

NO CHILD LEFT BEHIND ACT OF 2001

TITLE I IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED

SUPPLEMENTAL EDUCATIONAL SERVICES NOTICE, REQUEST FOR PROPOSAL, AND INSTRUCTIONS TO POTENTIAL PROVIDERS

WEST VIRGINIA DEPARTMENT OF EDUCATION

1. General.

1.1. Scope. This notice establishes the procedures for potential Supplemental Education Services providers to follow for submitting proposals to the West Virginia Department of Education for approval to provide such services.

1.2. This request notifies potential Supplemental Education Service providers of the requirements for submitting proposals. Procedures are given that potential Supplemental Education Service providers must follow in submitting proposals for providing Supplemental Education Services.

2. Purpose.

2.1. In accordance with the No Child Left Behind Act of 2001, all potential providers of Supplemental Education Services are requested by the West Virginia Department of Education to submit official proposals and related materials to the West Virginia Supplemental Education Services Review Committee.

2.1.1. Approval Period: September 1, 2002 to June 30, 2003.

2.2 Approved providers shall provide to eligible West Virginia Title I students services as defined in the criteria for providers section.

3. Definitions.

3.1. Allowable Costs - The amount that a local educational agency shall make available for supplemental educational services for each child receiving those services shall be the lesser of -

- The amount of the agency's Title I allocation divided by the number of children from families below the poverty level; or
- The actual costs of the supplemental services received by the child.

3.2. Child - any person within the age limits for which the State provides free public education.

3.3. Child with a Disability - has the same meaning given that term in section 602 of the Individuals with Disabilities Education Act.

3.4. Community-Based Organization - a public or private nonprofit organization of demonstrated effectiveness that -

- (A) is representative of a community or significant segments of a community; and
- (B) provides educational or related services to individuals in the community.

3.5. Eligible Child - a child from a low-income family, as determined by the local educational agency for the purpose of allocating funds to schools.

3.6. Free Public Education - education that is provided -

- (A) at public expense, under public supervision and direction, and without tuition charge; and
- (B) as elementary school or secondary school education as determined under applicable State law, except that the term does not include any education provided beyond grade 12.

3.7. Limited English Proficient student - an individual -

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C)
 - (i) who was not born in the United States or whose native language is a language other than English;
 - (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
 - (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual-
 - (i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.

3.8. Local Educational Agency - a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a state, or a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools.

3.9. Parent - includes a biological mother or father, legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare).

3.10. Parental Involvement - the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring -

- (A) that parents play an integral role in assisting their child's learning;
- (B) that parents are encouraged to be actively involved in their child's education at school;
- (C) that parents are full partners in their child's education and are included, as appropriate, in decisionmaking and on advisory committees to assist in the education of their child; and
- (D) the carrying out of other activities, such as those described in section 1118.

3.11. Provider - a non-profit entity, a for-profit entity or a local educational agency that -

- (A) has a demonstrated record of effectiveness in increasing student academic achievement;
- (B) is capable of providing supplemental educational services that are consistent with the instructional program of the local educational agency and the academic standards; and
- (C) is financially sound.

3.12. Scientifically Based Research -

- (A) means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and
- (B) includes research that –
 - (i) employs systematic, empirical methods that draw on observation or experiment;
 - (ii) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
 - (iii) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
 - (iv) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
 - (v) ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
 - (vi) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

3.13. Supplemental Educational Services - tutoring and other supplemental academic enrichment services that are -

- (A) in addition to instruction provided during the school day; and
- (B) are of high quality, research-based, and specifically designed to increase the academic achievement of eligible children on the academic assessments and attain proficiency in meeting the state's academic achievement standards.

3.14. State Educational Agency - the agency primarily responsible for the State supervision of public elementary schools and secondary schools.

4. Applicability.

4.1. The Supplemental Educational Services Proposal submitted by potential providers must cover the required criteria for providers identified in the Request for Proposal. Information must be current and presented accurately.

