



*Toolkit for Faith-Based and Community
Organizations to Provide Extra Academic Help
(Supplemental Educational Services)*

(March 2003)



Center for Faith-Based and Community Initiatives
www.ed.gov/faithandcommunity/
1-800-USA-LEARN

Introduction

On January 8, 2002, President George W. Bush ushered in a new era in education by signing into law the *No Child Left Behind* Act of 2001 (NCLB). This act is the most sweeping change in education policy in three decades. It gives information and new resources to parents, new tools to teachers and new hope to every child in America who attends a school that needs substantial improvement. President Bush and U.S. Secretary of Education Rod Paige have made it a priority to close the achievement gap in America's schools. America needs the help of faith-based and community organizations to achieve this goal.

One very important part of the *No Child Left Behind* Act is the requirement to provide additional academic instruction for low-income children in certain schools that are in need of improvement. These supplemental educational services represent one important step in the effort to increase the academic achievement of students in low-performing schools. Faith-Based and Community Organizations (FBCOs) are eligible under this law to be providers of supplemental services to qualified low-income children and to be reimbursed for these services with federal, state or local funds.

This toolkit is designed to answer questions that you may have about what is needed to become an eligible provider of supplemental services. It is not a binding legal document. If you like, you may review the legal documents found at: www.nclb.gov (*No Child Left Behind* Act, the Regulations and the Non-Regulatory Guidance on Supplemental Services). For further information, please read the official guidance document on our Web site (www.ed.gov/faithandcommunity/) or contact the Center for Faith-Based and Community Initiatives at faithandcommunity@ed.gov, or 1-800 USA LEARN.

This guide is organized as a series of frequently asked questions.

What are supplemental educational services?

Supplemental educational services are additional academic instruction designed to increase the academic achievement of students in low-performing schools. These services may include academic assistance such as tutoring, remediation and other educational interventions, provided that such approaches are consistent with the content and instruction used by the local education agency (LEA) and aligned with the state's academic content standards. Supplemental educational services must be provided outside of the regular school day. Supplemental educational services must be high-quality, research-based, and specifically designed to increase student academic achievement.

What is the purpose of supplemental educational services?

When students are attending schools that have not made adequate yearly progress in increasing student academic achievement for three consecutive years, parents will be provided opportunities to ensure that their children reach the level of proficiency required by the state in reading, language arts and math. Supplemental educational services are a component of the *No Child Left Behind Act* (NCLB) that will provide extra academic assistance for eligible children. Students from low-income families who are attending Title I schools that are in their second year of school improvement (those that have not made adequate yearly progress for three or more years), in corrective action or in restructuring status are eligible to receive these services.

You can identify the schools where students are eligible for supplemental services by contacting your state education agency. Contact information for each state is included in the appendix to this document.

States are required to identify organizations, both public and private, that qualify to provide these services. Parents of eligible students are then notified by the LEA that supplemental educational services will be made available, and parents can select any approved provider that they feel will best meet their child's needs in the area served by the local education agency or within a reasonable distance of that area. The LEA, which is usually a school district, will sign an agreement with providers selected by

parents, who will then provide services to the child and report on the child's progress to the parents.

The goal is to ensure that these students increase their academic achievement, particularly in reading/language arts and mathematics. This component of Title I offers parents choices in addressing their child's educational needs and offers students the extra help needed to succeed.

Are faith-based organizations, including entities such as religious private schools, eligible to be supplemental educational service providers?

Yes. Faith-based organizations (FBOs) are eligible to become providers of supplemental educational services if they meet the applicable statutory and regulatory requirements. In matters of program eligibility, a state education agency (SEA) may not discriminate against potential supplemental services providers on the basis of their religious character or affiliation. Thus, faith-based and community based organizations are encouraged to become providers of supplemental educational services on the same basis as other eligible entities.

What are the rules for participation of faith-based organizations?

Faith-Based organizations are not required to give up their religious character or identification to be providers.

