

# SES IN ACTION: A TOOLKIT FOR PARENTS AND COMMUNITY LEADERS



Developed by the  
Supplemental Educational Services Quality Center  
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[www.tutorsforkids.org](http://www.tutorsforkids.org)

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### ABOUT THE SESQ CENTER

The Supplemental Educational Services Quality (SESQ) Center helps low-income families take advantage of a new opportunity, provided by the *No Child Left Behind Act*, to get their children free tutoring and extra academic help they may need. The SESQ Center was established through a grant to the American Institutes for Research from the Office of Innovation and Improvement of the U.S. Department of Education.

To meet the challenges of implementing supplemental educational services, the SESQ Center works to:

- Increase the number of eligible children receiving free tutoring.
- Expand the number and range of high-quality tutoring services offered.
- Improve district, state, and national coordination of the program.

The SESQ Center provides technical assistance at local and state levels through a network of districts and states. At the national level, the SESQ Center created a network of organizations to coordinate and improve research and assistance on supplemental educational services. The SESQ Center Web site, [www.tutorsforkids.org](http://www.tutorsforkids.org), turns “lessons learned” into tools and resources on effective supplemental educational services implementation that can be replicated by districts and states.

**Web site: [www.tutorsforkids.org](http://www.tutorsforkids.org)**

**Toll-free phone: (866) 544-8686**

# CONTENTS

- I. ABOUT THIS TOOLKIT .....1**
- II. SES: THE BASICS .....2**
  - What is SES? .....2
  - Why is SES important for families? .....2
  - Who is eligible for SES? .....3
  - Which schools have to offer SES? .....4
  - What is an SES provider? .....5
  - How do families find out about SES providers? .....5
  - What should families expect of an SES provider? .....6
  - Tools to explain SES to families .....8
- III. TAKING ACTION .....11**
  - Key features of an action plan .....11
  - Strategies and action steps .....11
    - Phase 1: Identify target audience and key facts .....12
    - Phase 2: Collaborate with your local providers, schools, and school district(s) .....13
    - Phase 3: Build awareness of SES .....14
    - Phase 4: Increase enrollment in SES .....18
    - Phase 5: Keep it going .....19
  - Tools to take action in your community .....21
- IV. RESOURCES .....41**
- V. KEY TERMS .....45**

## I. ABOUT THIS TOOLKIT

Across the country, growing numbers of children from low-income families are getting free tutoring through a program called Supplemental Educational Services (SES). SES is part of the Federal elementary and secondary education law called the *No Child Left Behind Act* (NCLB) of 2001. Although many students around the country are already benefiting from this free extra academic help, large numbers of eligible students have not yet signed up. Early evidence suggests that families in many districts don't know about SES, are receiving confusing or limited information about their tutoring options, or need help choosing the best provider for their child.

This Toolkit provides information, tips, and tools that parents, local community activists, and others can use to help eligible families benefit from the opportunities offered by SES.

**This Toolkit is designed to help you, as a community leader, work with families to build excitement about and understanding of SES.** Experience has shown that when families need information about services for their children, they first turn to local community leaders like you, including counselors, faith leaders, community center directors, parent organizations, local health care providers, and educators. Parents know these local leaders and see them as trusted sources of information about a variety of available services, including SES. Through your relationships with families, you can help ensure that eligible families and children benefit from the free extra academic help offered through the SES program.

The Toolkit offers information, tips, and strategies so that you can help eligible families learn about SES, navigate the school system to sign up for services, and pick a quality SES provider. Section II, "SES: The Basics," reviews key details about the SES program and how it works. Section III, "Taking Action," offers suggestions for developing an action plan to gather information, identify needs, implement strategies and host activities to promote awareness of and participation in SES. Section IV, "Resources," includes a list of additional tools and services that can help you ensure that eligible students get the extra academic help they need. Finally, Section V, "Key Terms," offers simple explanations for the education terms associated with SES.



This symbol points to "Tips" offered in boxes throughout the Toolkit to help you work more effectively in your community.



This symbol points to "Tools" that are provided at the end of each section to help you carry out your work. Consider using these tools as handouts or in training sessions, and feel free to tailor them with details specific to your community.

## II. SES: THE BASICS

This section provides the background information that family and community leaders need to help families understand how SES works.

### WHAT IS SES?

The Supplemental Educational Services (SES) program is part of the *No Child Left Behind Act* (NCLB) of 2001. Through the SES program, low-income parents can get free tutoring services for their children. These services provide extra help in academic subjects, such as reading, language arts, and mathematics, to students who may be struggling in school. These services are typically delivered outside the regular school day—before or after school, on weekends, or during the summer months. This tutoring must be in line with state academic standards and connected to the school district’s instructional program.

Eligible families choose an SES provider from a list developed by their states. School districts pay providers directly for services. The SES program encourages states to approve a variety of organizations as SES providers, thus giving students and families the largest possible range of quality options.

### WHY IS SES IMPORTANT FOR FAMILIES?

The SES program gives low-income families new options for improving their children’s education. Research suggests that quality tutoring, similar to services that might be offered under SES, can benefit at-risk students from low-income families in a number of ways, including:

- **Improving student achievement and work habits.** By building on learning taking place during the school day, tutoring can help children improve their academic achievement.
- **Meeting specific student needs.** Some students may not learn well in traditional classrooms. Tutoring can offer students individual attention to help them learn in different and perhaps more effective ways.
- **Reducing delinquent or risky behaviors.** Generally, tutoring offers students a safe, supportive environment outside of school and can help reduce the chances that a child will engage in risky behaviors involving alcohol, tobacco, drugs, and violence.
- **Improving social and behavioral skills.** Some afterschool programs have been shown to help students develop positive social and behavioral adjustments, better relations with peers, and more effective conflict-resolution strategies.



#### TOOL: SES—WHO DOES WHAT?

The chart at the end of this section provides a quick overview of the roles and responsibilities of districts, states, families, and SES providers. You can use this table to explain SES to people in your community.

Finally, by helping individual students improve their academic achievement, SES can also support teachers and principals as they work to improve the academic achievement of entire schools and districts.

## WHO IS ELIGIBLE FOR SES?

Under NCLB, if a Title I school fails to meet its learning goals for 3 years, a child from a low-income family may be eligible for additional academic help through SES. (Title I schools receive Federal Title I funds, which aim to help students in high-poverty schools meet state academic and student performance standards. Section V, “Key Terms,” provides a more detailed explanation of Title I and other educational “jargon.”) School districts are required to notify families if their children are eligible for SES. Generally, a student is eligible for SES if he or she:

- Is eligible for free or reduced-price lunch; and
- Attends a Title I school identified by the state as “needing improvement” for 2 years or more.



### TIP: HOW CAN FAMILIES FIND OUT IF THEIR CHILDREN ARE ELIGIBLE FOR SES?

Families can find out if a child is eligible for SES and learn about local providers by contacting the:

- **School or district.** The school principal, other school staff, your district Title I director, or a parent coordinator will be able to help. The district phone number is usually listed in the local telephone book.
- **State.** Go to [www.tutorsforkids.org](http://www.tutorsforkids.org), visit the “SES by State” page, select your state, and you’ll find the phone number and e-mail to contact your state SES coordinator.
- **Local Parent Information and Resource Center (PIRC).** Find it at <http://www.pirc-info.net/pircs.asp>.
- **SESQ Center.** Go to [www.tutorsforkids.org](http://www.tutorsforkids.org) and click on the “Greatschools.net” button to search for a school and find out if it has to offer SES. Or go to our “SES by State” page, click on your state, and click “Approved SES Provider List” to get a list of approved SES providers. Or call us toll-free at 1 (866) 544-8686.
- **U.S. Department of Education.** Call them toll-free at 1 (888) 814-6252.
- **Local community group.** Local places of worship, community centers, parent organizations, or other local groups may also be able to help.

## WHICH SCHOOLS HAVE TO OFFER SES?

As part of the NCLB Act, states are required to set definitions of adequate yearly progress (AYP), which is the measure of the extent to which students in a school (taken as a whole and in certain groups) demonstrate proficiency in at least reading/language arts and mathematics. If a Title I school doesn't show AYP for at least 2 years, the state will give that school "needs improvement" status. If that Title I school stays in "needs improvement" status for another year, it must offer SES. In other words, a child from a low-income family qualifies for SES if he or she attends a Title I school that has not shown AYP for at least 3 years.<sup>1</sup> States must publish these lists of schools.

### AYP IN ACTION

The timeline of adequate yearly progress (AYP) can be confusing. The following example helps show how students might become eligible for SES. Imagine that a child attends Jones Elementary School, which is a Title I school.

#### Year 1:

- The state says that Jones Elementary School has not made "adequate yearly progress" (AYP).

#### Year 2:

- The state says that Jones Elementary School has still not made AYP.
- The state places Jones Elementary School in "needs improvement" status.

#### Year 3:

- The state says that Jones Elementary School has still not made AYP.
- Jones Elementary School stays in "needs improvement" status.
- *Students from low-income families at Jones Elementary School become eligible for SES.*

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<sup>1</sup>The services are to be paid for by districts, generally from their existing Title I, Part A allocations. Additional information about these funding requirements is provided in the *Supplemental Educational Services Non-Regulatory Guidance* (U.S. Department of Education, August 22, 2003), available at [www.ed.gov/policy/elsec/guid/suppsvcsguid.doc](http://www.ed.gov/policy/elsec/guid/suppsvcsguid.doc). Definitions of key terms in SES (e.g., adequate yearly progress, *No Child Left Behind*, provider, supplemental educational services) are defined in the "Key Terms" at the end of this Toolkit.