4.2. The No Child Left Behind Act of 2001, P.L. 107- 110, Section 1116(e) provides for the arrangement of supplemental education services to eligible children from a provider with a demonstrated record of effectiveness, that is selected by the parents and approved for that purpose by the State educational agency in accordance with criteria that the State educational agency shall adopt.

5. Guidelines.

5.1 Submission of Proposals. All potential providers are requested by the West Virginia Department of Education to submit a proposal for the period beginning September 1, 2002, extending through June 30, 2003. Proposals that exceed page limits will not be considered. No supplemental material beyond what is specifically requested in the application will be considered. The application should be typed single-spaced with 12 font. Proposals are to be received on or before 4:30 p.m. August 26, 2002 by:

Deborah Brown, Executive Director
Office of Instructional Services
West Virginia Department of Education
1900 Kanawha Boulevard, East
Charleston, WV 25305

6. West Virginia Supplemental Educational Services Review Requirements.

6.1. Reviews and Recommendations. The West Virginia Supplemental Educational Services Review Committee reviews and recommends only those providers that meet the criteria as defined in this document.

6.2. Criteria.- Supplemental Educational Services providers will be recommended to the West Virginia Board of Education and to local educational agencies by the West Virginia Supplemental Educational Services Review Committee on the basis of evaluation of the proposal.

6.2.1. Criteria for Providers.

- Provide parents of children receiving supplemental educational services and the appropriate local educational agency with information on the progress of the children in increasing achievement, in a format and, to the extent practicable, a language that such parents can understand.

- Ensure that instruction provided and content used by the provider are consistent with the instruction provided and content used by the Local Educational Agency and State, and are aligned with state student academic achievement standards.
- Meet all applicable Federal, state and local health, safety, and civil rights laws.
- Ensure that all instruction and content are secular, neutral and nonideological.

7. State Requirements.

7.1. The Supplemental Educational Services proposal must be submitted to Deborah Brown, Executive Director, Office of Instructional Services Director of Federal Programs, West Virginia Department of Education, 1900 Kanawha Boulevard East, Building 6 Room B-330, Charleston, WV 25305, no later than 4:30 p.m. August 26, 2002.

7.2. Proposals must include all information requested in the Request for Proposal document.

7.3. Proposals must include a copy of the Assurances signed by an official of the applying entity or local educational agency.

7.4. Proposals must include an agreement that contains the required components (a sample agreement is included in this document). Such agreement shall -

- require the local educational agency to develop, in consultation with parents (and the provider chosen by the parents), a statement of specific achievement goals for the student, how the student's progress will be measured, and a timetable for improving achievement that, in the case of a student with disabilities, is consistent with the student's individualized education program under section 614(d) of the Individuals with Disabilities Education Act;
- describe how the student's parents and the student's teacher or teachers will be regularly informed of the student's progress;
- provide for the termination of such agreement if the provider is unable to meet such goals and timetables;
- contain provisions with respect to the making of payments to the provider by the local educational agency; and
- prohibit the provider from disclosing to the public the identity of any student eligible for, or receiving, supplemental educational services without the written permission of the parents of such student.

SUPPLEMENTAL SERVICE PROVIDER

APPLICATION

I. BASIC INFORMATION

1. Program Name	
2. FEIN or Social Security Number	
3. Subject Areas Covered	<i>Please list all major subject areas you address in working with students.</i>
4. Date Supplemental Service Provider Formed	<i>Please list the date (month, year) in which you first delivered supplemental educational services to students.</i>
5. Grade Levels Currently Served	
6. Grade Levels Able to Serve in 2002-2003	
7. Number of Students Currently Served	<i>Please provide the number of students you currently serve by grade level.</i>
8. Maximum Number of Students Able to Serve in 2002- 2003	<i>Please provide an estimate of the maximum number of students in this state that you will be able to serve next year while maintaining quality service and results.</i>
9. Service Area	<i>Please list the district(s) and school(s) in which you are able to provide services.</i>
10. Geographic Setting	<p><i>Check the setting(s) in which you have provided services to students in the past.</i></p> <p><input type="checkbox"/> Urban <input type="checkbox"/> Rural <input type="checkbox"/> Suburban</p> <p><i>Check the setting(s) in which you are prepared to provide services to students in the future.</i></p> <p><input type="checkbox"/> Urban <input type="checkbox"/> Rural <input type="checkbox"/> Suburban</p>

