an online database to collect the information necessary for evaluation. Providers are required to input data into the system on a monthly basis. Approved providers will be offered a training on the database in September 2009. At a minimum, providers will be required to report on the following:

- Names of students served;
- Number of hours each student receives services;
- Number of sessions attended by each student;
- Students' goals;
- Students' results from provider's pre and post test;
- Cost paid by district per pupil; and
- Number of times parent was notified of progress.

Resources

Detailed information regarding Supplemental Educational Services in Colorado is available at:

<http://www.cde.state.co.us/FedPrograms/improvement/SuppServices.asp>.

For information regarding No Child Left Behind (NCLB) visit: www.ed.gov.

Review Process

The format outlined below must be followed in order to assure consistent application of the evaluation criteria. The **original plus 4 copies** must be received at CDE by Wednesday, August 26, 2009. In addition to the 5 hard copies, **an electronic copy of the application must be submitted to bamberry_l@cde.state.co.us**. The electronic version should include all required pieces of the application as one document. Only one copy of the pre and post assessment needs to be submitted and it does not need to be submitted electronically. **Faxes will not be accepted**. Incomplete or late proposals will NOT be considered.

The written submission of the application will be reviewed by a group of readers who have experience with Supplemental Educational Services in Colorado. Grants will be scored using the attached rubric. Only proposals scoring at a minimum of 68 points on the attached rubric will be approved. This is not a competitive grant in that as many providers can be included on the list of approved providers as score a minimum of 68 points on the rubric. Applicants that do not meet the qualifications will be notified and may reapply in future years.

Timeline

Week of July 20 th	Request for Proposals available on the CDE website
August 26 th	Application must be received by CDE
Week of September 14 th	Applicants will be notified of the status of their proposal
October 1 st	Schools identified as 2 nd year School Improvement, Corrective Action or Restructuring will notify low-income parents of their eligibility for SES
November 15 th	Tutoring services will begin on or before this date

Networking Day

In September 2009, there will be a Title I Director's Meeting. Approved providers are invited to attend this to better understand the process of contracting with eligible districts and the overall implementation process. District personnel will also be in attendance to meet with providers. Furthermore, there will be the opportunity for approved providers to set up a table to better illustrate your program. Specifics regarding this meeting will be sent to all approved providers during the summer.

Required Format

- Applications should only include the RFP questions and the organization's response to those questions and additional required elements (see below). Do not send the full RFP as part of the organization's application;
- All pages must be standard letter size, 8-1/2" x 11" using no smaller than 12 point font and 1-inch margins;
- Use a document footer with the name of the entity and page numbers;
- The total narrative cannot exceed 10 pages, single-spaced. The 10 pages are in addition to the Application Form, Service Summary Chart, Assurance Form, Appendix A, B and C and pre and post assessments;
- Staple the pages of the original and each copy of the proposal. Please do not use tabs, paperclips, rubber bands, binders or report covers;
- Allowable attachments are limited to letters of reference and printed brochures describing the services provided. Please note, an electronic version of the application must be submitted on CD or flash drive. Any attachments must also be sent electronically. Reviewers will not be required to read additional attachments. Attachments such as CDs, videotapes, or other multimedia productions cannot be accommodated; and
- The electronic version of the application should be submitted as one complete document. This document should not include the pre and post assessments.

Required Elements

A complete application includes:

- ☐ Application Form
- ☐ Narrative
- ☐ Appendix A and C (Appendix B for programs with a math component)
- ☐ Completed Service Summary chart
- ☐ Signed Assurances Form
- ☐ Pre and Post Assessments (only one copy necessary and no electronic version needed.)