## WHAT IS AN SES PROVIDER?

An SES provider is a group or person who is approved by a state(s) to offer research-based tutoring or other academic help to students who are eligible for SES. Each state develops and approves a list of organizations that can offer SES to eligible students. These organizations apply to the state to become “approved SES providers.” States select SES providers that offer high-quality, research-based programs that are in line with state academic standards. A state’s list of SES providers should show which providers offer services in your school district. These providers can be:

- For-profit companies
- Nonprofit groups
- Local community programs
- Colleges or universities
- National organizations
- Faith-based groups
- Private and charter schools
- Public schools and districts that have not been identified as in need of improvement



### TOOL: THREE SIMPLE STEPS TO SIGN UP FOR SES

You can use the handout on page 10 to explain how parents can find out about and sign up for SES in three basic steps. You can modify this form to meet your needs and use the blank spaces provided to include the appropriate local contact information.

Many providers will offer “hands on” tutoring by trained instructors. Others may offer Internet-based instruction that students can access through a computer at home, in a school, or at a community center.

## HOW DO FAMILIES FIND OUT ABOUT SES PROVIDERS?

School districts must inform parents if their child qualifies for SES and give them a list of SES providers in their area. The information families receive about providers should be easy to understand, in a uniform format, and, to the extent possible, in a language parents can understand. At a minimum, districts must tell families:

- Which providers are available to serve their children and the services they offer;
- The providers’ track records in raising student achievement; and
- The qualifications of the staff who will tutor students.

Families should also look for details about:

- When and where the services are offered;

- Which subject areas (such as reading and math) and grade levels the provider serves; and
- Whether the provider can serve students who have disabilities or students who are English language learners.

The information families receive from the school district also should clearly describe how to select a provider and include deadlines to sign up for services. If a family asks the district for assistance, the district is required to help that family choose a provider.

Families can look for information about providers and the sign-up process in:

- Letters from the district or school,
- School newsletters,
- Newspaper ads,
- Parent–teacher conferences, and
- Parent organization meetings.

Many districts will also hold “open houses” or “provider fairs” for families to learn more about SES, meet with providers, and compare their services. Family and community leaders can be instrumental in helping districts organize and host these events in locations and at times convenient for parents.



#### TOOL: SES BY STATE

To find out which providers are approved in your state, go to [www.tutorsforkids.org](http://www.tutorsforkids.org). Click on “SES by State,” and select your state to find links to the list of approved providers in your state. The list includes names, Web sites, and phone numbers for each provider.

## WHAT SHOULD FAMILIES EXPECT OF AN SES PROVIDER?

Parents who enroll their child in SES and select a provider should expect the provider to:

- Offer clear information about when, where, and for how long the services will be offered.
- Give specific details about who will be tutoring their child, what their qualifications are, and what instruction will be offered.
- Work with them to establish learning goals and a timeline for their child, based on his or her specific learning needs.
- Measure and report on their child’s progress regularly and clearly.
- Communicate with their child’s teacher about the child’s learning needs and progress.
- Keep the identity of each child receiving SES private, unless the provider has written permission from his or her family.
- Comply with health, safety, and civil rights laws.

**TIP: CODE OF BUSINESS CONDUCT AND ETHICS FOR SES PROVIDERS**

If a provider is not meeting families' expectations, urge families to contact their school district and/or state. The Education Industry Association, a group that represents many SES provider organizations, worked with its members to develop a Code of Business Conduct and Ethics for SES Providers. Families concerned about an SES provider can turn to this code to find out what providers themselves say about what quality business practices and SES-specific services should look like.

To get a copy of the code, go to: <http://www.educationindustry.org/> or call 1 (800) 252-3280.

## TOOLS TO EXPLAIN SES TO FAMILIES

The tools included in this section are designed to help you explain SES to eligible families in your community.

List of tools:

- **SES—Who Does What?** gives a quick overview of the roles and responsibilities of districts, states, families, and SES providers.
- **Three Simple Steps to Sign Up for SES** explains how parents can sign up for SES. Fill in the blank spaces with appropriate local contact information. Make sure to include your organization's logo on this sheet.

## SES—WHO DOES WHAT

The following chart outlines the required role of states, providers, districts, and families in the SES process. This chart also suggests action steps for families and providers. For more specific details on roles and responsibilities for SES, go to [www.tutorsforkids.org](http://www.tutorsforkids.org).

States	Providers	Districts	Families
<ul style="list-style-type: none"> <li>• Identify schools that must offer SES.</li> <li>• Request and review provider applications.</li> <li>• Maintain list of approved providers.</li> <li>• Monitor provider performance and report results.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply to the state.</li> <li>• Connect with schools, districts, and families.</li> <li>• Contract with districts.</li> <li>• Offer clear details about their services.</li> <li>• Measure student progress and inform families, teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify eligible students.</li> <li>• Notify families about provider options.</li> <li>• Contract with and pay providers.</li> <li>• Work with provider, school, and families to set goals for each student.</li> <li>• Provide data to state.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose a provider from the state list.</li> <li>• Support child’s progress and attendance.</li> <li>• Arrange transportation, if not offered by the provider.</li> <li>• Receive information about child’s progress from the SES provider.</li> </ul>
<p><b>For a detailed overview, go to <a href="http://www.tutorsforkids.org">www.tutorsforkids.org</a></b></p>			



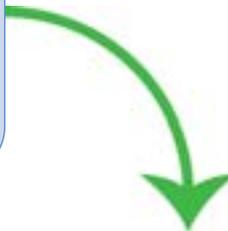
# Parents, your child may qualify for **FREE** tutoring!

This extra help in reading and math is available through a program called Supplemental Educational Services, or SES, a part of the *No Child Left Behind Act*.

To find out about SES and sign up, follow these **three simple steps**.

## **STEP 1: Find out if your child qualifies.**

Call \_\_\_\_\_ to find out if your child's school has to offer SES, and ask if your child qualifies. Schools have to offer SES if the state says they are "in need of improvement" for 2 years in a row. Your child may qualify if he or she is eligible for free or reduced-price lunch.



## **STEP 2: Pick a tutoring provider.**

Call \_\_\_\_\_ to get the signup form and information about SES providers in your area. Make sure you know when the forms are due, and turn them in on time to get your child free tutoring.



## **STEP 3: Sign up.**

Fill in the registration form, clearly mark which provider you choose for your child, and turn in the form to your school or school district. The school district will then pay the provider, and your child will be able to start the tutoring sessions.

**Questions? Concerns?**

Call \_\_\_\_\_ for help.

### III. TAKING ACTION

This section is designed to help family and community leaders develop an action plan to increase the number of eligible children benefitting from SES. This section includes guidance on how to work with local providers and school districts to reach out effectively to families, motivate them to sign up, and respond to their needs or concerns.

#### KEY FEATURES OF AN ACTION PLAN

When writing your action plan, think about your:

- **Objectives.** What are your goals? For example, your goal could be to make sure that families in your community know about and take advantage of SES.
- **Target audiences.** Whom are you trying to reach, and what do you know about them? For example, who are the eligible families? Where do they live and work? What languages do they speak? What are their unique needs and concerns? Where do they turn for news and information?
- **Strategies.** How will you accomplish your goals? Dividing your action plan into strategic phases can help make it organized and manageable. The strategies you choose will need to meet your own goals and needs. To help you start, the following section suggests five strategic phases: (a) identify target audience and key facts, (b) collaborate with providers and school districts, (c) build awareness of SES, (d) increase enrollment in SES, and (e) keep it going. These phases, described in detail below, are meant to provide you with a starting point. You may want to adapt these ideas to meet your own needs and goals.
- **Action steps.** What specific steps will you take to implement your strategies? Planning action steps can help you map out concrete details of your plan over time. For example, you might host an event, such as a neighborhood block party to gather eligible families, inform them about *No Child Left Behind*, and help them sign up for SES. You could also conduct door-to-door campaigns and develop and distribute easy-to-understand materials about SES for families. To help get you started, sample action steps for each phase of an action plan are provided below.

#### STRATEGIES AND ACTION STEPS

You can do it! Planning your action steps in strategic phases may help you develop a plan that is achievable and effective. It may help to divide your plan into strategic phases. ***The following five phases are ideas for you to use and consider as you implement your plan: (a) identify target audience and key facts, (b) collaborate with providers, schools, and school districts, (c) build awareness of SES, (d) increase enrollment in SES, and (e) keep it going.*** The following section describes each phase and provides suggested action steps to help you get started. These phases are meant to provide you with general ideas—your own plan will need to meet your unique goals, people, and needs.

## Phase 1: Identify target audience and key facts

First, you'll want to find out which schools must offer SES and gather as much information as you can about SES in your district.

Suggested action steps:



### TOOL: SES WORKSHEET

Use the worksheet on page 23 to help track and organize important details about SES in your area.