11. Place of Service	<p><i>Check the location(s) that best describes where you deliver services to students.</i></p> <p>? School ? Business ? Place of religious worship (e.g., church, synagogue, mosque, temple) ? Community center ? Your home ? Student's home ? On-line ? Other:_____</p>
12. Specific Student Populations Served	<p><i>If your organization has provided supplemental services to any of the following groups, please check the corresponding box.</i></p> <p>? Low-income students ? Minority students ? Migrant students ? Special Education students ? Limited English proficient students Indicate particular language(s) with which you have expertise_____</p> <p>? Other (describe)_____</p>
13. Type of Organization	<p><i>Check the category that best describes your organization.</i></p> <p>? For profit ? Not for profit ? School Entity ? Institution of Higher Education ? Other (describe)_____</p>
14. Time of Service	<p><i>Check the time(s) that best describes when you deliver services to students.</i></p> <p>? Before school ? After school ? Weekends ? Summer ? Other:_____</p>

15. Mode of Instructional Delivery	<i>Please describe the methods in which your program delivers instruction to students (i.e., on-line/Web-based, individual tutoring, small group instruction, etc.)</i>
16. Student/Instructor Ratio	<i>List the ratio of instructors to children in your program.</i>
17. Cost	<i>Provide an average per pupil cost, per unit of service (please describe the length of a typical unit of service (i.e., one hour, one month, one semester, one year, etc.) OR provide a <u>specific</u> description of your pricing structure.</i>
18. Transportation	<i>Provide information about accessibility to public transportation from your site.</i>
19. Provider Contact Information	<i>Contact Person:</i> <i>Street Address:</i> <i>City:</i> _____ <i>State:</i> _____ <i>ZIP:</i> _____ <i>Phone:</i> () _____ <i>Fax:</i> () _____ <i>Email:</i> <i>Web site:</i> <i>Hours of operation:</i>
20. Program Description	<i>Provide a very brief (3 sentences maximum) description of your program's offerings that parents could use in their initial search for providers.</i> <i>Please indicate which keywords best match your program's offerings:</i> <input type="checkbox"/> Individual tutoring <input type="checkbox"/> Small group interaction <input type="checkbox"/> Reading <input type="checkbox"/> Motivation <input type="checkbox"/> Math <input type="checkbox"/> Behavior/Discipline <input type="checkbox"/> English language acquisition <i>You may suggest additional keywords that might be included in a searchable database of providers:</i> <hr/> <hr/>

II. INDICATORS OF QUALITY

A. Evidence of Effectiveness (*Limit 2 pages*)

Provide descriptions of your program's evidence of effectiveness indicators for at least two of the following indicators. Please cite all sources of evidence.

These indicators are listed in order of priority, with strongest consideration given to evidence of positive impact on student achievement on state, district or other nationally available tests, particularly for low-income underachieving students. Evidence of positive impact on additional outcomes will also be considered (e.g., school grades, family/parent satisfaction, student discipline, student attendance, and/or retention/promotion rates), as well as provider conducted studies, database information on student outcomes, and other sources of evidence. However, please note that priority will be given to third-party, independent research (see the U.S. Department of Education Web site on scientifically based research for more guidance: <http://www.ed.gov/offices/OESE/esea/research/index.html>).

If yours is a newly-developed program, you will not have a record of effectiveness to draw upon. In this case, you may apply for *conditional approval*. For conditional approval, we will weigh heavily the indicators in Part B. If approved, you would be listed with other new programs that sought "Year 1 Conditional Approval."

You must provide evidence of effectiveness that fall into at least 2 of the categories below in order to be approved.