Proposals due on or before August 26, 2009 to:

**Lynn Bamberry
Colorado Department of Education
Office of Federal Programs
1560 Broadway, Suite 1450
Denver, CO 80203**

APPLICATION FORM

Name of Entity _____

Contact Person for the Application _____

Address _____

City _____ State _____ Zip _____

Phone _____ E-mail _____

Contact Person for SES in Colorado (*if different*) _____

Address _____

City _____ State _____ Zip _____

Phone _____ E-mail _____

Name of Schools/Districts that your organization will serve if approved

Check the box that defines your organization

☐ Non-profit	☐ For-profit
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Check the one box below that best describes your organization

☐ Boards of Cooperative Educational Services (BOCES)	☐ Family Literacy Program, Even Start or 21 st Century Program
☐ Charter School	☐ For Profit Tutoring Company
☐ Community Agency	☐ Individual
☐ Community College or University	☐ Private School
☐ Distance Learning Provider	☐ Public School or District
☐ District	☐ Other _____
☐ Faith-based Organization	

Service Summary

(Please limit responses to one word or short phrases. This information will be used on CDE's website and sent to parents and school districts.)

Name of Provider	
Schools/Districts to be served if approved by State	
Specific location of service delivery (See Question 3 of Element I)	
If service delivery is not at the student's school, is transportation provided, and, if yes, is there a separate fee? (Note: Districts are not required to provide or pay for transportation.)	
Type of certification of instructors	
Individual or small group (include student teacher ratio)	
Minimum number of students needed in order to provide services	
Maximum number of students able to be served at any particular location	
Grade levels served	
Recommended length of each session	
Recommended number of sessions per week	
Duration of the program (in hours)	
Tutoring available in Reading and/or Math	
Specifics of reporting to parents & school (format, frequency, method of communication)	
Special populations served	
Please provide a description of your program in both English and Spanish. Descriptions will be sent to parents and should be written in a language that is easily understandable. Attach additional sheet if necessary. Limit description to 150 words. Sample program descriptions are available at http://www.cde.state.co.us/scriptscfpu/ssp/SuppSerSearch.asp.	

Assurances and Signature Form

In submitting this application to be included on the Colorado Department of Education Approved Supplemental Services Provider List, I certify that:

1. The organization meets all application federal, state, and local health, safety and civil rights laws.
2. All individuals who will interact with students are fingerprinted and background checked pursuant to CDE teacher licensure procedures.
3. All instruction and content are secular, neutral and nonideological.
4. All qualified children whose parents request services from the organization will be served equally, without restriction.
5. The organization will not disclose to the public the identity of any student eligible for or receiving Supplemental Educational Services without the written permission of the parent.
6. The organization is financially stable and will be able to complete services to the student and the school.
7. The organization will begin to offer services on or before November 15th.
8. The organization will not apply additional admission criteria to eligible students.
9. The organization will provide the State and district any information needed to determine the effectiveness of the program. All information will be submitted within the timeframe established by the State.
10. I understand that the organization will be removed from the state approved list of providers in the event that it is unable to enact the elements described in the Request for Proposal.
11. I understand that a Performance Agreement which addresses acceptable business practices with regards to Supplemental Educational Services in Colorado will be sent to me and must be signed.

Signature of Authorized Representative

Print Name

Date

SUPPLEMENTAL SERVICES EVALUATION RUBRIC

Element I: Program	____/20
Element II: Staff	____/25
Element III: Research Based and Program Effectiveness	____/25
Element IV: Evaluation/Monitoring	____/20
Element V: Pricing	____/10

TOTAL POINTS	____/100
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GENERAL COMMENTS: *Please indicate support for scoring by including overall strengths and weaknesses. These comments are used on feedback forms to applicants.*

Strengths:

-
-
-

Weaknesses:

-
-
-

Required Changes:

-
-
-

Recommendation:

Approved: ____

Not approved: ____

Supplemental Educational Services Rubric

Overall Score: _____/100 [Must score at least 68]