- **Identify the district(s)** in which you will work
- **Contact the school district employee who coordinates SES.** Typically, this person works in the district's Title I or Federal programs office. It may make sense to contact this person late in the school year or in the summer to prepare for the upcoming school year. Contact this person to:
  - Introduce yourself, your organization, and your role in community.
  - Find out which schools in your district must offer SES.
  - Determine what the district has done already and what it plans to do to notify families of SES services.
  - Get details about deadlines to sign up for SES.
  - Get copies of letters and other materials about SES that have been sent to parents.
  - Get the list of approved SES providers in your area.
- **Identify neighborhoods in which eligible families live.** You can determine this on the basis of which schools must offer SES. You might contact other community-based organizations (CBOs) in the neighborhood to exchange information about SES.
- **Talk to some eligible families to understand their experiences, concerns, and needs around SES.** You may know some families who are eligible for or currently participating in SES. A clear understanding of their experiences and needs can help you design an effective action plan. Remember that, if you learn from parents that their child is eligible for SES, you should not share that information with others. Students' eligibility for SES is private information and is protected by law.
- **Contact local providers and gather specific details about their services** that you can use to help families choose a provider and to ensure that providers are advertising the correct information about their services. Use the list you receive from the state or school district to contact providers. You can use the "Choosing an SES Provider" checklist at the end of this section to help you track details about each provider. Also, ask providers for their suggestions on how to improve outreach to families.

## Phase 2: Collaborate with your local providers, schools, and school district(s)

Once you've gathered critical facts about SES in your area, you're ready to build partnerships with key stakeholders. By forming good working relationships with local SES providers and your school district, you can help ensure that SES procedures and outreach efforts are clear, timely, and convenient for parents. For example, you can help the district and providers develop outreach materials and presentations that are culturally appropriate and in languages spoken by eligible families. Although the timing of this phase may vary, depending on your district's plan, generally it helps to contact districts and providers in spring or early summer so that you can begin planning for the next SES enrollment period, which should begin at the start of the school year.

Suggested action steps:

- **Contact your district SES coordinator** to voice your praise or discuss concerns about district actions to reach out to eligible families, and offer your support future outreach efforts. In phase 1 of your plan, you contacted the district SES coordinator to gather key facts about SES. Once you've had a chance to reflect and talk to families about their needs, you can offer suggestions and assistance. For example, you might ask your school district to consider rolling admissions policies to allow parents to enroll children throughout the year to achieve higher participation. If you have developed materials to promote SES, offer to provide copies for the district SES coordinator to use.
- **Offer to review district and provider materials** to ensure that the materials are “parent friendly” and understandable.
- **Assist in translating materials** so they are most relevant to your community of eligible parents.
- **Ask each provider whether they would be willing to work with you and other providers** on events designed for eligible families.
- **Arrange a networking meeting with local providers** in your district to encourage them to collaborate. In some districts, local providers have pooled their resources to compile details about their programs. Districts sent this information to parents, and the providers covered the cost of mailing the information.
- **Contact eligible schools** to introduce yourself and talk about how the SES program might be integrated with their curriculum and instruction. Offer to help the school reach out to families about SES and learn about opportunities to do so. For example, offer to help the



### TIP: WORKING TOGETHER

To ensure that SES works well, states, districts, schools, community organizations, and providers should work together to make sure parents:

- Know what supplemental services are available and how to use them,
- Have enough time to decide whether to take advantage of SES, and
- Receive solid guidance so that they can make the best choices in the interests of their children.

school incorporate information about SES into “back to school” nights or parent–teacher conferences, as well as newsletters, flyers, and other materials sent home to parents. Also offer to provide copies of marketing materials at the school for parents to take.

- **Identify and reach out to other community and parent leaders** doing similar work. For example, you might connect with other community organizations to determine how you can work together to serve the families in particular neighborhoods.

### Phase 3: Build awareness of SES

Eligible children can’t benefit from the free academic tutoring offered by the SES program unless their families are aware of the program and know how to sign up for services. Your action plan should include concrete steps you will take to educate and motivate eligible families about SES. Try to make sure that your activities coincide with the SES enrollment period. Consider starting to build awareness just *before* the SES enrollment period begins so that eligible families are ready to sign up for services once enrollment begins. The box “Awareness Strategies That Work” on page 17 provides tips and examples of actions you might take to get the word out about SES.



#### TOOL: SES BROCHURE

At the end of this section, you’ll find a sample of a brochure that community leaders can use to help publicize SES. The U.S. Department of Education developed the brochure to help raise family and community awareness of SES. To order multiple copies, call toll-free, 1 (877) 4ED-PUBS, or send an e-mail to [edpubs@inet.ed.gov](mailto:edpubs@inet.ed.gov) and ask for the *Extra Help for Student Success* brochure.

By this point, you have equipped yourself with details about SES in your area, including information about which schools must offer SES and facts about local SES providers. To make this information accessible to families, compile these SES details in clear language and easy-to-read formats, and include it in any materials or training you develop. If you’ll be hosting events or distributing materials to families, think about reaching families at places they live or visit often:

- Apartment complexes and housing developments
- Community centers
- Places of worship
- Grocery stores
- Pharmacies
- Laundromats
- Bus and subway stops
- Beauty salons and barbershops
- Restaurants



### TIP: OUTREACH MATERIALS

Some family and community leaders have developed postcards, flyers, brochures, and posters to spread the word to parents about SES. Others have developed workshops on SES. To communicate your message clearly, make sure your materials and trainings include:

- Simple, catchy language, such as “Free Tutoring.”
- Short descriptions about key details on sign up and SES providers.
- Large, easy-to-read text.
- Eligibility requirements.
- Deadlines for registration.
- Contact information for you and your district SES coordinator, including name, address, e-mail, and telephone number.

Consider providing this information in English and in other languages spoken by families in your area. Sample outreach materials are provided in the Tools section at the end of this section.

Suggested action steps:

- **Ensure the privacy of students eligible for SES is protected.** If you learn from parents that their child is eligible for SES, you should not share that information with others. Students’ eligibility for SES is private information and is protected by law. (Schools, districts, and providers cannot give you the names of eligible families.)
- **Organize community events** to bring together eligible parents to explain SES to them and help them pick a provider.
- **Invite all local providers to hold “open houses” or “provider fairs”** where they can showcase their services. These could also be held as part of larger community dialogues and events. Work with the district to make sure that parents can sign up for SES at the event.
- **Provide child care, refreshments, or door prizes** during the events for families, and provide transportation if it can be arranged.
- **Attend other community meetings or parent association meetings**, and request a few minutes to discuss SES.
- **Train your organization’s staff**, especially the people who answer phones, to be able to answer parents’ questions about SES.
- **Create and disseminate outreach materials** (e.g., postcards, flyers, brochures, posters, information packets, letters). You can use these materials to publicize and promote SES and any events you have planned.

- **Develop TV, radio, or newspaper ads** about “free tutoring,” and see if your local stations will run them as public service announcements (PSAs).
- **Try to get a guest spot on a local TV or radio talk show** to explain SES at a time when parents might be listening (e.g., morning or evening rush hour or at night).
- **Mobilize families to respond** if a school district is not meeting its obligations under the SES program. For example, if a district is resistant to implementing SES effectively, you could organize a petition or “Bill of Rights” that eligible families can sign to request SES. Share the signed petition with your district and possibly your state SES coordinator to demonstrate the strength of local demand for SES.



#### **TIP: WORK WITH LOCAL BUSINESSES TO PROMOTE SES**

Consider building awareness of SES among eligible families by developing partnerships with local business. In Texas, the Hispanic Council for Reform and Educational Options (HCREO) has worked with the local McDonald’s restaurants to feature SES information on their tray liners. Other promotional activities can include getting the grocery stores to place flyers in grocery bags for a week, or working with local transportation companies to place posters on buses and subway stops, or arranging with the local taxi companies to include SES details and contact information on their cabs.



### TIPS: AWARENESS STRATEGIES THAT WORK

Parent Information and Resource Centers (PIRCs) are funded by the U.S. Department of Education to provide information and resources to families, educators, and community organizations about school improvement, student achievement, and *NCLB*. In almost every state, PIRC is working to help families understand and take advantage of the free academic tutoring available to them through the SES program. These PIRCs have taken creative steps to motivate eligible families. To help you develop your own action plan, here are some examples of PIRC strategies that work:

- In North Carolina, the Parent Partners PIRC helps eligible parents host “parties with a purpose” for families in their neighborhood. The PIRC provides the host parent with money for food and prepares the host parent to train others about SES and *NCLB*. The hosts invite their neighbors and friends, and the hosts provide the training in a fun, social setting.
- In Northern Virginia, the Communities in Schools PIRC hosts “spa days” and invites mothers of children eligible for SES to get free manicures and massages while learning about SES and *NCLB*.
- In Florida, the Parent Education and Resource Learning Service (PEARLS) PIRC runs a “Learning in Motion” bus, fitted with computers and books. The bus parks in different communities and, while children enjoy using the bus’ educational tools, the staff talks with parents about SES and *NCLB*.
- In Boston, MA, the Face to Face PIRC recruits and trains “parent ambassadors” to be liaisons between families and schools that the state identified as “in need of improvement.” The PIRC formed a partnership with Boston Public Schools to pay these ambassadors for their work.
- In Washington, DC, the Parent Power Works PIRC uses a “train the trainer” model and offers a three-part training program to help community center staff and other local leaders educate the families they serve about SES and *NCLB*. The training includes a scavenger hunt in which participants look online to find *NCLB*-related data about local schools.
- In Seattle, WA, the Children’s Home Society of Washington PIRC hosts family bingo night. They created bingo cards using *NCLB*-related terms like “SES” and “AYP.” When the term is called, players have to define it and talk about what it means. The winners receive books or gift certificates as prizes.

**To find your local PIRC, go to <http://www.pirc-info.net/overview.asp>**

## Phase 4: Increase enrollment in SES

Once you've raised awareness and excitement about SES among eligible families, you'll need to help them take action. Your action plan should include specific steps you will take to help families sign their children up for SES services and choose a provider.

