

STATE OF NEW MEXICO
LEGISLATIVE EDUCATION STUDY COMMITTEE

REPRESENTATIVES

Rick Miera, Chair
Nora Espinoza
Mary Helen Garcia
Jimmie C. Hall
Dennis J. Roch
Mimi Stewart

State Capitol North, 325 Don Gaspar, Suite 200
Santa Fe, New Mexico 87501
Phone: (505) 986-4591 Fax: (505) 986-4338
<http://www.nmlegis.gov/lcs/lesc/lescdefault.aspx>

SENATORS

Cynthia Nava, Vice Chair
Mary Jane M. García
Gay G. Kernan
Lynda M. Lovejoy

ADVISORY

Alonzo Baldonado
Ray Begaye
Eleanor Chávez
George Dodge, Jr.
Roberto "Bobby" J. Gonzales
Tim D. Lewis
Sheryl M. Williams Stapleton
Shirley A. Tyler
Bob Wooley



ADVISORY

Vernon D. Asbill
Mark Boitano
Stephen H. Fischmann
Howie C. Morales
John Pinto
Sander Rue

Frances Ramírez-Maestas, Director
David Harrell, PhD, Deputy Director

August 24, 2011

MEMORANDUM

TO: Legislative Education Study Committee

FR: Kevin Force, J.D.

RE: PROPOSED RULEMAKING: AMENDED RULE (NMAC 6.19.6): PUBLIC SCHOOL ACCOUNTABILITY, TITLE 1 SUPPLEMENTAL EDUCATIONAL SERVICES

INTRODUCTION

In 2011, legislation was enacted (Laws 2011, Chapter 32) to amend provisions relating to the state's administration of Supplemental Education Services (SES) for Title I-eligible students who attend schools in need of improvement, under the *No Child Left Behind Act of 2001* (NCLB). Specifically, the legislation requires the Public Education Department (PED), through rule, to:

- establish a range of acceptable provider rates; and
- require SES providers to furnish documentation, as part of their application to PED, that their services are consistent with the instructional program in every school district in which they propose to provide services.

This staff report includes a discussion of:

- the required rule changes:
 - the range of provider rates; and
 - documentation of consistency with districts' instructional programs;

- federal and existing state requirements; and
- background.

REQUIRED RULE CHANGES

On August 12, 2011, PED published in the *New Mexico Register* a notice of proposed rulemaking that would execute the rule changes required by the legislation (see Attachment 1, *PED Notice of Proposed Rulemaking 8/15/11*, and Attachment 2, *Proposed Rule: Supplemental Educational Services*). While the proposed rules contain an effective date of October 31, 2011, PED staff report that they have already acted on the required changes by including them in the 2011 SES provider application (see Attachment 3, *NM PED 2011-2012 SES Provider Application*).

While these changes are immediately applicable to new applicants and current providers who are renewing their contracts, they would not apply to those whose contracts are not yet up for renewal. Addressing this issue, the proposed rule requires *all current and interested* SES providers to submit an application for school year 2012-2013, so that by the next academic year, all providers will have complied with the new requirements. Further, according to PED staff, all current providers must submit an application update by August 19, 2011, which would require them to provide responses and documentation to come into compliance with the 2011 legislation. While this update is not scored by PED, it is reviewed for compliance purposes. Thus, the promulgation of the proposed rule, together with the required application update, should bring all current and prospective SES providers into compliance with the new law.

Range of Provider Rates

In both the 2011 SES provider application form and the proposed rule, PED established a rate schedule ranging from \$25 to \$65 per hour for school year 2011-2012, and from \$25 to \$45 for subsequent school years. Further, PED incorporated the sliding rate scale (see “Background,” below), already required by state law and rule, into the new rate schedule.

The hourly rate range is set at the following:

- school year 2011-2012: \$25 to \$65 per hour; and
- school year 2012-2013, and subsequent years: \$25 to \$45 per hour.

This base rate is then applied to the sliding scale by first multiplying it by a factor established according to the educational level of the tutors, and thence by a factor based on the teacher/pupil ratio:

- Teacher Qualifications:
 - BA (valid teaching license or four-year degree), 100 percent;
 - AA (less than a four-year degree but more than an associate of arts degree), 85 percent; or
 - HS (less than an associate of arts degree but more than a high school diploma), 75 percent; and

- Teacher Pupil Ratio:
 - one to three students, 100 percent;
 - four to six students, 85 percent; or
 - seven or more students, 50 percent.

