



## Supplemental Educational Services

### What is SES?

#### Key Points

- Supplemental Educational Services (SES) is tutoring in Reading/English Language Arts and Math for economically disadvantaged students that is free to parents and paid for by the Local Education Agency (LEA), the school district.
- It must be offered outside of the school day.

#### Explanation:

Under No Child Left Behind, when a Title I, Part A campus is identified for Stage 2, 3, 4, or 5 of the School Improvement Program, the Local Educational Agency (LEA) is required to arrange for the provision of SES for students from low-income families. For purposes of the School Improvement Program (SIP), **supplemental educational services are defined as tutoring and other supplemental academic enrichment services that are in addition to instruction provided during the school day and are of high quality, research-based, and specifically designed to increase the academic achievement of eligible children on the state assessment and to assist them in attaining proficiency in meeting the state's academic achievement standards.**

SES must be implemented at the beginning of school for new Stage 2 campuses and continued until the campus exits the SIP. Even in the event that a campus successfully appeals the preliminary SIP identification, SES must still continue through the end of the school year.

### Basic Process for Establishing Services

#### Key Points

- The **STATE** identifies organizations that qualify to provide these services.
- The **LEA** notifies parents of eligible students that SES will be made available.
- The **PARENTS** choose from the approved list of providers they believe will best meet their child's academic needs.
- The **LEA** enters an agreement with the selected provider.
- The **PROVIDER** makes services available to the student and provides regular progress reports to the parents and the LEA.

### Student Eligibility

#### Key Points

- All students from low-income families are eligible to request services.
- If funds are insufficient to meet all requests, the LEA must give priority to the lowest achieving, low-income students.

#### Explanation:

All students from low-income families (as defined by the LEA in determining Title I, Part A campus allocations) are eligible to request SES if they attend a Title I, Part A campus in Stages 2-5 of the School Improvement Program. However, **if funds are insufficient** for the LEA to meet all requests for SES, the LEA must give priority to the lowest achieving students from low-income families and should establish a fair and equitable criteria for identifying these students.

## Parent Notification

### Key Points

- Parents of eligible students must be notified of the opportunity of SES by the uniform start date of school.
- Along with other requirements, the notification must include a description of the services, instructor qualifications, and demonstrated record of effectiveness for each provider willing to serve the campus's geographical location and grade levels.
- The notification must be in a uniform format and in a language parents can understand.
- Parents should have at least 30 calendar days to choose a provider.
- LEAs should widely distribute the Request for Services Form, including making it available to providers.
- LEAs must provide fair and balanced information about each provider.
- Beginning in the fall of 2007, TEA is requiring all districts that must offer SES to use the TEA sample SES parent notification letter available at No Child Left Behind Program Coordination website: <http://www.tea.state.tx.us/nclb/>.

### Explanation:

Campuses in Stage 2 or higher of the SIP must notify parents of students from low-income families of the availability of SES on or before the uniform start date of school. Campuses must notify parents of the option of SES annually. The Texas Education Agency strongly encourages LEAs to notify parents of the option of SES in multiple ways.

The following information *must* be provided to parents in an easily understandable; uniform format, including alternate formats, upon request; and to the extent practicable, in a language the parents can understand:

- Name of LEA
- Date of notification (prior to or on the uniform start date of school)
- Campus name
- Information about the availability of SES
- A list of approved providers whose services are within the LEA or in its general geographic location, including providers of technology-based or distance learning, and providers that make services reasonably available in neighboring LEAs
- A brief description of the services of each provider
- A brief description of the instructor qualifications for each provider
- A brief description of the record of effectiveness for each provider
- A description of the procedures and timelines that parents must follow in selecting a provider to serve their child, including the date the request for services is due (should be a minimum of 30 calendar days from the date of the notification)
- LEA contact name and phone number

If the LEA anticipates that it will not have sufficient funds to serve all students eligible to receive services, it should also include information on how it will set priorities in order to determine which eligible students do receive services. In doing so, the LEA must be careful not to reveal the identity of any eligible student without the written permission of the student's parents.

The notice to parents may also include additional information, such as:

- Services are free to parents.
- Where and when to return the request for services form.
- When and how the LEA will notify parents about enrollment dates and start dates for services.

An LEA **must allow a minimum of 30 calendar days for parents to choose to take advantage of SES.** The LEA should make certain parents have sufficient time, information, and opportunity to make these decisions and should widely distribute the request for services form, including making it available to providers, posting on the LEA and campus websites, etc.