Suggested action steps:

- ***Tell families exact dates of when SES enrollment begins and ends.***
- ***Get copies of the signup forms, and show families how to fill out the forms.***
- ***Determine where families can get the signup forms, and find out where and to whom they should turn in the forms.*** Many signup forms require parents to list their top three choices of SES providers in addition to their child's name, school, their own names, and contact information.
- ***Help parents compare services of local providers*** to ensure that they pick a provider who will best meet their child's needs and will be convenient for them. To help you with this critical step, the tools called "Choosing an SES Provider" and "Questions and Answers for Families About SES" offer more guidance on how to help families compare providers' services and choose a provider.
- ***Encourage families whose children are already enrolled in SES to share their experiences*** with other eligible families, thereby helping them choose a provider.
- ***Help families arrange for transportation*** to SES providers, if needed. Transportation to and from a provider may be a critical issue for some families. Some families may want to choose a particular provider but cannot arrange transportation. Any assistance that you can provide families in this area will be helpful. For example, some community organizations own shuttle vans and you may be able to arrange for the shuttle to bring students to and from a provider.



### TOOL: CHOOSING A PROVIDER

The "Choosing an SES Provider" form at the end of this section provides a list of questions that families can ask when comparing tutoring services offered by local SES providers. The list of "Questions and Answers for Families About SES" at the end of this section gives tips on what to look for when choosing a provider. You can copy and distribute the forms and these questions to families. Or use the form on your own to get information about each local provider, and use that information to help parents choose a provider that will best serve their children.

## Phase 5. Keep it going

Each year, states may identify additional schools that are “in need of improvement.” States may also identify other schools that have shown sufficient AYP and are no longer “in need of improvement.” At least once a year, states may also approve new providers in your area. That means your action plan will need to incorporate ongoing efforts to work with new providers and new families that may become eligible for SES.

Additionally, your action plan can include steps to help families know what to expect once they choose a provider. Here is what happens after a family chooses a provider: (a) the school district enters into a contract with the provider; (b) the district or the provider will contact the family to set up a meeting to set achievement goals for the child and to set up a schedule of services; (c) while a child is receiving tutoring, the provider will give parents information about the child’s progress toward the learning goals; and (d) the school district will pay the provider for the tutoring services.



### TIP: HELPING CHILDREN WHO ARE NOT ELIGIBLE FOR SES

If a child is not eligible for free tutoring through SES, he or she may still be able to get free or low-cost tutoring through the community, a local university, or local service agencies. Encourage families to ask their child’s teacher or principal if there are other local programs that might help. Here are some suggestions of places to look for free or low-cost tutoring services:

- Schools may offer afterschool tutoring through 21st Century Community Learning Centers programs or other funding sources.
- Local colleges and/or universities may establish tutoring relationships with local districts.
- Local community service agencies may have some recommendations.
- Public libraries in the community may have information about tutoring programs.
- Religious organizations and places of worship may offer tutoring services.
- Companies often do volunteer work and may have programs in which employees provide tutoring services to local students.

Suggested action steps:

- ***Each year, help families set up and attend the initial meeting with their district and chosen provider*** so that their children’s achievement goals are agreed to, the provider obtains the necessary information, and any concerns can be brought up and discussed. In some cases, because of parents’ job commitments, community parent leaders may need to represent parents by attending meetings and coordinating for them between the school, provider, and family.

- ***Work with the district to help families who are not satisfied with their chosen provider*** either to work out a solution with that provider or to transfer their students to another provider.
- ***Report any problems with a provider to the district and state.***
- ***Collect information about parent and student satisfaction with providers, and report the information*** to other parents as well as to the children's school, district, and state.

The SES program has great promise: it provides families with increased choice and control over their children's educational experience and offers students the opportunity to get extra academic help they need to succeed in school. But the success of the program depends on eligible families' knowing about SES and choosing quality tutoring providers for their children. By working to raise awareness and ensure quality choices in their local school districts, parent and community leaders can help SES meet the needs of our children and families.

## TOOLS TO TAKE ACTION IN YOUR COMMUNITY

The tools included in this section are designed to help you develop your action plan, gather details about SES in your community, promote awareness of SES, help parents sign up for SES, and choose a provider.

List of tools:

- **SES Worksheet** provides a space for you to track details about SES in your area.
- **SES Poster** shows a sample of a free poster that is available from the U.S. Department of Education. Use this poster to reach out to families at places they visit often, including: community centers, places of worship, grocery stores, pharmacies, laundromats, bus and subway stops, beauty salons and barbershops, apartment complexes and housing developments, and restaurants. Community leaders can insert local or state SES contact information in the blank space at the bottom of the poster. A letter-sized version of the poster, which also can be used as a flyer, is available at:  
[www.ed.gov/parents/academic/involve/suppservices/sesposter.pdf](http://www.ed.gov/parents/academic/involve/suppservices/sesposter.pdf) [PDF in English]  
[www.ed.gov/parents/academic/involve/suppservices/sesspanishposter.pdf](http://www.ed.gov/parents/academic/involve/suppservices/sesspanishposter.pdf) [PDF in Spanish]
- **SES Brochure: *Extra Help for Student Success*** shows a sample of a free brochure that is available from the U.S. Department of Education. Use this brochure to reach out to families at places they visit often (see “SES Poster” above for ideas). To order multiple copies, call toll-free, 1 (877) 4ED-PUBS, or send an e-mail to [edpubs@inet.ed.gov](mailto:edpubs@inet.ed.gov) and ask for the *Extra Help for Student Success* brochure. It is also available online at:  
<http://www.ed.gov/parents/academic/involve/suppservices/services.pdf> [PDF]
- **Choosing an SES Provider** offers a list of questions that families can ask when choosing a provider and space for families to fill in each provider’s information to help them compare providers’ services. The checklist is provided in English and Spanish.
- **Questions and Answers for Families About SES** gives tips on what families should look for when choosing a provider. These questions/answers are also provided in Spanish. Both versions of these questions are also available on the SESQ Center Web site at: [www.tutorsforkids.org](http://www.tutorsforkids.org) in the “Families” section.
- **Sample Meeting Flyer** provides a template for you to use to promote any meetings or events about SES.
- **Envelope Stuffer** is an example of a promotional tool that you can print to fit in an envelope and include in report cards, newsletters, or letters to parents. You can also work with local business to include this insert in bills, paychecks, coupon books, and other mailings to local residents.

- **Sample Radio Public Service Announcements** are scripts for you to use in radio ads. Consider contacting your local radio station to see if they will air the ad as a public service announcement (PSA). You may be able to convince a local celebrity to record the announcement.
- **Sample Press Release** shows how you can write a press release to distribute to local TV and radio stations and to newspapers to promote SES and your efforts.

# SES WORKSHEET

Use this worksheet as your “to do list” for gathering important details about SES in your area. To help track your progress, check off each item as you complete it.

<input type="checkbox"/>	<p><b>District SES Coordinator</b></p> <p>Name:</p> <p>Mailing address:</p> <p>Telephone:</p> <p>E-mail:</p> <p>Fax:</p> <p>District SES Web site:</p>						
<input type="checkbox"/>	<p><b>State SES Coordinator</b></p> <p>Name:</p> <p>Mailing address:</p> <p>Telephone:</p> <p>E-mail:</p> <p>Fax:</p> <p>List of state-approved SES providers is available at this Web site:</p> <p>List of schools that have to offer SES is available at this Web site:</p>						
<input type="checkbox"/>	<p><b>List of schools that must offer SES this year</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 45%;">School Name</th> <th style="width: 25%;">Principal's Name</th> <th style="width: 30%;">Phone</th> </tr> </thead> <tbody> <tr> <td style="height: 150px;"></td> <td></td> <td></td> </tr> </tbody> </table>	School Name	Principal's Name	Phone			
School Name	Principal's Name	Phone					
<input type="checkbox"/>	<p><b>District SES signup start and end date(s):</b></p>						
<input type="checkbox"/>	<p><b>Information for parents:</b></p> <p>When will parents receive SES information from the district?</p> <p>What will they receive? How?</p> <p>What has the district already done to reach out to families?</p>						
<input type="checkbox"/>	<p><b>Get a copy of the signup form.</b></p> <p>Who should receive families' completed forms?</p> <p>Where?</p>						
<input type="checkbox"/>	<p><b>Get a copy of letters and other materials that your district has sent to families about SES.</b></p>						
<input type="checkbox"/>	<p><b>Get a list of the approved SES providers in your area.</b></p>						
<input type="checkbox"/>	<p><b>Complete the "Choosing an SES Provider" form for each provider.</b></p>						



Parents, you may be able to get free tutoring for your child!



Help for Student Success  
1-888-814-6252 toll free



Free tutoring is available for your child if he or she

- Attends a Title I elementary, middle or high school that your state says needs to improve **and**
- Receives free or reduced price lunch.

This free, extra academic help is available

- In reading, math and other core subjects
- Before or after school, on weekends or in the summer.

If your child is eligible for these supplemental educational services, you may choose a qualified service provider that has been approved by your state.



Every child in America deserves a high-quality education. *No Child Left Behind*, the historic education law, provides for the extra help students need to do well in school.



For more information, call your community partner:



Customize copy here.



On January 8, 2002, President Bush signed into law the *No Child Left Behind Act*, a landmark in education reform. This law gives you—the parent—new options if your child's school needs to improve. One very important option is "supplemental educational services."