1. Provide evidence that your program has a positive impact on student achievement on state, district, and/or another independent, valid and reliable performance test, particularly for low-income, underachieving students (cite available research studies).
2. Provide evidence that your program has a positive impact on student performance using a measure that is not national or statewide (i.e. a test you developed) OR using school grades, homework completion or school/teacher administered subject area test (cite available research studies).
3. Provide letters of reference from previous clients (families, schools, districts, students, teachers, etc.) offering testimonial information on the positive impact of your program. Provide contact information, start and end dates of service provided, and school and school district name for each reference. (Submit a minimum of 5 letters and a maximum of 10).
4. Provide additional evidence of improved outcomes, such as graduation rates, student attendance, retention/promotion rates, family/parent satisfaction and/or student behavior/discipline (cite available research studies).

B. Evidence of Links Between Research & Program Design (*Limit 1 page*)

Your application in this area will be evaluated based on the extent to which you are able to clearly and specifically explain how the key instructional practices and major design elements of your program are (1) high quality, (2) based on research and (3) specifically designed to increase student academic achievement.

For SSP's that offer reading instruction, the findings of the National Reading Panel (<http://www.nationalreadingpanel.org/>) must be addressed by the program design.

1. Explain the theoretical and empirical rationale behind major elements of your program (research citations must be included). Examples of "major elements: may include mode of instruction, class size, time on task, etc.

C. Connection to State Academic Standards and District(s) Instructional Program(s). (*Limit 1 page*)

Your application in this area will be evaluated based on the extent to which you are able to clearly and specifically describe your program's connection to state academic standards and district(s) instructional program(s). Your description should address both of the following indicators.

1. Describe your program's connection to specific state academic standards. When possible cite the specific standards your program addresses.

2. Describe your program's connection with the instructional program(s) of the district(s) in which you intend to operate. Cite the specific district program(s) and describe the connection.

D. Monitoring Student Progress *(Limit 1 page)*

Your application in this area will be evaluated based on the extent to which you clearly describe the specific programs and practices you use to diagnose a student's needs, prescribe an instructional program to meet that student's needs and evaluate and monitor the student's progress towards clearly identified goals. Your description should address all three of the following indicators.

1. Describe the specific process you use to assess/diagnose student needs, identify skill or knowledge gaps and prescribe an instructional program based on the student's individual needs.
2. Describe the specific process you use to evaluate, monitor and track student progress on a continuous and regular basis.
3. Describe how you develop a timetable for each student's achievement gain that includes clear goals for the student.

E. Communication with Schools and Districts *(Limit 1 page)*

Your application in this area will be evaluated based on the extent to which you can demonstrate a clear link between the academic program a student experiences in the regular school day and the instruction and content of the supplemental educational program you provide. Clearly explain the specific methods, tools and processes you use to communicate student progress to schools and describe how you ensure a connection between the school program and your own services. Your description should address both of the following indicators.

1. Describe how you ensure a connection between your instructional program and the program in place at your students' school(s). If your program differs from the district's prevailing instructional or curricular approach, explain why it differs and how it meets student academic needs.
2. Describe the specific procedures you use to report on student progress to your students' teacher(s) and appropriate school or district staff. (Be sure to state how often you use this procedure.)

F. Communication with parents and families (*Limit 1 page*)

Your application in this area will be evaluated based on the extent to which you can demonstrate a consistent and specific process for providing parents and families of your students with information on the progress of their child in increasing achievement, and providing that information in a format and language that parents can understand. Clearly explain what methods, tools and processes you use to communicate student progress to your students' parents and families. Your description should address at least two of the following indicators.

1. Describe the specific procedures you use to report on student progress to your students' parents/families. (Be sure to state how often you use this procedure.)

2. Describe your services to parents and how you involve parents in creating a timetable/goals for their child's academic progress.

3. Describe how you work to accommodate the needs and schedules of working parents.

4. Describe your process for resolving any disputes or conflicts you or your staff may have with parents.

5. Are parents required to participate in the service you provide? If yes, describe their expected role and how you work with parents to explain this role.

6. Do you train staff to work with parents? If yes, please describe this training. (Include an explanation of the content, to whom and when it is offered).