Therefore, a tutor with a Bachelor of Arts degree who charges \$65 per hour for six students would calculate the fee thus:

- Teacher Qualification (BA): $\$65 \times 100 \text{ percent} = \65 per hour per student;
- teacher/Pupil ratio (1/6): $\$65 \times 85 \text{ percent} = \55.25 per hour per student; and
- the resulting total fee for this tutor for one hour would be \$331.50.¹

Additionally, in the application, PED establishes teacher/student ratios for computer-based and online services:

- If a provider's computer-based or online service is software only, and the ratio is one student to one computer:
 - the teacher/student ratio shall be considered to be one to one;
 - for invoicing purposes, the educational level of the teacher shall not be considered, because the instructional program is based on software only; and
 - no more than one student per computer is permitted; and
- if a provider's computer-based or online service has an online instructor and the ratio is one student to one computer:
 - the teacher/student ratio shall be considered to be one to one;
 - for invoicing purposes, the educational level of the teacher will be considered, because the program is based on teacher and student interaction; and
 - no more than one student per computer is permitted.

Documentation of Consistency with Districts' Instructional Programs

The proposed rule, (6.19.6.8(E) and (F) NMAC) states:

- each provider shall include documentation in its application, as prescribed by PED, that their services are consistent with the program of the school district or charter school whose students they intend to serve; and
- a district may require providers to participate in training designed to assist them in providing services consistent with the district's instructional program.

Appropriately, Section G of the 2011 PED provider application requires a portfolio of program documents, including:²

- proof of alignment to district and state instructional program(s); and

¹ See Attachment 1, page 7.

² See Attachment 3, page 18.

- curriculum scope and sequence or syllabus for each content area.

FEDERAL AND EXISTING STATE REQUIREMENTS

The federal NCLB requires each Title I school that has failed to make adequate yearly progress (AYP) for three consecutive years to use a portion of its Title I funds to provide SES to students from low-income families attending that school.³ Federal guidance defines these supplemental educational services as academic instruction provided in addition to instruction during the school day, “such as tutoring, remediation and other supplemental academic enrichment services that are consistent with the content and instruction used by the local educational agency (LEA) and are aligned with the [s]tate’s academic content and achievement standards.” These services must:

- “be high quality, research-based, and specifically designed to increase student academic achievement;” and
- be offered through public- or private-sector providers approved by the state and chosen by the parents.

According to US Department of Education (USDE) guidance, the required consistency with districts’ programs should be ensured at the state level, rather than that of the individual LEA, as alignment with local standards should follow as a result of consistency with state standards. Further, “consistency” does not necessarily mean that the programs must be identical with state or local standards. Rather, “they must share a focus on the same [s]tate academic content and student academic achievement standards and be designed to help students meet those standards.”⁴

According to information from PED, during school year 2010-2011 approximately 450 schools in 61 districts were required to provide SES to their students through providers chosen by the parents from a list of 66 providers approved by PED.⁵ (See Attachment 4, *NM PED 2010-2011 SES Provider List*.)

In addition to these federal requirements, state law, as enacted in 2003 and amended in 2006 through legislation endorsed by the Legislative Education Study Committee (LESC), further required PED to adopt rules that:

- govern the priority for students who are provided with SES;
- adopt a sliding-fee schedule based on the educational level of the tutors; and
- require providers to use a pre- and post-assessment instrument approved by the department “to measure the gains that students achieve through supplemental services.”

³ As the USDE explains, Title I schools are schools that operate programs funded under Title I of the *Elementary and Secondary Education Act of 1965*, commonly known as NCLB. Title I, Part A, includes SES as one of two parental choice options; the other is the option to transfer a child to a higher-performing school, which is effective when a school has failed to make AYP for two consecutive years.

⁴ See *No Child Left Behind, Supplemental Educational Services Non-Regulatory Guidance*, Section C-17.

⁵ According to PED staff, the department expects a total of 22 new provider applications for school year 2011-2012. Staff are uncertain as to if, or how many, providers have been removed or withdrawn themselves from the list. PED expects the list to be finalized by September 12, 2011.