EXTRA HELP FOR STUDENT SUCCESS



U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202  
1.888.814.6252  
[www.ed.gov](http://www.ed.gov)



# NO CHILD LEFT BEHIND

## Supplemental Educational Services Available Under No Child Left Behind

Your child may be eligible for free tutoring and other supplemental academic enrichment services. These services are called "supplemental educational services" in No Child Left Behind. This brochure explains what supplemental educational services are and where you can go for more information.

## What Are Supplemental Educational Services?

The term "supplemental educational services" refers to extra help in academic subjects, such as reading, language arts and mathematics, provided free-of-charge to certain students. These services are provided outside the regular school day—before or after school, on weekends or in the summer.

## Who Can Get These Services?

Generally, students who are eligible for free or reduced-price lunch and are enrolled in Title I schools that have been placed on the state's "in need of improvement" list for two or more years are eligible to receive free supplemental educational services.

## How Will I Know if My Child Is Eligible?

Your school district will notify you if your child is eligible for supplemental educational services. If you think your child may be eligible, but you have not been notified, check with your school principal, the Title I director in your school district, or a local community partner. See the last section of this brochure for contact information.

## How Do I Find a Good Supplemental Educational Services Program for My Child?

Your school district will give you a list of state-approved providers offering supplemental educational services in your area. You must choose from this list. Different kinds of organizations may be on the list, including: private educational providers; public schools; charter schools; private schools; school districts; community organizations (like boys' and girls' clubs); and faith-based organizations, such as churches, synagogues or mosques. Many providers will offer hands-on tutoring by trained instructors. Others may offer computer-based instruction that your child can access through a computer in a school or community center. You can ask the school district to help you choose the best provider for your child.

## What Happens After I've Chosen a Provider of Supplemental Educational Services?

You will meet with the provider and your school district staff to discuss and agree upon specific goals for your child; to set up a schedule for services; and to decide how your child's progress will be measured. Your school district will pay for the supplemental educational services. If you have questions, do not hesitate to contact your school principal or the Title I director in your child's school district.

## Where Can I Get More Information?

To learn about supplemental educational services in your area, you may contact:

- Your local school district. Your school principal, other staff in your school or your district Title I director will be able to help you. The district phone number is usually listed in the blue pages of the local telephone directory; or
- Your local Parental Information and Resource Center, which can be found at <http://www.pirc-info.net/pircs.asp>; or
- The U.S. Department of Education, toll-free at 1-888-814-6252.

Finally, be sure to attend parent-teacher conferences, parent organization meetings and other events at your child's school. You can get a lot of information, ideas and help from teachers as well as from other parents.

Insert your group, state,  
district, or school logo  
here.

## CHOOSING AN SES PROVIDER



**NOTE TO PARENTS:** Use this form to help you choose tutoring services for your child. Ask providers these questions, and write their answers on this form to help you compare your options. If you would like help choosing a provider, contact your child's school, your school district, or your local Parent Information Resource Center. To find the Center nearest you, go to [www.pirc-info.net](http://www.pirc-info.net) or call 1 (866) 544-8686. For more information on supplemental educational services (SES), go to [www.tutorsforkids.org](http://www.tutorsforkids.org).

Questions to Ask Providers	Provider Name: _____	Provider Name: _____	Provider Name: _____	Provider Name: _____
Where and when is tutoring?				
How many times per week? For how many weeks?				
Who tutors students? What are their qualifications?				
What subject areas are covered?				
How do I know that your services are effective?				
How would you inform me of my child's progress?				

Insert your group, state,  
district, or school logo  
here.

## SELECCIONANDO UN PROVEEDOR DE SES



**NOTA A LOS PADRES:** Use este formulario para elegir los servicios de tutoría para su hijo(a). Haga las preguntas adjuntas a los proveedores y escriba las respuestas en este formulario para que pueda comparar sus opciones. Si desea obtener ayuda para escoger un proveedor, póngase en contacto con la escuela de su hijo(a), el distrito escolar, ó con el Centro Informativo de Recursos para Padres (PIRC siglas en Ingles) de su area. Para localizar el Centro mas cercano puede visitar la siguiente dirección en la red [www.pirc-info.net](http://www.pirc-info.net), ó llamar por telefono al 1 (866) 544-8686. Para mas información sobre los Servicios de Educación Suplementaria (SES) puede visitar [www.tutorsforkids.org](http://www.tutorsforkids.org) con sección en Español.

Preguntas al Proveedor	Nombre del Proveedor:	Nombre del Proveedor:	Nombre del Proveedor:	Nombre del Proveedor:
Quando y donde es la tutoria?				
Cuantas veces por semana y por cuantas semanas?				
Quién da tutoria a los estudiantes? Cuales son sus cualidades?				
Que materias son cubiertas?				
Como puedo saber que sus servicios son efectivos?				
Como será informada(o) del progreso de mi hijo(a)?				

Insert your group, state, district, or school logo here.

# QUESTIONS AND ANSWERS FOR FAMILIES ABOUT SES



The SES program offers families a chance to get their children extra academic help and the individual instruction they need. Generally, your child is eligible for SES if he/she qualifies for free or reduced-price lunch and attends a Title I school that has not made adequate yearly progress for at least 3 years. Your school district is required to contact you to let you know that your child is eligible for SES and provide you with information about providers in your area.

If you are trying to choose an SES provider, you can ask the following questions to help you pick the best SES provider for your child.

If you have more questions about SES, please call <insert your organization's phone number> or e-mail <insert your organization's e-mail address>. Or, you can visit [www.tutorsforkids.org](http://www.tutorsforkids.org).

## **Who is the local contact person for the provider?**

Your district should be able to provide you with this contact information. Call the main number of your school district to find out. You will likely contact this person first with questions or concerns about the services of the provider you choose.

## **Where does the provider offer services?**

Providers may offer services in a variety of settings, including:

- Schools
- Public libraries
- Provider offices
- Family homes
- Community centers, or
- Places of worship

Many providers will offer “hands-on” tutoring by trained instructors. Others may offer Internet-based instruction that students can access through a computer at home, in a school, or at a community center. Make sure you and your child are comfortable with the location.

## **Is transportation provided?**

Districts are not required to offer transportation for children to attend their SES program. If your child will need transportation to the provider, ask the provider whether transportation will be offered. If no transportation will be offered, make plans to get your child to and from the tutoring sessions.

### **When does the provider offer services?**

Students can receive SES anytime outside of the regular school day. After school is the most common time for SES to be offered, but it could also take place before school, on weekends, or during the summer. Make sure the services are scheduled at a time that works for your family so that your child will be able to attend regularly.

### **How often and how long will my child receive tutoring?**

This can vary, from every day to a few times a week. Make sure you know how many sessions the provider will offer and for how long those sessions will continue.

### **What is the provider's track record in raising student achievement?**

To get on the state list, providers must be able to demonstrate that they have a track record of raising student achievement in academic subjects, such as reading and math. Be sure to find out whether the provider has a successful track record of working with students whose needs are similar to your child's needs.

Look for evidence in the form of:

- Results on tests developed by the provider, state, or district;
- Satisfaction surveys of students or parents;
- Improved classroom grades;
- Improved attendance rates;
- Better homework completion; or
- Written testimony by parents or teachers.

### **Who will be instructing my child? What are their qualifications?**

Ask about the backgrounds and qualifications of staff who will be working with your child.

- Do they have experience teaching reading or math?
- Do they have experience working with children who were struggling in school?

SES providers are not required to hire certified teachers. However, you should make sure you are confident that each instructor's level of experience and knowledge has prepared him or her to help your child improve academically.

### **How are students grouped during tutoring?**

Providers offer different types of instruction. Some providers tutor small groups of students at a time, while others offer one-on-one instruction or teach through computer programs. Other programs may use a combination of these approaches. Be sure to choose a provider that offers instruction in a way that will work best for your child.

### **What subject areas do your services address?**

If your child is having trouble in a specific subject area, such as reading or math, make sure that the provider you choose offers services focused on that subject area.

### **Can instructors speak languages other than English?**

If your child's first language is not English, ask whether the provider you are considering can offer services in your child's first language.

### **Can the provider meet the learning needs of students with disabilities?**

If your child has disabilities, be sure that the providers you are interested in can accommodate those disabilities. Your state or district should be able to tell you this. Additionally, you may contact the provider directly to find out what specific services are offered to meet your child's learning needs and to ask if the provider currently works with students who have similar disabilities. If there are no other providers able to serve students with disabilities in your district, your school district must provide the services (either directly or through a contractor). Your child's SES program may not discriminate against your child, and all services provided should be consistent with your child's individualized educational program (IEP) or specialized services under Section 504. SES are in addition to, not a substitute for, the instruction and services required under the Individuals with Disabilities Education Act (IDEA) and Section 504.

### **Does the provider measure student needs?**

Many programs will measure student needs and develop a plan for instruction that meets these needs. Find out whether the program you are considering offers this service. If they do not, ask how the provider will develop a plan for instruction and determine whether this method would work for your child.

### **How will the provider keep me informed of my child's progress?**

Once you choose a provider, the provider is required to establish goals for your child in a meeting with you and your district. Providers are also required to report back to you and the district about your child's progress towards these goals. Some providers may also communicate with your child's school and teacher about your child's progress. Find out how the provider will measure progress

and report this information to you. Also ask how often you should expect to get this information. Make sure your child's progress will be measured in a way that will be clear and useful for you. If the provider will report on your child's progress in writing, you can ask for a sample progress report to get a clearer picture of how this process would work.