7. Are you able to provide information to parents and families in languages other than English? If so, which languages?

G. Qualifications of Instructional Staff *(Limit 1 page)*

Your application will be evaluated based on the extent to which you offer strong evidence of highly qualified staff and have demonstrated a commitment to ongoing professional development and improvement of your own products and services. You may use the following as sources of evidence:

- ? The amount and quality of training provided to program staff;
- ? Years and level of work experience, particularly in working with Title I students;
- ? Highest degree attained; and/or
- ? Certification of staff.

If you employ fewer than 5 staff members, please submit a resume for each staff member outlining employment experience, professional development experiences and professional affiliations.

Your description should address at least two of the following indicators.

1. Describe your staff qualifications to provide high quality supplemental services. (See instructions above for a list of possible evidence of staff qualifications.)

2. Describe your (and/or your staff's) experience in working with Title I students.

3. Describe professional development you (and/or your staff) attend to improve your instruction, products and services. (Include an explanation of the content, to whom and when it the training is/was offered.)

4. Describe your process for recruiting and hiring high quality staff, offering ongoing training opportunities, and regularly reviewing staff performance.

H. Financial and Organizational Capacity (*Limit 1 page*)

Your application will be evaluated based on the extent to which you offer strong evidence of your capacity to deliver quality services over time and at scale. You may use the following as sources of evidence:

- ✍ Copies of business license or formal documentation of legal status with respect to conducting business in the state (and district(s), if applicable);
- ✍ Contracts, warranties, or guaranties for services provided;
- ✍ Proof of liability insurance (company name and policy number, or a copy of the policy cover page);
- ✍ A description of how the provider currently receives funds (e.g. grants, fees-for-service.);
- ✍ Audited financial statements;
- ✍ Credit ratings from an independent rating agency;
- ✍ Business plans or profiles that might include: goals, timelines and expected outcomes; detailed action steps; descriptions of financial and staff resources; organizational budgets that accounts for revenues and expenses and cash flow activity; and outlines of roles and responsibilities of staff within the organization.
- ✍ Descriptions of an experienced management team (e.g. CEO, CFO, COO, Marketing Director, Director of Staff Development, etc.) and senior staff members who help set direction and maintain a leadership system.
- ✍ Samples or descriptions of formal contract, data collection, accounting, and communications processes and systems.

Your description should address point 1 below (financial stability) and at least one additional indicator from this category.

1. Submit evidence demonstrating that your organization is financially sound. Your evidence may include a description of how you currently receive funds (i.e. grants, fees-for-service, etc.); audited financial statements; credit ratings from an independent rating agency; organizational budgets that account for revenues, expenses and cash flow activity and/or proof of liability insurance (include company name and policy number, or a copy of the policy cover page).
2. Submit evidence demonstrating that your organization has a sound management structure. Your evidence may include: business plans or profiles; descriptions of an experienced management team (e.g. CEO, CFO, COO, Marketing Director, etc.) and senior staff members who are involved in setting direction and maintaining a leadership system that enables your students to reach high standards.
3. Submit evidence demonstrating that your organization possesses adequate organizational resources to meet consumer demand. Your evidence may include business plans or profiles, descriptions of financial and staff resources.
4. Do you issue contracts, warranties, or guarantees for services provided? If yes, describe this process and submit these systems?
5. Do you maintain formal contract, data collection, accounting and communications processes and systems?
6. Submit copies of business license or formal documentation of legal status with respect to conducting business in the state.

I. Compliance with Federal, State and Local Health & Safety Standards *(Limit 1/2 page)*

Your application will be evaluated based on the extent to which you comply with federal, state and local health and safety standards. Your description should address all of the following indicators.

1. Do you conduct criminal background checks on all employees before hiring? (Check one.)

Yes No

2. Describe and submit a copy of all required licenses and/or certifications for health and safety.

3. Describe your safety record and procedures.

4. Describe the location and environment in which your services are provided.

J. Compliance with Federal, State and Local Civil Rights Protections *(Limit 1/2 page)*

Your application will be evaluated based on the extent to which you comply with federal, state and local civil rights protections for program employees and participants. It should be noted that providers who are religiously affiliated are prohibited from refusing to hire otherwise qualified tutors or denying students who are not of that religion. SSPs must ensure that instruction is secular, neutral and non-ideological. Your description should address all of the following indicators that apply.