All providers must agree to ensure that the instruction and content of the supplemental services are secular, neutral and nonideological. Neither Title I funds nor other federal funds shall be expended to support religious practices, such as religious instruction, worship or prayer. FBOs may offer such practices, but not as part of the supplemental educational services; and FBOs should comply with generally applicable cost accounting requirements to ensure that federal funds are not used to support these activities. For example, FBOs may wish to keep federal funds in a separate account to ensure that they are not used inappropriately. Office of Management and Budget (OMB) Circular A-21 (<http://www.whitehouse.gov/omb/circulars/a021/a021.html>) provides guidance for education institutions regarding appropriate accounting practices, and OMB Circular A-122 (<http://www.whitehouse.gov/omb/circulars/a122/a122.html>) provides guidance for nonprofit organizations. You can also request these by calling (202) 395-3080.

Who is eligible to receive supplemental educational services?

Eligible students include all students from low-income families who attend Title I schools that are in their second year of school improvement, in corrective action or in restructuring. Eligibility is not dependent on whether the student is a member of a subgroup that caused the school to not make adequate yearly progress or whether the student is in a grade that takes the statewide assessments.

The state education agencies will have a list of the eligible schools.

How does my organization become an eligible provider of supplemental services?

Your organization must apply to the state education agency for the states in which you wish to provide services. A list of the contact information for these offices can be found in Appendix A or on our Web site (www.ed.gov/faithandcommunity/). Once the state places your organization on its list of approved providers, parents of eligible students may select you as their provider of supplemental services.

How do states identify and approve supplemental educational services providers?

The SEA must develop and apply objective criteria for approving supplemental educational service providers. The criteria for approving providers as well as the list of approved providers must be published.

A list of Web sites where you can find application packages from various states can be found in Appendix A or on our Web site at (www.ed.gov/faithandcommunity/).

The basic criteria that states must use to approve supplemental service providers are as follows:

1. A demonstrated record of effectiveness in improving student academic achievement;
2. Documentation that the instructional strategies used by the provider are high-quality, based upon research and designed to increase student academic achievement;
3. Assurance that services are consistent with the instructional program of the local education agency and with state academic achievement standards;
4. Evidence that the provider is financially sound;

5. Assurance by the provider that it will provide supplemental educational services consistent with applicable federal, state and local health, safety and civil rights laws;
6. Assurance by the provider that all instruction and content involved in the supplemental services is secular, neutral and non-ideological; and
7. Assurance by the provider that it will provide parents of children receiving supplemental services and the appropriate local education agency information regarding the progress of the children in increasing achievement in a form and, to the extent practicable, a language that their parents can understand.

States have flexibility in developing their approval process but must provide an opportunity, at least annually, for new providers to apply for inclusion on the state's list and ensure that interested providers have knowledge of the process. The SEA must give school districts a list of available providers in their general geographic locations. States may establish a reasonable period of time during which additional providers may apply, be evaluated for approval, and be added to the list.

What is the key to preparing a high-quality application and delivering high-quality supplemental services?

The key to preparing a high-quality application is to address the core criteria used by the states for evaluating applications of supplemental service providers. Carefully review the application to determine the criteria by which it will be judged. Standards and specific application instructions will vary somewhat from state to state, and it is most important that your application is tailored to the standards and instruction of each state to which you apply. However, here are a few tips that may be useful to you in addressing the criteria:

1. A demonstrated record of effectiveness in improving student academic achievement.

States must determine what constitutes suitable evidence of a demonstrated record of effectiveness for the purposes of approving providers for the state list. The NCLB's emphasis on the state's responsibility to promote participation by the maximum number of providers to give parents as many choices as possible suggests that states take a flexible approach in determining effectiveness.

2. Evidence that the applicant’s instructional practices are of high quality, based upon research and designed to increase student academic achievement.

A major focus of the *No Child Left Behind Act* is to use only those educational practices that have evidence to suggest that they will increase student academic achievement. This means the *most important consideration* in assessing the educational practices of a potential provider should be whether those practices result in improved academic achievement in reading/language arts and mathematics. Whenever possible, a provider should submit as part of the state approval process any academic research supporting the particular instructional methods used by the provider.

In addition, the state may want to consider the following questions when identifying supplemental educational service providers:

1. How consistent are the services with the state’s academic content and achievement standards, as they are required to be by the statute?
2. Is the progress of students receiving these services constantly monitored?
3. Is the instruction focused, intensive, and targeted to student needs?
4. Do students receive constant and systematic feedback on what they are learning?
5. Are instructors adequately trained to deliver the supplemental educational services?
6. Are students and parents participating in the program satisfied with the instructional program?