### **What happens if I choose a provider, but it does not help my child?**

Be sure to ask what procedures are in place if your child does not show improvement after working with a provider. Ask the program and your district if and when you can switch to another provider. If you are unhappy with a provider's services, be sure to provide feedback to the district and state to help them monitor the provider.

Some providers may offer guarantees of improved student performance. Ask if the program offers such a guarantee, and find out what happens if the guarantee is not met.

### **What if my child is eligible for SES but is already enrolled in an afterschool program?**

Find out if the afterschool program is an SES provider. Many afterschool programs are also SES providers. This means that the program might offer a combination of academic tutoring and other enrichment activities, such as sports, theater, or art.

If your child is enrolled in an afterschool program that is not an SES provider, encourage the provider to apply to the state for approval.

Insert your group, state, district, or school logo here.

# LO QUE LAS FAMILIAS LE DEBEN PREGUNTAR A LOS PROVEEDORES DE SES



El programa SES le ofrece a las familias la oportunidad de conseguir ayuda académica adicional para sus hijos y la instrucción individualizada que necesitan. En general, su hijo cumple con los requisitos para el programa SES si recibe el almuerzo gratis o a un precio reducido y asiste a una escuela de Título I que no ha logrado un progreso anual adecuado durante al menos tres años.

Si está tratando de elegir un proveedor de SES, puede hacerle las siguientes preguntas, que le ayudarán a escoger el mejor proveedor de SES para su hijo.

## ¿Quién es el representante local del proveedor con quien debo comunicarme?

Las oficinas de su distrito deben poder brindarle la información que necesita para comunicarse con esta persona. Lo más probable es que usted primero se tenga que comunicar con esa persona para hacerle preguntas o comentarios acerca de los servicios que brinda el proveedor que usted escoja.

## ¿En dónde ofrece los servicios el proveedor?

Los proveedores pueden ofrecer servicios en una variedad de localidades, incluyendo

- Escuelas
- Bibliotecas públicas
- Oficinas de los proveedores
- A domicilio, en las casas de las familias
- Centros comunitarios, o
- Templos

Muchos de los proveedores ofrecen servicios de instrucción basada en actividades prácticas brindados por instructores calificados. Otros proveedores ofrecen servicios de instrucción por medio de la Internet que los estudiantes pueden acceder usando una computadora, ya sea en casa, en la escuela o en un centro comunitario. Asegúrese de que usted y su hijo se sientan bien con el lugar que elijan.

Si su hijo necesita transporte para recibir su instrucción individualizada, pregunte si se ofrecen servicios de transporte. Si no se ofrecen esos servicios de transporte, planee bien cómo llevar y recoger a su hijo para que asista a las sesiones de instrucción individualizada.

## ¿Cuándo ofrece sus servicios el proveedor?

Los estudiantes pueden recibir los servicios adicionales en cualquier horario, con excepción del horario escolar. Lo más común es recibir los servicios de SES después de la jornada escolar,

pero también es posible que los ofrezcan antes de que empiece la jornada escolar, durante los fines de semana o durante el verano. Asegúrese que el horario de los servicios le acomoda a su familia, para que su hijo pueda asistir con regularidad.

### **¿Con qué frecuencia y durante cuánto tiempo va a recibir mi hijo instrucción individualizada?**

Esto varía, desde todos los días hasta solamente algunas veces por semana. Asegúrese de obtener información sobre el número total de sesiones que el proveedor va a ofrecer y por cuánto tiempo va a ofrecer las sesiones.

### **¿Cómo se forman los grupos de estudiantes durante la instrucción individualizada?**

Los proveedores ofrecen diferentes tipos de instrucción. Algunos le dan instrucción a grupos pequeños de estudiantes, mientras que otros le dan instrucción a cada estudiante individualmente y otros utilizan programas de instrucción por computadora. Otros programas combinan varios de estos métodos. Asegúrese de elegir un proveedor que ofrezca el tipo de instrucción individualizada que sea mejor para su hijo.

### **¿Cuál es el historial del proveedor en aumentar el nivel de aprovechamiento académico de los estudiantes?**

Para que lo incluyan en la lista de proveedores del estado, un proveedor tiene que demostrar un historial de haber incrementado el nivel de aprovechamiento estudiantil en materias académicas como lectura y matemáticas. Averigüe si el proveedor ha tenido éxito trabajando con estudiantes que tengan necesidades similares a las de su hijo. Busque evidencia como

- los resultados en los exámenes elaborados por el proveedor, por el estado o por el distrito;
- los resultados de las encuestas de satisfacción de estudiantes y padres de familia;
- un aumento en el promedio de las calificaciones escolares;
- una mejoría en los índices de asistencia;
- un mejor desempeño de su hijo en las tareas escolares; o
- testimonios escritos por padres de familia o profesores.

### **¿Quién le dará instrucción a mi hijo? ¿Cuáles son sus credenciales?**

Pregunte sobre los antecedentes y las credenciales del personal que va a estar trabajando con su hijo.

- ¿Tienen experiencia enseñando lectura o matemáticas?
- ¿Tienen experiencia dando instrucción a niños con dificultades en la escuela?

Los proveedores de SES no tienen la obligación de contratar profesores titulados. Sin embargo, es importante que usted se sienta seguro que el nivel de experiencia y el nivel de conocimientos del instructor lo han preparado para mejorar el nivel de desempeño académico de su hijo.

### **¿Cuáles son las materias que abarcan los servicios que ustedes prestan?**

Si su hijo tiene dificultades en una materia específica como lectura o matemáticas, asegúrese de que el proveedor que usted escoja ofrece servicios dirigidos a esa materia.

### **¿Los instructores hablan otros idiomas aparte del inglés?**

Si la lengua materna de su hijo no es el inglés, pregunte si el proveedor que está considerando ofrece servicios en la lengua materna de su hijo.

### **¿El proveedor puede satisfacer las necesidades de aprendizaje de estudiantes con discapacidades?**

Si su hijo tiene discapacidades, asegúrese de que los proveedores que le interesan pueden proporcionar los servicios adecuados para esas discapacidades. Su estado o su distrito deberá informarle al respecto. Además, puede comunicarse directamente con el proveedor para averiguar cuáles son los servicios específicos que ofrecen para satisfacer las necesidades de aprendizaje de su hijo y para preguntarle al proveedor si está trabajando en ese momento con estudiantes con discapacidades similares a las de su hijo. Si no hay otros proveedores que puedan atender a estudiantes con discapacidades en su distrito escolar, éste tiene la obligación de brindar esos servicios (ya sea directamente o a través de un contratista). El programa SES no puede discriminar a su hijo y todos los servicios deben ser consistentes con el programa de educación individualizada (IEP) de su hijo o con los servicios especializados cubiertos por la Sección 504. Los servicios complementarios son servicios adicionales y no substituyen a la instrucción y los servicios requeridos según IDEA y la Sección 504.

### **¿El proveedor mide las necesidades de cada estudiante?**

Muchos programas miden las necesidades de cada estudiante y desarrollan un plan de enseñanza que responde a estas necesidades. Averigüe si el programa que usted está considerando ofrece este servicio. Si no lo ofrece, pregunte cómo desarrollará el proveedor el plan de enseñanza y decida si este método le puede servir a su hijo.

### **¿Cómo me mantendrá informado el proveedor acerca de los logros de mi hijo?**

Una vez que haya escogido un proveedor, éste tiene la obligación de establecer una serie de metas para su hijo en una reunión que se realizará con usted, con alguien del distrito y con el maestro de su hijo o el director de la escuela. Los proveedores también tienen la obligación de mantenerle informado a usted, a la escuela adonde asiste su hijo y al distrito, acerca del progreso

de su hijo hacia el cumplimiento de las metas . Averigüe la manera en que el proveedor va a medir el nivel de progreso e informarle al respecto. También pregunte con qué frecuencia debe esperar recibir esta información. Asegúrese de que el progreso de su hijo será medido de una manera clara que le sea útil a usted. Si el proveedor le va a mandar un informe por escrito del progreso de su hijo, puede pedir que le envíen un ejemplo de un informe de progreso del estudiante para tener una mejor idea de cómo funciona el proceso.

### **¿Qué pasa si escojo un proveedor, pero no le sirve a mi hijo?**

Asegúrese de preguntar cuáles son los procedimientos establecidos para el caso de que el desempeño de su hijo no mejore después de estar trabajando con el proveedor. Pregunte al programa del distrito si es posible cambiar de proveedor y cómo puede hacerlo. Si no está satisfecho con los servicios de un proveedor, asegúrese de hacérselo saber al distrito y al estado para ayudarlos a vigilar los servicios del proveedor. Algunos proveedores garantizan que los estudiantes mejorarán su desempeño escolar. Pregunte si el programa tiene esta clase de garantía y averigüe qué pasa cuando no se cumple con la garantía.

### **¿Qué pasa si mi hijo cumple con los requisitos para el SES pero ya está inscrito en un programa de actividades para después de la jornada escolar?**

Averigüe si el programa de actividades para después de la jornada escolar es un proveedor de SES. Muchos de estos programas para después de la jornada escolar también son proveedores de SES. Esto quiere decir que tal vez el programa ofrece una combinación de servicios de instrucción académica individualizada y otras actividades de enriquecimiento como deportes, teatro o arte.

Si su hijo está inscrito en un programa para después de la jornada escolar que no es un proveedor de SES, pídale al proveedor que haga una solicitud ante el estado para que lo aprueben.