Part II: Application Narrative

Element I: _____ Program _____ 20 points

1. Provide an overview of the instructional program that will be offered to students. Include a brief history of the program, the process for delivering services and the structure of program. If applying as a district service provider, outline how the supplemental services program will align with or be different from what is already in place in the district. Complete attached Service Summary chart (p. 12).
2. How do students receive constant and systematic feedback about their academic progress?
3. Where are services offered? A district/school is not required to provide space in the school building. A provider may contract with a district/school if they choose to enter into an agreement with a provider. However, a district may require additional fees for the use and the provider must ensure that there will be on-site supervision. If your program will be using school sites, a letter must be submitted to CDE with this application or before August 31, 2009 stating that the district will allow the provider to use district space if chosen by parents for tutoring services. An organization cannot become an approved provider for that district until that letter is received by CDE. A list of schools that may be required to offer Supplemental Educational Services during the 2009-2010 school year is available at:
www.cde.state.co.us/FedPrograms/improvement/SuppServices.asp.
4. For distance learning providers, include information on how and where children will access online services. If the program will be accessed outside of the student's home discuss the supervision that will be provided while children are participating in the program. Identify any costs to the student in addition to the amount paid by the district for accessing computers, an internet connection and/or software.
5. If applicable, indicate the special groups (e.g., English language learners, children with disabilities) served by your organization. Include a description of how your program can be adapted to meet the special needs of individual students.
6. Describe how program is clearly aligned with Colorado model content standards.

Evaluation for Element I: Program**20 points**

Level I 0-6 points	Level II 7-13 points	Level III 14-20 points
• Fails to provide an adequate description of the program. • Service Summary Chart not submitted. • Does not address how students will receive feedback on their progress. • Includes no specific location for service delivery. • If applicable, indicates the special groups served but fails to describe how the program accommodates their needs. • Program is not aligned with Colorado model content standards.	• Briefly describes the instructional program. • Service Summary Chart completed but not specific. • Describes ways students will receive feedback on their progress. • Lists districts where the program could be offered but did not provide letters of agreement. • If applicable, indicates the special groups served and offers some description of how the program accommodates their special needs. • Part but not all of the program is aligned to Colorado model content standards.	• Clearly details the instructional program offered by the provider. • Submitted a complete Service Summary chart. • Provides a specific process for students to receive constant and systematic feedback on their progress. • Program has its own site and/or included letters of agreement to use district facilities. • If applicable, provides a clear and thorough description of the special groups served and how the program meets the needs of that particular population. • Program is fully aligned with Colorado model content standards

Total points for element ____/20

Comments:

Element II: Staff**25 points**

1. Describe the qualifications of the personnel who will provide instruction. What do you require of your instructors with respect to knowledge and previous experience?
2. Describe the ongoing training and support instructors will receive from high quality staff leaders to ensure that they effectively administer the program.
3. Describe how the provider determines that instructors are qualified to effectively work with students who are performing below grade level. For providers that work with special populations (e.g., students with disabilities and English Language Learners), describe how the instructors are qualified to effectively work with special populations and any additional training the organization requires.

Level I 0-8 points	Level II 9-16 points	Level III 17-25 points
• Provider does not submit evidence that qualified staff is in place. • Provider does not submit the established criteria to hire staff that has experience and success with teaching. • Does not provide information about professional development. • Provider does not indicate how it determines if instructors are qualified to work	• Provider submits some evidence that staff has experience and success with teaching. • Provider submits some criteria used to hire staff that has experience and success with teaching. • Provides periodic support to staff and briefly discusses the ongoing support that will be available to instructors. • Provider submits some description of how it determines if instructors are qualified to work	• Provider has submitted compelling evidence that qualified staff is in place. • Provider submits the criteria and job description used to hire staff that has experience and success with teaching. • Provides ongoing support to staff and includes a comprehensive plan for ongoing, job embedded professional development and technical assistance from high quality staff leaders for all staff members. • Includes a clear and thorough description of how the provider determines if instructors

with students performing below grade level and/or special populations.	with low achieving students and/or special populations.	are qualified to effectively work with low achieving students and/or special populations.
Total points for element ____/25		

Comments:

Definitions

Scientifically Based Research (SBR): Evidence of instructional effectiveness can come from any of the following sources: (1) Demonstrated student achievement in formal testing situations implemented by the teacher, school district, or state; (2) Published findings of research-based evidence that the instructional methods being used by teachers lead to student achievement or; (3) Proof of reason-based practice that converges with a research-based consensus in the scientific literature. This type of justification of educational practice becomes important when direct evidence is not available (a direct test of the instructional efficacy of a particular method is absent), but there is a theoretical link to research-based evidence that can be traced (*Using Research and Reason in Education: How teachers can use scientifically based research to make curricular and instructional decisions*, Stanovich and Stanovich, 2003).