3. Connection to state academic standards and district instructional programs.

Applications will be evaluated on the extent to which the applicant describes its program’s integration with state academic standards and the local school district’s instructional programs. Thus it is very important to develop a cooperative relationship with the LEA (local school district). Be sure to convey an attitude of cooperation in order to advance the academic achievement of the students to be served.

Applications should describe the program’s connection to specific state academic standards and the instructional program of the

district in which the organization intends to operate. When possible cite the specific standards and programs the program addresses.

State academic standards may be found on the Web sites of the state education agencies. Achieve, Inc. maintains a database of state academic standards on its Web site at www.achieve.org/. Click on resources to find the database and the terms and conditions for using it. (Please note that information about this Web site is offered for informational purposes only and does not imply an endorsement of this site by the U.S. Department of Education.)

4. Monitoring Student Progress

Applications will be evaluated based on whether or not the applicant clearly describes the specific programs and practices used to diagnose a student's needs, prescribe an instructional program to meet that student's needs, and evaluate and monitor that student's progress towards clearly identified goals. Regular feedback should be provided to the students on what they are learning. Your description should address all three of the following:

- a. The specific process used to assess student needs, identify skill or knowledge gaps and prescribe an instructional program based on the student's individual needs.
- b. The specific process used to evaluate, monitor, and track student progress on a continuous and regular basis.
- c. How a timetable will be developed for each student's achievement gain that includes clear goals for the student.

5. Communication with Schools

Applications will be evaluated based on whether or not they demonstrate a clear link between the academic programs a student receives in the regular school day and the instruction and content of the supplemental educational program provided. Clearly explain how students' progress will be communicated to schools and describe how a connection between the school program and applicant services will be ensured. Descriptions should address:

- a. How a connection between the applicant instructional program and the program in place at the students' school will be ensured.
- b. The specific procedures used to report on student progress to

students' teachers and appropriate school or district staff and the reporting frequency.

6. Communication with parents and families

Applications will be evaluated on the extent to which it can demonstrate a consistent and specific process for providing parents and families of students with information on the children's progress in increasing achievement, and providing that information in a format and language that parents can understand. Clearly explain what methods, tools and processes will be used to communicate student progress to students' parents and families. The description should address as many of the following factors as possible:

- a. The frequency and method of communicating the student's progress to parents.
- b. How parents will be involved in creating a timetable for achieving student's goals.
- c. How to cooperate with parents to accommodate their work schedules.
- d. How to resolve any potential conflicts with parents.
- e. Expectations for parental involvement.
- f. How to train staff to work with parents.
- g. How to provide information to parents in languages other than English.

7. Qualifications of Instructional Staff

Applications will be evaluated based on the extent to which they offer evidence of qualified staff and demonstrate a commitment to ongoing professional development and improvement of the applicants' own products and services. The teacher quality standards of the *No Child Left Behind Act* do not apply to providers of supplemental services.

Applicants may use the following as sources of evidence of qualified staff: 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.

8. Financial and Organizational Stability

Applications will be evaluated based on whether they offer evidence of the organization's capacity to deliver high-quality services over time.

a. Submit evidence demonstrating that the organization is financially sound. Such evidence may include: a description of how the organization currently receives funds (such as grants, fees-for-service, etc.); audited financial statements; credit ratings from an independent rating agency; organizational budgets; and/or proof of liability insurance (include company name and policy number, or a copy of the policy cover page).

b. Submit evidence demonstrating that the organization has a sound management structure. Describe the leadership of the organization. Evidence may include business plans or profiles and a strategic plan or mission statement that outlines the organization's commitment to the education achievement of children.

9. Compliance with federal, state and local health and safety standards and civil rights laws.

Applications will be judged on the extent to which they comply with federal, state and local health and safety standards and civil rights laws. The application should indicate the organization's compliance with local health and safety laws. Under the *No Child Left Behind Act*, a supplemental educational services provider must meet all applicable federal, state and local civil rights laws (as well as health and safety laws). With respect to federal civil rights laws, most apply generally to "recipients of federal financial assistance." These laws include Title VI of the Civil Rights Act of 1964 (discrimination on the basis of race and national origin), Title IX of the Education Amendments of 1972 (discrimination on the basis of sex), Section 504 of the Rehabilitation Act of 1973 (Section 504) (discrimination on the basis of disability), and the Age Discrimination Act of 1975 (discrimination on the basis of age).