## Did You Know Your Child Could Get **FREE** Tutoring?

Your child may qualify for free extra academic help if he or she

- Qualifies for free or reduced-price lunch and
- Attends a public Title I school that the state says is “in need of improvement” for 2 years or more.

Come hear about this new program, see if your child qualifies and find out what to do to sign up.

Meeting date: \_\_\_\_\_

Time: \_\_\_\_\_

Place: \_\_\_\_\_

Sponsored by: \_\_\_\_\_

Everyone is welcome.

**Don't miss this  
important opportunity  
to help your child learn!**





## Parents, did you know your child could get **FREE** tutoring?

Your child may qualify for **FREE extra help in reading or math** if he or she

- Qualifies for free or reduced-price lunch and
- Attends a public Title I school that the state says is “in need of improvement” for 2 years or more.

This free tutoring, called “supplemental educational services” (or “SES”), is available before or after school, on weekends, or in the summer. If your child qualifies, you will be able to choose a tutoring provider that has been approved by your state.

**To find out if your child can get free extra help to succeed in school, call \_\_\_\_\_ today!**



## Parents, did you know your child could get **FREE** tutoring?

Your child may qualify for **FREE extra help in reading or math** if he or she

- Qualifies for free or reduced-price lunch and
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**To find out if your child can get free extra help to succeed in school, call \_\_\_\_\_ today!**



# SAMPLE RADIO PUBLIC SERVICE ANNOUNCEMENTS

## **30-Second Announcement**

Parents, your child may be eligible for over <insert district dollar amount per student> dollars worth of FREE tutoring in math and reading. Call <insert local phone number> today to find out if your child is eligible for this free tutoring. Give your child all the help he or she needs to succeed. Call <insert local phone number> today.

## **60-Second Announcement**

Parents, your child may be eligible for <insert district dollar amount per student> dollars worth of FREE tutoring in math and reading through a new national program called Supplemental Educational Services or SES. Your child may qualify for extra academic help if he or she is eligible for free or reduced-price lunch and attends a public Title I school that the state says is “in need of improvement” for 2 years or more. Trained instructors will work with your child, and you can choose a tutoring provider that meets your child’s needs. To find out if your child qualifies, call <insert local phone number>. Give your child all the help he or she needs to succeed. Call <insert local phone number> today.



# SAMPLE PRESS RELEASE

**Immediate Release:** <insert date>

**Contact:** <Insert the name of the person and the phone number that the media should call if they have any questions regarding the press release>

***Free Tutoring for Students from Low-Income Families***  
**<Insert name of your organization> Educates Families About**  
**Academic Services to Help Students Succeed in School**

<Insert City, State>—<insert name of your organization> is hosting an informational meeting on <insert date> at <insert time and location> to educate families about free academic tutoring available to them. Under the *No Child Left Behind Act*, the Federal education reform law, many public school students from low-income families are now eligible to receive free academic tutoring under a national program called Supplemental Educational Services (SES). In <insert school district> the schools that have to offer SES are <insert school names>.

Through SES, a child is eligible for extra help in reading, math, or other core subjects if he or she is eligible for free or reduced-price lunch at school and attends a Title I school that the state has identified as not making adequate yearly progress for 3 years. Parents choose a tutoring service from a list of high-quality, approved educational providers developed by the state. The tutoring services are paid for by the school district and are available before or after school, on weekends, or in the summer.

“Many parents are unaware that their child may be eligible for free tutoring,” says <insert spokesperson’s name> of <insert your organization’s name>. This important kickoff meeting will allow parents to learn more about SES, learn about educational providers approved in (state of X), register their children, and speak to families who have benefited from similar SES services.

To learn more about available SES services or the SES Kickoff Meeting, call <insert your organization’s contact person and phone number>. For more information about Supplemental Educational Services, go to [www.tutorforkids.org](http://www.tutorforkids.org).



## IV. RESOURCES

### SES: THE BASICS

#### ***Early Implementation of Supplemental Educational Services Under the No Child Left Behind Act: Year One Report***

[www.ed.gov/rschstat/eval/disadv/supplementalyear1/highlights.pdf](http://www.ed.gov/rschstat/eval/disadv/supplementalyear1/highlights.pdf) [PDF]

[www.ed.gov/rschstat/eval/disadv/supplementalyear1/highlights.doc](http://www.ed.gov/rschstat/eval/disadv/supplementalyear1/highlights.doc) [Word]

This report from the U.S. Department of Education documents how states, schools, and providers were implementing supplemental educational services (SES) in nine districts in six states in school year 2002–2003.

#### ***Innovations in Education: Creating Strong Supplemental Educational Services Programs***

[www.ed.gov/admins/comm/suppsvcs/sesprograms/index.html](http://www.ed.gov/admins/comm/suppsvcs/sesprograms/index.html)

This booklet offers practical advice and concrete examples from five school districts on ways in which districts can successfully implement SES in their communities.

#### **Office of Innovation and Improvement**

[www.ed.gov/about/offices/list/oii](http://www.ed.gov/about/offices/list/oii)

This office of the U.S. Department of Education coordinates public school choice and SES programs along with the Office of Elementary and Secondary Education ([www.ed.gov/about/offices/list/oese](http://www.ed.gov/about/offices/list/oese)).

#### **Supplemental Educational Services Frequently Asked Questions**

[www.ed.gov/parents/schools/choice/choice.html](http://www.ed.gov/parents/schools/choice/choice.html)

The U.S. Department of Education developed a list of questions and answers on SES.

#### ***Supplemental Educational Services Non-Regulatory Guidance***

[www.ed.gov/policy/elsec/guid/suppsvcsguid.pdf](http://www.ed.gov/policy/elsec/guid/suppsvcsguid.pdf) [PDF]

[www.ed.gov/policy/elsec/guid/suppsvcsguid.doc](http://www.ed.gov/policy/elsec/guid/suppsvcsguid.doc) [Word]

The U.S. Department of Education's guidance on SES provides complete information for states and districts to implement the SES provision.

#### **SES Web Cast, March 30, 2004**

[www.ed.gov/admins/comm/suppsvcs/seswebcast.html](http://www.ed.gov/admins/comm/suppsvcs/seswebcast.html)

The U.S. Department of Education conducted this Web cast on issues related to the implementation of the *No Child Left Behind Act* to communicate directly with staff from state and local educational agencies—those who guide and support the work of schools.

**Tutors for Kids**

[www.tutorsforkids.org](http://www.tutorsforkids.org)

This Web site, a service of the Supplemental Educational Services Quality (SESQ) Center, provides information and tools to help all stakeholders ensure that eligible children get the extra academic help they need.

**OTHER RESOURCES FOR FAMILIES****Afterschool Alliance**

[www.afterschoolalliance.org](http://www.afterschoolalliance.org)

The Afterschool Alliance has compiled key data and research on its Web site and produced tools for afterschool programs.

**Black Alliance for Educational Options (BAEO)**

[www.baeo.org](http://www.baeo.org)

BAEO focuses on increasing educational options for Black children and informing parents about parental choice and SES components of the *No Child Left Behind Act*. Currently, BAEO is working in seven cities—Atlanta, Detroit, Milwaukee, New York City, Philadelphia, Richmond, and Washington, DC—to inform parents about SES.

**Center for Faith- and Community-Based Initiatives, U.S. Department of Education**

[www.ed.gov/about/inits/list/fbci/suppservices.html](http://www.ed.gov/about/inits/list/fbci/suppservices.html)

This Center has created a user-friendly toolkit for faith-based and community-based organizations interested in applying to become SES providers.

***Code of Professional Conduct and Business Ethics for Supplemental Educational Services Providers***

[www.educationindustry.org/Code\\_of\\_Standards\\_and\\_Ethics\\_10-29-04.pdf?PHPSESSID=1a884c7503ea1044e79a24f83693948a](http://www.educationindustry.org/Code_of_Standards_and_Ethics_10-29-04.pdf?PHPSESSID=1a884c7503ea1044e79a24f83693948a)

The Education Industry Association developed a set of voluntary guidelines, with input from its members, that establishes a benchmark for ethical decisionmaking in SES.

**Cuban American National Council (CNC)**

[www.cnc.org](http://www.cnc.org)

CNC is working in Florida and New Jersey to provide Spanish-speaking families and the community-based organizations (CBOs), faith-based groups, and schools that serve them with information, tools, and support on school choice and SES.

**SES Brochure: *Extra Help for Student Success***

[www.ed.gov/parents/academic/involve/suppservices/services.pdf](http://www.ed.gov/parents/academic/involve/suppservices/services.pdf) [PDF]

The U.S. Department of Education's Office of Innovation and Improvement issued this brochure to help inform parents about their options in the SES program. To request multiple copies of the brochure, call 1 (877) 4ED-PUBS, or send an e-mail to [edpubs@inet.ed.gov](mailto:edpubs@inet.ed.gov).

**Greater Educational Opportunities Foundation (GEO)**

[www.geofoundation.org](http://www.geofoundation.org)

The GEO foundation works to develop community understanding of school choice and SES. Currently, GEO is working to inform parents about SES and school choice in four cities—Gary and Indianapolis, IN; and Denver and Colorado Springs, CO.

**Greatschools.net**

[www.greatschools.net](http://www.greatschools.net)

GreatSchools.net is an objective source of school information on elementary, middle, and high schools. A nonprofit organization, GreatSchools.net provides information about public, private, and charter schools in all 50 states and detailed school profiles for California, Arizona, Texas, Florida, and Washington.