For information about providers serving the LEA's geographical location, see "List of State-Approved Providers" on page 3.

## Communicating with Parents about SES

### Key Points

- LEAs are strongly encouraged to make every effort to educate parents about the availability of SES to meet the intent of the law.

### Explanation:

LEAs and campuses are encouraged to communicate with parents about SES in a variety of ways beyond the initial parent notification. A few suggestions for how to achieve this goal are provided below.

- Send letters from the LEA or campus
- Provide information in school newsletters
- Utilize parent-teacher conferences to discuss SES options
- Reach out to other community and parent leaders
- Hold meetings at apartment complexes, housing developments, community centers, places of worship
- Distribute materials about SES, such as brochures, fliers, posters, etc., at apartment complexes, housing developments, community centers, places of worship, grocery stores, laundromats, bus stops, and restaurants
- Hold a provider fair where providers can showcase their services
- Share information at parent association meetings or other community meetings
- Ensure that LEA and campus office staff can answer questions about SES
- Run advertisements for television, newspaper, and/or radio
- Post information on LEA and school websites

## List of State-Approved Providers

### Key Points

- The list of providers is maintained and updated by the state.
- Providers apply and are approved in order to be added to the state-approved list.
- LEAs may consider requesting board approval for the entire list at the beginning of the school year to expedite the delivery of services.

### Explanation:

Providers submit their applications to the School Improvement Resource Center. The application is reviewed by a committee of readers. If a majority of the readers approve the application, it is recommended for approval. The application is also reviewed for financial soundness. If the applicant is deemed finally sound as determined by applying state-developed criteria, then the application is recommended for approval. Pending the approval of the Texas Education Agency, applicants that are recommended for approval by the committee of readers and deemed financially sound are added to the state-approved list.

The list of state-approved SES providers may be located at the School Improvement Resource Center's SES website at [www.esc13.net/ses/](http://www.esc13.net/ses/). Information is available in both English and Spanish. Information from this website may be printed and distributed to parents. The state list of approved providers is updated twice yearly on March 1st and July 15th. LEAs are encouraged to present the list of providers to their School Boards at the beginning of the school year in order to expedite the delivery of services to students.

## Choosing SES Providers

### Key Points

- Parents may choose any provider from the list of approved providers that is willing to serve the campus's geographical location and grade levels.
- LEAs may not restrict or limit the state-approved list of providers. They must offer parents the choice of all providers willing to serve the campus's geographical location and grade levels.
- Parents should be allowed 30 days to select a provider and services should begin within 30 days of a parent's request for a particular provider.

### Explanation:

If parents of eligible students wish to have their child receive SES, they must choose a provider from the list of approved providers that is developed and maintained by the state. TEA provides a list of state-approved Supplemental Educational Services providers, which is located at <http://www.esc13.net/ses/>. Parents have the option to select the SES provider of their choice as long as the provider is able to provide services in or near the area served by the LEA, which may include providers that use e-learning, online, or distance technology to deliver services.

**The LEA may not restrict or limit the state's list of providers from which the parents may choose.** For example, LEAs may not determine the providers with whom they want to work, and then only offer those providers as choices to parents. Additionally, LEAs that are approved SES providers must also offer all other providers that are identified as statewide providers, providers willing to serve the region in which the LEA is located, as well as providers who specifically identified an LEA or a campus to serve. Actions that limit the state's list of providers from which the parents may choose are prohibited. If requested, however, the LEA must assist parents in selecting a provider. However, parents are not required to accept the LEA's recommendation.

**Services should begin within 30 days of receiving a parent's request for services.**

## Entering into an Agreement with an SES Provider

### Key Points

- The LEA-provider agreement must include several elements; however, LEAs have the freedom to add appropriate administrative requirements to the contract as well.
- LEAs may not impose requirements on program design.