A supplemental educational services provider, merely by being a provider, is not a recipient of federal financial assistance. As a result, the above-referenced federal civil rights laws are not

directly applicable to a provider unless the provider otherwise receives federal financial assistance for other purposes.

The provisions of two federal civil rights laws, however, may apply to supplemental educational services providers despite the fact that a provider is not a “recipient of federal financial assistance.” Title II of the Americans with Disabilities Act of 1990 (ADA) would apply to public entities, but not private entities, that provide supplemental educational services. Under Title III of the ADA, which is enforced by the U.S. Department of Justice, private providers that are places of public accommodation (except for religious entities) must make reasonable modifications to their policies, practices, and procedures to ensure nondiscrimination on the basis of disability, unless to do so would fundamentally alter the nature of the program. Likewise, these providers must take those steps necessary to ensure that students with disabilities are not denied services or excluded because of the absence of auxiliary aids and services, unless taking those steps would fundamentally alter the nature of services or would result in an undue burden (such as significant difficulty or expense). In addition, an entity that employs 15 or more employees is subject to Title VII of the Civil Rights Act of 1964, which prohibits discrimination in employment on the basis of race, color, religion, sex or national origin, except that Title VII does not apply to the employment of individuals of a particular religion by a religious organization.

All the federal civil rights laws, however, apply to SEAs and LEAs, as recipients of federal financial assistance. As such, SEAs and LEAs have the responsibility for ensuring that there is no discrimination in their supplemental educational services programs.

What is the responsibility of the local education agency in providing supplemental educational services?

LEA responsibilities focus on notifying parents about the availability of supplemental educational services, arranging for the services to be provided, and monitoring the services for the purpose of improving academic achievement. Specifically, an LEA must:

1. Notify parents about the availability of services, at least annually;

2. Help parents choose a provider, if requested;
3. Determine which students should receive services if not all students can be served;
4. Enter into an agreement with a provider selected by the parents of an eligible student;
5. Assist the SEA in identifying potential providers within the LEA;
6. Provide the information the SEA needs to monitor the quality and effectiveness of the services offered by providers; and
7. Protect the privacy of students who receive supplemental educational services.

What must be included in the agreement with the provider?

After parents select a provider for a child, the LEA must enter into an agreement with the provider that includes the following:

1. Specific achievement goals for the student, which must be developed in consultation with the student's parents;
2. 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;
3. A timetable for improving the student's achievement;
4. A provision for termination of the agreement if the provider fails to meet student progress goals;
5. Provisions governing payment for the services;
6. A provision prohibiting 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 student's parents; and
7. An assurance that supplemental educational services will be provided consistent with applicable civil rights laws.

The LEA is encouraged to use cost-effective methods in designing this agreement and fulfilling this obligation. For instance, the district may want to design a generic agreement that can be tailored to a particular student and provider. Also, existing assessments could be used by the LEA to measure student progress.

Faith-based and community organizations have the potential to play a vital role in the U.S. Department of Education's efforts to see that all children have access to a high-quality education. We hope that your organization will heed this call and help close the achievement gap. If you have any questions or experience any inappropriate resistance to your participation, please do not hesitate to contact our office. We would also like to hear about your successes in improving the academic achievement of disadvantaged students. Thank you for working with us to ensure that no child is left behind.

STATE OFFICES AND CONTACTS SUPPLEMENTAL EDUCATIONAL SERVICES

Please note that the amount of information listed here for each state will vary slightly based on what was available at the time of the survey.

For some states, applications to become providers of supplemental educational services may only be available online while they are accepting applications.

Also, over time, some of the contact information listed here may change. Please refer to our Web site (www.ed.gov/faithandcommunity/) for the most up-to-date information.