**Hispanic Council for Reform and Educational Options (HCREO)**

[www.hcreo.org](http://www.hcreo.org)

HCREO works to improve educational outcomes for Hispanic children by empowering families through parental choice in education. Currently, HCREO is working to inform parents about SES in five cities—Austin and Dallas, TX; Miami, FL; and Passaic, Patterson, and Camden, NJ.

**National Coalition of Title I Parents**

[www.nctic1p.org](http://www.nctic1p.org)

This organization provides information and training to parents, school districts, and community organizations on issues surrounding Title I.

**National Parent Teacher Association (PTA)**

[www.pta.org](http://www.pta.org)

This is a national volunteer organization for parents.

***No Child Left Behind: What's in It for Parents?***

[www.ksaplus.com/ksa/framesplpubs.html](http://www.ksaplus.com/ksa/framesplpubs.html)

This publication, developed by Parent Leadership Associates, a collaboration between KSA-Plus Communications and the Prichard Committee for Academic Excellence, provides tips for parents to make sure that their children's schools are complying with NCLB.

**Parental Information and Resource Centers (PIRCs)**

[www.pirc-info.net](http://www.pirc-info.net)

PIRCs are funded by the U.S. Department of Education to give parents, educators, and organizations that work with families information about SES and other options that can help children succeed in school.

**Parent Power Works**

[www.bethepower.org](http://www.bethepower.org)

Developed by StandardsWork, Inc., this is a federally funded Parent Information and Resource Center that provides tools, training, and resources to help parents make informed decisions

about their child's education. The site is designed specifically for parents in Maryland and the District of Columbia.

### **Schoolmatters.com**

[www.schoolmatters.com](http://www.schoolmatters.com)

This Web site provides clear, parent-friendly data on states, districts, and schools. Parents can find data on a school's student achievement result, class size, and other important areas and can compare their school to others in the district or state. The "Learning Center" link provides a training to help parents use the Web site.

### **Urban League**

[www.nul.org](http://www.nul.org)

The Urban League works to enable African Americans to secure economic self-reliance, parity and power, and civil rights. It is an approved SES provider in some districts and is also a source of information for families about SES provider options.

## **NEWS**

### **Education Commission of the States' E-Clips**

[www.ecs.org/ecsmain.asp?page=/html/newsMedia/e-Clips.asp](http://www.ecs.org/ecsmain.asp?page=/html/newsMedia/e-Clips.asp)

This Web site delivers the day's top education news and links to *Education Week's* extensive daily news roundup ([www.edweek.org/clips/roundup](http://www.edweek.org/clips/roundup)).

### **The Education Innovator**

[www.ed.gov/news/newsletters/innovator/index.html](http://www.ed.gov/news/newsletters/innovator/index.html)

The U.S. Department of Education's Office of Innovation and Improvement produces a weekly newsletter to highlight innovations in the field.

### **EducationNews.org**

[www.educationnews.org](http://www.educationnews.org)

This site contains links to daily news stories and articles by its own columnists, as well as a discussion board.

### ***Education Week***

[www.edweek.org](http://www.edweek.org)

This weekly newspaper covers national, state, and local education news.

### **SmartBrief, Association for Supervision and Curriculum Development**

[www.smartbrief.com/ascd](http://www.smartbrief.com/ascd)

SmartBrief, in partnership with trade associations and professional societies, provides targeted e-mail news services.

## V. KEY TERMS

**Adequate yearly progress (AYP):** A measure of the extent to which all students, as well as certain groups of students, in a school or district demonstrate proficiency in at least reading/language arts and mathematics on state achievement tests and on other academic measures, such as graduation rates or student attendance rates. Each state has developed its own definition of AYP, and these definitions have been approved by the U.S. Department of Education and are available on the Department's Web site ([www.ed.gov](http://www.ed.gov)). State definitions of AYP must reflect the goal that all students are proficient in reading and math by the end of the 2013–2014 school year.

**Assurances:** A legal document, used by states in applications for supplemental educational service (SES) providers, that guarantees that the provider will comply with specific guidelines set by the state. Assurances require that a provider:

- Meets all applicable Federal, state, and local health, safety, and civil rights laws.
- Aligns the content, curriculum, and instructions with state standards.

**Criteria:** Requirements set by each state that a provider must meet for state approval. At a minimum, a program must demonstrate in its state application that it:

- Has a demonstrated track record of raising student achievement in academic subjects such as reading and math.
- Offers high-quality, research-based instruction that is focused on improving student academic achievement.
- Offers services that are in line with state standards.
- Is financially sound.
- Complies with Federal, state, and local health, safety, and civil rights laws.

**Contract:** A legal agreement between a school district and a supplemental educational services (SES) provider that describes rules and procedures, such as the schedule and length of services a provider promises to offer and the amount and timing of payments from districts to providers.

**Elementary and Secondary Education Act (ESEA):** The reauthorization of ESEA in 2001 by the *No Child Left Behind Act* mandated several changes, including:

- Increased accountability.
- Greater choice for parents and students, particularly those attending schools in need of improvement.
- More flexibility for states and districts in using Federal education dollars.
- Stronger emphasis on academic achievement, especially in reading and math.

Title I is the section of this Act that directs Federal funds to high-poverty areas, for locally designed programs that offer extra academic support to help raise the achievement of students at risk of educational failure.

**Free or reduced-price lunch:** A Federal program that offers students *free school lunch* if:

- Their household income is below 130% of the Federal poverty guidelines, or
- Their family receives food stamps or public aid, or
- They are homeless.

Students can qualify for a *reduced-price school lunch* if their household income is below 185% of the Federal poverty guidelines.

**Local Educational Agency (LEA):** A term used to describe the local school district administration.

**Monitoring:** The *No Child Left Behind Act* requires that states evaluate the performance of approved providers in improving the academic proficiency of participating students. States are required to withdraw approval from providers that fail for 2 years in a row to help raise academic achievement of students. States can also withdraw approval from providers that fail to meet other state eligibility requirements.

**No Child Left Behind (NCLB):** The NCLB Act of 2001 reauthorized the Federal *Elementary and Secondary Education Act* (ESEA). Title I is the section of this law that directs Federal funds to high-poverty areas for locally designed programs that offer extra academic support to help raise the achievement of students at risk of educational failure. Key features of NCLB's changes to the ESEA include:

- Increased accountability.
- Greater choice for parents and students, particularly those attending schools in need of improvement.
- More flexibility for states and districts in using Federal education dollars.
- Stronger emphasis on academic achievement, especially in reading and math.

For more information, go to [www.nclb.gov](http://www.nclb.gov).

**Provider:** A group or entity that is approved by a state(s) to offer research-based tutoring or other academic support to students who are eligible for supplemental educational services (SES). SES providers can be any of the following:

- For-profit companies
- Nonprofit groups
- Local community programs
- Colleges and universities
- National organizations
- Faith-based groups
- Private and charter schools
- Public schools and districts that have not been identified as in need of improvement

Many providers will offer hands-on tutoring by trained instructors. Others may offer Internet-based instruction that students can access through a computer at home, in a school, or at a community center. Regardless of the identity of a provider, the instruction and content must be secular, neutral, and non-ideological. Districts may use Title I funds to pay SES providers.

**Public school choice:** A provision of *NCLB* that requires Title I schools that do not show adequate yearly progress (AYP) for 2 or more years in a row to offer all students the opportunity to transfer to another public school.

**School improvement status:** A term used to describe a Title I school that does not show adequate yearly progress (AYP), as defined by the state, for 2 years in a row. States identify these schools as being “in need of improvement.” The *No Child Left Behind Act* requires that these schools develop a plan to improve student achievement and that districts provide the schools with additional support and resources. Students in these schools must be offered the option of transferring to another public school in the district, which may include a public charter school, that has not been identified as needing school improvement. If a school does not show AYP for 3 years, the school enters its second year of improvement status. A school that has been in school improvement status for 2 or more years must offer SES to its students from low-income families, and it must offer all students the right to transfer to another public school in the district.

**Scoring rubric:** A tool commonly used by states to rate and review applications submitted by potential SES providers. States give applications points for specific qualifications and calculate total scores. Typically, states set a minimum score for approving providers. States often include rubrics in the application.

**State Educational Agency (SEA):** A term used to describe the state education administration, including the state Superintendent of Education and his or her staff.

***State Educational Agency (SEA) Toolkit on Supplemental Educational Services:*** A resource developed by the Council of Chief State School Officers to provide states with a model application and review criteria to develop their list of approved SES providers. The goal of this

toolkit is to help states set initial standards for approval that ensure a minimum level of quality and provide parents as much choice as possible among potential SES providers. It is available at [www.ccsso.org/content/pdfs/SSPToolkit.pdf](http://www.ccsso.org/content/pdfs/SSPToolkit.pdf).

**Supplemental educational services (SES):** A provision of the *No Child Left Behind Act* that provides free tutoring services or additional academic help for students provided outside of the regular school day. These services are generally available to students who:

- Receive free or reduced-price lunch.
- Attend Title I schools that have failed to make adequate yearly progress for 3 or more years.

Parents can choose SES from a list of approved providers developed by their state, and the district pays for these services.

**Title I:** A part of the *Elementary and Secondary Education Act* (ESEA), which was amended by the *No Child Left Behind* (NCLB) Act. Title I is a program in this law that directs Federal funds to high-poverty areas for locally designed programs that offer extra academic support to help raise the achievement of students at risk of educational failure. The program serves more than 15 million students in nearly all school districts and more than half of all public schools—including two thirds of the nation's elementary schools.