Characteristics of Effective Intervention Programs and Materials:

- o **Incorporate scientifically-based instructional strategies;**
 - o **Utilize systematic and explicit instruction;**
 - o **Are designed for intensive instruction and to accelerate learning;**
 - o **Are designed for remedial instruction;**
 - o **Rely on data to inform instructional decisions; and**
 - o **Allow for repeated practice opportunities.**
1. Cite and discuss the academic research that supports the instructional method(s) used by your program based on the criteria above. If applicable, discuss how the program is designed to meet the needs of special populations (e.g., students with disabilities and English Language Learners).
 2. Describe how the instructional program incorporates with the five dimensions of reading. The five dimensions are Phonemic Awareness, Fluency, Comprehension, Phonics and Vocabulary. For more information, reference the National Reading Panel Report criteria (www.nifl.gov). Please use the chart in Appendix A (p. 24) to answer this question. The chart can be expanded if multiple pages are needed.
 3. If the program includes a math component, describe how the instructional program addresses with the five strands associated with mathematical proficiency. Please use the chart in Appendix B (p. 25) to answer this question. The chart can be expanded if multiple pages are needed.
 - **Understanding:** Comprehending mathematical concepts, operations, and relations- knowing what mathematical symbols, diagrams, and procedures mean.

- **Computing:** Carrying out mathematical procedures, such as adding, subtracting, multiplying, and dividing numbers flexibly, accurately, efficiently, and appropriately.
 - **Applying:** Being able to formulate problems mathematically and to devise strategies for solving them using concepts and procedures appropriately.
 - **Reasoning:** Using logic to explain and justify a solution to a problem or to extend from something known to something not yet known.
 - **Engaging:** Seeing mathematics as sensible, useful, and doable- if you work at it- and being willing to do the work.
4. Clear show how program is designed to accelerate performance of high risk students.
 5. Provide quantitative evidence to demonstrate the program's effectiveness in increasing student achievement in reading and/or mathematics as measured by the program's pre and post assessment. Include a description of the analyses of all data submitted.

Level I 0-8 points	Level II 9-16 points	Level III 17-25 points
• Little or no research studies provided to support use of the supplemental services program to be used. • Little or no evidence that the program is aligned with the five dimensions of reading. • Program does not support the mathematical proficiency strands (only applicable if there is a	• Some research is provided, but it does not support the use of the program or does not support the use of the curricular program with the population being served, or does not provide a SBR evidence base. • Shows some evidence that the program aligns with the five dimensions of reading. • Discusses how the program supports some of the mathematical proficiency strands (only applicable if there is a	• Proposal provides research to support use of program based on criteria above (see SBR definition). • Using the Appendix A chart the program indicates how the program aligns with the five dimensions of reading. • Using the Appendix B chart the program identifies how the program supports the mathematical proficiency strands (only

math component to the program). • Proposal provides insufficient evidence that use of the intervention materials selected will accelerate student performance. • The evidence and analysis provided does not demonstrate the program's effectiveness.	math component to the program). • Proposal provides minimal evidence of how SBR-based supplemental materials will be used to accelerate performance of high risk students in the program • Includes evidence and analysis of quantitative data that demonstrate the program's effectiveness.	applicable if there is a math component to the program). • Proposal clearly describes how SBR-based supplemental materials will be used to accelerate performance of high risk students in program. • Provides compelling analyses of quantitative data using a statistically significant population. The analysis demonstrates the program's effectiveness in increasing the achievement of students in reading and/or math.
Total points for element ____/25		

Comments:

Element IV: Evaluation/Monitoring**20 points**

1. Submit the pre and post assessment or a sampling of the test that will be administered to establish the academic goals of students and to determine whether students reached the identified goals at the completion of the program. The assessments need to be standardized and consistently applied. In addition, provide a narrative to explain the assessments and their alignment with Colorado student academic achievement standards.
2. Discuss any ongoing assessment that occurs to evaluate the progress of students.
3. Describe how the organization will monitor the effectiveness of its program in improving the reading and/or math achievement of participating students.
4. Describe the process for disseminating student progress data to the school, parents and district coordinators on a consistent basis (in their native language, if necessary).