ALABAMA:

Web site for Application:

ftp://ftp.alsde.edu/documents/55/NOTICE_Suppl_Education_Service_Providers.doc

Contact: Catherine Moore

Coordinator

Alabama State Department of Education

Federal Programs Section

Gordon Persons Building, Room 5348

Montgomery, AL 36130-2101

cmoore@alsde.edu

(334) 242-8199

ALASKA:

Web site for Application: http://www.educ.state.ak.us/nclb/pdf/SSP_RFA.pdf

Contact: Eric Madsen

Alaska Department of Education & Early Development

801 W. 10th Street, Suite 200

Juneau, AK 99801

eric_madsen@eed.state.ak.us

(907) 465-2970

ARIZONA:

Web site for Application: <http://www.ade.state.az.us/asd/Title1/SES/>

Contact: Kathryn "Katie" Stevens

Academic Support Division

Arizona Department of Education

1535 West Jefferson Street, Bin 21

Phoenix, AZ 85007

(602) 542-4391

ARKANSAS:

Web site for Application: http://arkedu.state.ar.us/whats_new/whats_new_p7.htm

Contact: Janinne Riggs

Assistant Director for School Improvement and Professional Development

Arkansas Department of Education

#4 State Capital Mall

Room 406-B

Little Rock, AR 72201

jriggs@arkedu.k12.ar.us

(501) 582-4219

CALIFORNIA:

Web site for Application: <http://www.cde.ca.gov/iasa/titleone/pi/supservapp.html>

Contact: Jerry Cummings

Title I Policy and Partnerships Office

Attn: Supplemental Services Provider

California Department of Education

721 Capitol Mall, 2nd Floor

Sacramento, CA 95814

jcumming@cde.ca.gov

(916) 319-0381

COLORADO:

Web site for Application:

<http://www.cde.state.co.us/cdeunified/download/SuppServs.pdf>

<http://www.cde.state.co.us/cdeunified/download/supplementalRFP.pdf>

Contacts: Laura Hensinger

Title I – Senior Consultant

Colorado Department of Education

201 East Colfax Avenue

Room 502

Denver, CO 80203

Hensinger_L@cde.state.co.us

(303) 866-6675

CONNECTICUT:

Web site for Application: <http://www.state.ct.us/sde/rfp/index.htm>

Contact: Leslie Aversa
Assistant Commissioner
Connecticut Department of Education
165 Capitol Avenue
Room 303
Hartford, CT 06106
(860) 713-6550

DELAWARE:

Web site for Application: <http://www.doe.state.de.us/SchoolImprovement/>

After connecting to the Web site, then click on the link to "Federal Programs."

Contact: Colleen P. Wozniak
Education Associate, School Improvement
Delaware Department of Education
P.O. Box 1402
401 Federal Street
Dover, DE 19903-1402
cwozniak@doe.k12.de.us
(302) 739-2770

DISTRICT OF COLUMBIA:

Web site for Application:
Contact: Dawn Richardson
Executive Director, Federal Grants Programs
District of Columbia Public Schools
825 N. Capitol St., N.E.
Room 8001
Washington, DC 20002
Dawn.Richardson@k12.dc.us
(202) 442-5570

FLORIDA:

Web site for Application: *There is nothing on their Web site on supplemental educational services at this time. Use the information below to request more information.*

Contact: Betty Applewhite, Rony Joseph
Florida Department of Education
Office of Title I and Migrant Programs
325 W. Gaines Street, Ste. 352
Tallahassee, FL 32399
(850) 487-3530

GEORGIA:

Web site for Application:

http://www.doe.k12.ga.us/federal/nclb/_documents/providers_application.pdf

Contacts: Clara J. Keith

Georgia Department of Education

Supplemental Services Providers

1854 Twin Towers East

Atlanta, GA 30334

ckeith@doe.k12.ga.us

(404) 656-4028

HAWAII:

Web site for Application:

<http://doe.k12.hi.us/nclb/>

Contact: Greg Knudsen

Communications Director

Communications Office

1390 Miller St., Room 312

Honolulu, HI 96813

(808) 568-3230

IDAHO:

Web site for Application: <http://www.sde.state.id.us/sasa/resources.asp#Supplemental>

Contacts: Rosemary Powers Ardinger, State Title I Director

Sherry McKnight

Idaho State Department of Education

PO Box 83720

Boise, ID 83720-0027

smcknigh@sde.state.id.us

(208) 332-6901

ILLINOIS:

Web site for Application: <http://www.isbe.net/news/2002/sept19-02.htm>

Contact: Cheryl Bradley

Illinois State Board of Education

Accountability Division (E-230)

100 North First Street

Springfield, IL 62777-0001

cbradley@isbe.net

(217) 782-2948

INDIANA:

Web site for Application:

<http://paris.doe.state.in.us/downloads/requestforprop932002.doc>

<http://paris.doe.state.in.us/downloads/SuppServicesApp.doc>

Contacts: Marjorie R. Simic

Director

Division of Compensatory Education

Indiana Department of Education

State House, Room 229

Indianapolis, IN 46204

(317) 232-0540

IOWA:

Web site for Application: <http://www.state.ia.us/educate/ecese/asis/titlei/documents.html>

Contact: Paul Cahill

Third Floor

Grimes State Office Building

East 14th and Grand Avenue

Des Moines, IA 50319

paul.cahill@ed.state.ia.us

(515) 281-3944

KANSAS:

Web site for Application: <http://www.ksbe.state.ks.us/Welcome.html>

Contact: Judi Miller

State and Federal Programs

Kansas State Department of Education

120 S.E. 10th Ave.

Topeka, KS 66612-1182

judim@ksde.org

(785) 296-5081

KENTUCKY:

Web site for Application:

<http://www.kentuckyschools.net/KDE/Administrative+Resources/Finance+and+Funding/Federal+Program+>

Contacts: Michelle Sutherland

Federal Programs

Kentucky Department of Education

500 Mero St.

CPT 8th Floor

Frankfort, KY 40601

msutherl@kde.state.ky.us

(502) 564-3791

LOUISIANA:

Web site for Application: <http://www.doe.state.la.us/DOE/grants/RFArevision4.pdf>
Louisiana Department of Education
Office of School and Community Support
P.O. Box 94064
Baton Rouge, LA 70804-9064
(877) 453-2721

MAINE:

Maine is presently analyzing the data from its 2001-2002 assessments. It appears that only one school in the state will have to provide supplemental services this year. The state will determine if it wants to release an RFP for one school or seek out and approve providers via a simpler process.

MARYLAND:

Web site for Application: <http://marylandpublicschools.org/titleI/index.html>
Contacts: Sarah J. Hall
Chief
Program Improvement and Family Support Branch
200 West Baltimore St.
Baltimore, MD 21201
shall@msde.state.md.us
(410) 767-0286

Alan Delman
Procurement Section
200 West Baltimore St., Room 218
Baltimore, MD 21201
adelmen@msde.state.md.us
(410) 767-0956

MASSACHUSETTS:

Web site for Application: <http://www.doe.mass.edu/ses/>
Contact: Rachelle Engler
Office of School Enrichment
Massachusetts Department of Education
350 Main St.
4th Floor
Malden, MA 02148
rengler@doe.mass.edu
sesproviders@doe.mass.edu
(781) 338-3205

MICHIGAN:

Web site for Application:

http://www.michigan.gov/mde/0,1607,7-140-6525_6530_6559-49582--,00.html

Contact: Linda Brown

Office of Field Services

Michigan Department of Education

P.O. Box 30008

Lansing, MI 48909

brownlq@michigan.gov

(517) 373-3921

MINNESOTA:

Currently analyzing their need to provide supplemental educational services.

MISSISSIPPI:

Web site for Application: <http://www.mde.k12.ms.us/acad/is/rfp2a.doc>

Contact: Johnny Thornton

Title I Director

Office of Innovative Support

Mississippi Department of Education

P.O. Box 771

Central High School Building

Suite 162

Jackson, MS 39205

jthornton@mde.k12.ms.us

(601) 359-3499

MISSOURI:

Web site for Application: <http://www.dese.state.mo.us/divimprove/nclb/>

Contact: Jeri Zimmerman

Missouri Department of Elementary and Secondary Education

Assistant Director of Finance

205 Jefferson St., 8th Floor (Physical Address)

P.O. Box 480 (Mailing Address)

Jefferson City, MO 65102

573-751-4212

MONTANA:

Web site for Application: <http://www.opi.state.mt.us/pdf/TitleI/SuppEdServ.pdf>

Contact: Gwen Smith

Montana Office of Public Instruction

P.O. Box 202501

Helena, MT 59620

gsmith@state.mt.us

(406) 444-5660

NEBRASKA:

Web site for Application: <http://www.nde.state.ne.us/TITLE1/nesspapp.pdf>

Contact: Cathy Morin

Title I Consultant

Nebraska State Department of Education

Title I Office

301 Centennial Mall South

P.O. Box 94987

Lincoln, NE 68509

cmorin@nde.state.ne.us

(402) 471-2482

NEVADA:

Web site for Application: <http://www.nde.state.nv.us/nclb/providers/RFA.memo.doc>

<http://www.nde.state.nv.us/nclb/providers/RFA.app.new.doc>

Contact: Fawn Lewis

Nevada Department of Education

700 E. Fifth St., Ste. 113

Carson City, NV 89701

flewis@nsn.k12.nv.us

(775) 687-9214

Currently no schools need to offer supplemental educational services to their students.

Schools will need to offer services in September of 2003.

NEW HAMPSHIRE:

Web site for Application: <http://www.ed.state.nh.us/RFPs/Index.htm>

Contact: Dorothy R. Fair

New Hampshire Department of Education

101 Pleasant St.

Concord, NH 03301

dfair@ed.state.nh.us

(603) 271-3301

NEW JERSEY:

Web site for Application: http://www.state.nj.us/njded/grants/nclb/supplemental_rfp.pdf
Contact: Linda Dold-Collins, Director
Title 1 Office
New Jersey Department of Education
P.O. Box 500
Trenton, NJ 08625
(609) 341-5062

NEW MEXICO:

Web site for Application: <http://www.state.nm.us/spd/>
Contact: Jack McCoy
Procurement Manager
Director
Instructional Support Services
New Mexico Department of Education
300 Don Gaspar
Santa Fe, NM 87501
JmCoy@sde.state.nm.us
(505) 827-6519

NEW YORK:

Web site for Application: <http://www.emsc.nysed.gov/nyc/SES/SES.html#ProviderInfo>
State Title I Coordination Office
375 EBA
New York State Education Department
Albany, NY 12234
EMSCSES@MAIL.NYSED.GOV
(518) 474-4715

NORTH CAROLINA:

Web site for Application: <http://www.ncpublicschools.org/nclb/workbook/supservice.html>
Contact: Jackie Colbert
Assistant Director
Division of School Improvement/NCDPI
301 N. Wilmington Street
Raleigh, NC 27601-2825
jcolbert@dpi.state.nc.us
(919) 807-3911

NORTH DAKOTA:

Web site for Application: <http://www.dpi.state.nd.us/forms/sfn53440.pdf>

Contact: Tanya Lunde Neumiller

Assistant Director

North Dakota Department of Public Instruction, Title 1

600 E Boulevard Ave., Dept. 201

Bismarck, ND 58505-0440

Tlneumiller@state.nd.us

(701) 328-4646

OHIO:

Web site for Application:

http://www.ode.state.oh.us/esea/Superintendent/Supplemental_Education_Service_Providers_Home.asp

Ohio Department of Education

25 South Front Street

Columbus, OH 43215-4183

Contact.center@ode.state.oh.us

(877) 644-6338

OKLAHOMA:

Web site for Application: <http://sde.state.ok.us/home/defaultie.html>

Click on "Request for Participation Supplemental Educational Service Providers" found on the right side of the Web page.

Contact: Donna Hardin

Executive Director

School Support

Oklahoma State Department of Education

Title I Section

2500 North Lincoln Boulevard

Room 311

Oklahoma City, OK 73105-4599

Donna_hardin@sde.state.ok.us

(405) 522-3253

OREGON:

Oregon is still in the process of creating their requirements.