1. Submit evidence demonstrating that your organization complies with federal, state and local civil rights protections for your employees.

2. Submit evidence demonstrating that your organization complies with federal, state and local civil rights protections for your students.

3. Submit an assurance that your organization offers instruction that is secular, neutral and non-ideological.

4. If you intend to provide services to students with disabilities, submit evidence demonstrating that your organization complies with IDEA and ADA requirements.

K. Other Considerations. *(Limit ½ page)*

If you have other considerations you would like the SEA to review when considering your application, please provide them in no more that ½ page of text. This section is optional.

L. Narrative Description of Program. *(Limit 2 pages)*

Please summarize your program in a narrative form that can be used to market your service to schools, parents or districts. All items in this narrative should have been provided to the SEA for evaluation purposes in the various sections above.

Narrative descriptions should include a description of:

- ? Your approach or model of instruction;
- ? How student needs are assessed/diagnosed, skill gaps are identified, and how an instructional program/intervention is prescribed based on the student’s individual needs;
- ? How services offered will help Title I students improve their achievement;
- ? Staff training;
- ? The program facilities/equipment, including technology, computers and software;
- ? Instructional materials provided (and those the student is required to provide, if any);
- ? Specific strategies used to work with parents/families;
- ? Specific strategies used to work with school personnel; and
- ? Specific strategies to evaluate program’s effectiveness.

This Application Form was adapted from the *SEA Toolkit on Supplemental Educational Services*, developed by the Council of chief State School Officers (CCSSO) and the Education Quality Institute (EQI).

ASSURANCES

The supplemental educational services provider will:

1. Ensure that background checks of all employees have been conducted and have produced no criminal records relating in particular to child abuse and make those records available to the State and Local educational agencies.
2. Ensure that no disclosure to the public will be made of the identity of any student eligible to or receiving supplemental educational services without the written permission of the parent/guardians of such students.
3. Ensure that the teachers providing the services are certified and qualified by State standards in their content area(s).
4. Ensure that in the case of a limited English proficient student or a student with disabilities, that the teacher is certified and qualified by State standards to teach this student.
5. Ensure that all applicable Federal, State, and Local health, safety, and civil rights laws are being met.
6. Ensure that all instruction and content are secular, neutral, and nonideological.
7. Ensure that instruction provided and content used by the provider are consistent with the instruction provided and content used by the Local and State educational agencies and are aligned with State student academic content and performance standards.
8. Ensure that parent/guardians of students receiving supplemental educational services and the appropriate local educational agency are provided with information on the progress of the student in increasing achievement on a timely basis, and in a format and language that such parent/guardians can understand.
9. Ensure that all provisions of the agreement between the provider and the local educational agency are carried out and failure to do so will render the agreement null and void.

Signature of Supplemental Educational Services Provider Official

Date

SAMPLE AGREEMENT

NAME OF PROVIDER: _____

AND

NAME OF LOCAL EDUCATION
AGENCY(LEA): _____

Agree to the following terms and conditions:

The Provider will enable _____ (Name of Student) _____ to achieve:

SPECIFIC Goals(s)

- 1.
- 2.
- 3.

The student's progress toward achieving the above goals will be measured by:

(LEA and provider must agree to the instrument(s) or method(s) of measuring achievement.)

The Student and Provider will accomplish the above Goals according to the following schedule:

Goal:	Time to be Accomplished
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- 1.
- 2.
- 3.

The provider will inform the student's parent(s) and teacher(s) of the progress according to the following schedule:

Goal:	Reporting Time
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- 1.
- 2.
- 3.

All reports will be in writing and in a language that the parent can understand. If the parent also desires a verbal report in addition to the written report, the provider agrees to provide the parent with the verbal report and written report.

The LEA reserves the right to terminate this agreement if the Provider fails to meet the above terms of this document.

Payment for services will be paid annually or semi-annually. (Circle one)

The LEA reserves the right to withhold payment or pro-rate the amount to be paid.

Signature of providing entity official

Signature of local educational agency official

Signature of parent