Level I 0-6 points	Level II 7-13 points	Level III 14-20 points
• Provider did not submit the pre and post assessment used by the program. • Does not address an ongoing monitoring progress of each student receiving tutorial assistance. • Provides little or no description of how the program will be evaluated.	• Submitted the pre and post assessment used by the program. The assessment tool adequately measures the progress of students and has some alignment with Colorado student academic achievement standards. • Provider monitors student's progress but the process is not clear. • Provides some description of how the program will be evaluated.	• Submitted the pre and post assessment used by the program. The assessment tool effectively measures the progress of students and is aligned with Colorado student academic achievement standards. • Provider has a process for measuring student progress on an ongoing basis. • Describes the process used by the provider to consistently monitor the program's effectiveness in improving the reading and/or math achievement of participating students.

• Little or no explanation of how the school, parents and District Coordinators will be informed of student progress.	• Provides some general explanation as to how the school, parents and District Coordinators will be informed of a student's progress.	• Indicates the specific process and timetable for informing the school, parents and district coordinators of student progress.
Comments: Total points for element ____/20		

Element V: Pricing for Supplemental Educational Services 10 pts

1. What is the pricing structure of the services offered? In addition to a narrative answer please complete the chart in Appendix C (p. 26).

For programs that would like to serve multiple districts, list each district and subsequent information separately on Appendix C. For programs that offer both individual and small group instruction list each instructional model separately if the fee changes. Please note, the per-child allocation of Title I funds to districts varies widely in Colorado thus your fee may vary by district. The 2008-2009 Title I Per-Pupil Amounts for the districts required to offer Supplemental Educational Services this school year are available at www.cde.state.co.us/FedPrograms/improvement/SuppServices.asp. By law, districts are not allowed to negotiate costs. The cost of the program must be finalized during the RFP process.

In addition, the total hours of the program must align with the data analysis provided as part of Element III, Question 4. For instance, if your program runs a 30 hour total program, the data analysis provided should be for students who attended a 30 hour program.

Level I 0-3 points	Level II 4-7 points	Level III 8-10 points
• The explanation of pricing fails to provide an understanding of the cost of services and does not address the requested elements. • Costs are unrealistic when considering the pricing, components of the program and the submitted effectiveness data.	• The explanation provides some understanding of the cost and services included. Some of the requested elements are missing. • Costs are questionable when considering the pricing, components of the program and the submitted effectiveness data.	• Indicates the cost of the program per child and specifically identifies what the cost includes. Completed Appendix C. • Costs are reasonable when considering the pricing, components of the program and the submitted effectiveness data.
		Total points for element ____/10

Comments:

Appendix A

Element III: Research Based and Program Effectiveness

Dimensions of Reading	Components of Instructional Program
Phonemic Awareness Instruction	
Fluency	
Vocabulary	
Phonics Instruction	
Comprehension	

Detail research base of program:

Appendix B

Element III: Research Based and Program Effectiveness

Mathematical Proficiency Strands	Components of Instructional Program
1) Understanding: Comprehending mathematical concepts, operations, and relations- knowing what mathematical symbols, diagrams, and procedures mean.	
2) Computing: Carrying out mathematical procedures, such as adding, subtracting, multiplying, and dividing numbers flexibly, accurately, efficiently, and appropriately.	
3) Applying: Being able to formulate problems mathematically and to devise strategies for solving them using concepts and procedures appropriately.	
4) Reasoning: Using logic to explain and justify a solution to a problem or to extend from something known to something not yet known.	
5) Engaging: Seeing mathematics as sensible, useful, and doable- if you work at it- and being willing to do the work.	

Detail research base of program:

Appendix C

Element V: Pricing for Supplemental Educational Services

District	Size of Tutoring Group	Duration of Program (in hours)	Total Cost