PENNSYLVANIA:

Web site for Application:

<http://www.pde.state.pa.us/nclb/cwp/view.asp?a=3&Q=82666&PM=1>

<http://www.pde.state.pa.us/nclb/lib/nclb/SESApplication1.pdf>

Contact: Kerri McCarthy

Director

Bureau of Performance

Pennsylvania Department of Education

Accountability and Reporting

9th Floor

333 Market Street

Harrisburg, PA 17126-0333

kemccarthy@state.pa.us

(717) 705-2343

RHODE ISLAND:

http://www.ridoe.net/funding/supplemental_2003/supplemental_services_jan_2003.pdf

Rhode Island Department of Education

Office of Integrated Services

255 Westminster Street

Providence, Rhode Island 02903

401-222-9600 X2373

SOUTH CAROLINA:

Web site for Application: *There is nothing on their Web site regarding supplemental educational services at this time. Use the contact information below to request more information.*

Contact: Wanda Rushing

Coordinator

Room 512-C

Rutledge Building

1429 Senate Street

Columbia, SC 29201

wrushing@sde.state.sc.us

(803) 734-8105

SOUTH DAKOTA:

Web site for Application: <http://www.state.sd.us/deca/TA/basic/pdf/SDSSapp.pdf>
& <http://www.state.sd.us/deca/TA/basic/>

Contact: Diane Lowery

South Dakota Department of Education & Cultural Affairs

Division of Education Services & Resources

Office of Technical Assistance

700 Governors Drive

Pierre, SD 57501-2291

Diane.lowery@state.sd.us

(605) 773-6509

TENNESSEE:

Web site for Application: <http://www.state.tn.us/education/acctsupplementalapp.pdf>

Contact: Barbara Adkisson

6th Floor, Andrew Johnson Tower

710 James Robertson Parkway

Nashville, TN 37243-0375

Barbara.Adkisson@state.tn.us

(615) 532-6315

TEXAS:

Web site for Application: <http://www.tea.state.tx.us/nclb/>

Texas Education Agency

1701 North Congress Avenue

Austin, TX 78701-1494

(512) 305-9447

UTAH:

Web site for Application: <http://www.usoe.k12.ut.us/curr/nclb/pdf/SupServProvApp.pdf>

<http://www.usoe.k12.ut.us/curr/nclb/pdf/SupServRub.pdf>

Contact: Nancy Shepherd

Utah State Office of Education

P.O. Box 144200

250 East 500 South

Salt Lake City, UT 84111

nshepher@usoe.k12.ut.us

(801) 538-7825

VERMONT:

Web site for Application:

http://www.state.vt.us/educ/new/pdfdoc/pgm_federal/rfp_supp_serv_prov_memo.pdf

Contact: David Baroudi

State Director

Vermont Department of Education

120 State Street

Montpelier, VT 05620-2501

dbaroudi@doe.state.vt.us

(802) 828-5156

VIRGINIA:

Web site for Application: http://www.pen.k12.va.us/VDOE/nclb/ssp_app.doc

Contact: George H. Irby

Director

Office of Compensatory Programs

Virginia Department of Education

P.O. Box 2120

Richmond, VA 23218-2120

girby@mail.vak12ed.edu

(804) 225-2869

WASHINGTON:

Web site for Application: <http://www.k12.wa.us/ESEA/pubdocs/SupServAPP-RFP.pdf>

<http://www.k12.wa.us/bulletinsmemos/memos2002/m067-02.pdf>

Contact: Gayle Pauley

Title I Director

OSPI

P.O. Box 47200

Olympia, WA 98504-7200

gpauley@ospi.wednet.edu

(360) 725-6100

WEST VIRGINIA:

Web site for Application: <http://wvde.state.wv.us/news/484/>
& <http://wvde.state.wv.us/tt/2002/supplementalserviceproviderRFP.pdf>

Contact: Deborah Brown
Executive Director
Office of Instructional Services
West Virginia Department of Education
1900 Kanawha Boulevard East
Charleston, WV 25305
dsbrown@access.k12.wv.us
(304) 558-7805

WISCONSIN:

Web site for Application: <http://www.dpi.state.wi.us/dpi/esea/#Grant%20and%20Funding%20Information>
http://www.dpi.state.wi.us/dpi/esea/9550/9550_s.doc

Contact: Patty Murray
125 S. Webster St.
PO Box 7841
Madison, WI 53707-7841
Patricia.murray@dpi.state.wi.us
(608) 267-3721

WYOMING:

Wyoming has no schools in the second year of improvement or corrective action.