### Explanation:

Once a parent has selected a provider, the LEA must enter into an agreement with the provider that includes the following:

- Specific achievement goals for the student which must be developed in consultation with the student's parents (*Must be consistent with a student's Individualized Education Plan or services under Section 504, as applicable*)
- A description of how the student's progress will be measured and how the student's parents and teachers will be regularly informed of that progress (*Must be consistent with a student's Individualized Education Plan or services under Section 504, as applicable*)
- A timetable for improving student achievement (*Must be consistent with a student's Individualized Education Plan or services under Section 504, as applicable*)
- A provision for termination of the agreement if the provider fails to meet student progress goals and timetables
- Provisions governing payment for the services, which may include provisions addressing missed sessions
- A provision prohibiting the provider from disclosing to the public the identity of any student eligible for or receiving supplemental educational services without written permission of the student's parents
- An assurance that supplemental educational services provided will be consistent with applicable, health, safety, and civil rights laws

## Paying for SES

### Key Points

- LEAs set aside 5% to 15% of the LEA's Title I, Part A allocation for SES.
- Each LEA has a per pupil expenditure for SES that may be obtained through the Texas Education Agency's (TEA) No Child Left Behind Program Coordination website available at: <http://www.tea.state.tx.us/nclb/>.

### Explanation:

Unless a lesser amount is needed to meet the demands for choice-related transportation and to satisfy all requests for SES, an LEA must spend an amount equal to 20% of its Title I, Part A allocation on choice-related transportation, SES, or a combination of the two.

5% choice-related transportation  
 5% SES  
 + 10% on either choice related transportation, SES, or a combination of the two  
 20% of Title I, Part A allocation

If the demand for SES exceeds an amount equal to 5% of an LEA's Title I, Part A allocation, the LEA may not spend less than that amount on services. If an LEA does not incur choice-related transportation costs, it must use the full 20% of its Title I, Part A allocation to pay for SES if the demand for services is such that it requires the expenditure of the full amount. An LEA may spend an amount exceeding 20% of its Title I, Part A allocation if additional funds are needed to meet all demands for choice-related transportation and SES.

Therefore, an LEA with a Title I, Part A entitlement of \$942,500 would be required to make an amount equal to 5% of its \$942,500 Title I, Part A entitlement (\$47,125) available for transportation costs associated with School Choice, and another 5% (\$47,125) available for supplemental educational services for Stage 2 -5, if applicable. The remaining amount must be available for either transportation for school choice SES as applicable, or both, as determined by the LEA.

Statute sets the per-pupil cost for SES at the lesser of an LEA's per-pupil allocation under Part A of Title I or the actual cost of services. The per-pupil cap applies to the cost of instructional services only. The Texas Education Agency calculates the per pupil cap for each LEA and these amounts can be accessed through the TEA's NCLB Program Coordination website available at [www.tea.state.tx.us/nclb/](http://www.tea.state.tx.us/nclb/).

## Length of Services

### Key Points

- Services should begin within 30 days from the time a parent submits a request for services to the LEA.
- Services may extend to the end of the school year and even into the summer as long as funds allow.

### Explanation:

A provider must continue to provide SES to eligible students who are receiving services until the end of the school year in which the services began. However, services may not extend throughout the entire school year depending on the amount of funding available and the intensity of services. If services will not continue until the end of the school year, parents should be made aware of how long services are anticipated to last and agree to it.



## Resources and Networking

Information for this publication was taken from *USDE's Non-Regulatory Guidance on Supplemental Educational Services, June 13, 2005*, and from the TEA's *Title I School Improvement Guidance Part III: Supplemental Educational Services 2006-2007*.

For questions pertaining to the implementation of SES, LEAs should consult the *USDE's Non-Regulatory Guidance on Supplemental Educational Services, June 13, 2005*, which may be located at USDE's NCLB Policy Guidance webpage at <http://www.ed.gov/policy/elsec/guid/edpicks.jhtml?src=ln>.

For a brochure to inform parents about their options regarding SES, please see "SES Brochure: Extra Help for Student Success" developed by the USDE's Office of Innovation and Improvement at <http://www.ed.gov/parents/academic/involve/suppservices/services.pdf>.

For information on the Title I, Part A School Improvement Program and to access the TEA's *Title I School Improvement Guidance Part III: Supplemental Educational Services 2006-2007*, LEAs should visit TEA's No Child Left Behind Program Coordination Website at [www.tea.state.tx.us/nclb/](http://www.tea.state.tx.us/nclb/) and the School Improvement Resource Center's website at [www.esc13.net/sirc](http://www.esc13.net/sirc).

LEAs may network with other LEAs that are currently implementing SES in order to share experiences. This communication is already underway among several Texas LEAs. To find out more information, please contact Angie Ewing at [angie.ewing@esc13.txed.net](mailto:angie.ewing@esc13.txed.net).

For more resources pertaining to SES or to sign up for the Texas SES listserv, please visit the School Improvement Resource Center 's website on SES at [www.esc13.net/ses/](http://www.esc13.net/ses/).

## School Improvement Resource Center



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