Finally, it should be noted that despite ongoing legislative and regulatory activity at the state level the future of the SES program may be in doubt. The federal NCLB was expected to have been reauthorized in the spring of 2011, and is still awaiting consideration. Moreover, during the August 2010 interim meeting, the committee heard testimony by the USDE indicating that SES is unlikely to remain in the *Elementary and Secondary Education Act* (ESEA) when it is finally reauthorized, although at present, SES is still required under federal and state law, and its requirements still must be executed.

BACKGROUND

In PED's analysis of the 2001 legislation, the department noted that:

- establishing a range of rates for providers may:
 - prohibit exorbitant or unreasonably low rates; and
 - help to ensure quality services while providing flexibility to accommodate fluctuations in attendance and variations in per-pupil funding among LEAs; and
- under current agency rule, SES applicants must already ensure that their services be consistent with a district's curriculum. (In practice, however, this assurance is often simply a statement to that effect,⁶ while the 2011 legislation requires actual documentation of this consistency.)

Federal law and guidance allow PED to establish provider rates as long as the department maintains a variety of program configurations to allow parents as much choice as possible. According to PED, prior to passage of this legislation, provider rates had ranged from \$25 per hour to \$130 per hour, with the majority of providers charging between \$50 and \$80 per hour. PED's analysis also noted that one possible unintended consequence of establishing a range of rates may be to encourage providers to charge the higher-end rates and increase the pupil/tutor ratios as a means of maximizing profit margins.

⁶ For example, one applicant, in their 2010 SES provider application, responded to the item requiring curricular consistency with the statement, "We concur with the above statement," without any further elaboration or documentation.

NEW MEXICO PUBLIC EDUCATION DEPARTMENT**NOTICE OF PROPOSED RULEMAKING**

The Public Education Department hereby gives notice that the Department will conduct a public hearing at the Bataan Memorial Building, 407 Galiseo, "Old Senate Chambers", 2nd floor; Santa Fe, NM 87501-2786, on September 16, 2011 from 9:00 a.m. to 11:30 a.m. The purpose of the public hearing will be to obtain input on the following rules:

Rule Number	Rule Name	Proposed Action
6.11.2 NMAC	Public School Administration- Student Rights and Responsibilities of the Public Schools and Public School Students	Amend 6.11.2.10.E Corporal Punishment
6.12.2 NMAC	Public School Administration – Health and Safety Health Services	Amend
6.12.9 NMAC	Elementary School Free Breakfast Program During Instructional Time	New
6.19.6 NMAC	Public School Accountability Title I Supplemental Educational Services	Amend
6.29.1 NMAC	Standards for Excellence General Provisions	Amend

Interested individuals may testify either at the public hearing or submit written comments regarding the proposed rulemaking to Dr. Kristine M. Meurer, Director, School and Family Support Bureau, New Mexico Public Education Department, 120 S. Federal Place, Santa Fe, New Mexico 87501 (Kristine.Meurer@state.nm.us) (505)-827-1804 fax (505) 827-1826.

Written comments must be received no later than 5:00 p.m. on September 16, 2011. However, submission of written comments as soon as possible is encouraged.

The proposed rulemaking actions may be accessed on the Department's website (<http://ped.state.nm.us>) or obtained from Dr. Kristine M. Meurer, Director, School and Family Support Bureau, New Mexico Public Education Department, 120 S. Federal Place, Santa Fe, New Mexico 87501 (Kristine.Meurer@state.nm.us) (505)-827-1804 fax (505) 827-1826. The proposed rules will be made available at least thirty days prior to the hearings.

Individuals with disabilities who require this information in an alternative format or need any form of auxiliary aid to attend or participate in this meeting are asked to contact Ms. Brandi De La Riva (brandi.delivera@state.nm.us) or at (505) 827-1421 as soon as possible. The Department requests at least ten (10) days advance notice to provide requested special accommodations.

TITLE 6 PRIMARY AND SECONDARY EDUCATION
CHAPTER 19 PUBLIC SCHOOL ACCOUNTABILITY
PART 6 TITLE I SUPPLEMENTAL EDUCATIONAL SERVICES

6.19.6.1 ISSUING AGENCY: Public Education Department
[6.19.6.1 NMAC - N, 08/15/05]

6.19.6.2 SCOPE: This rule applies to all school districts, public schools, including charter schools, and all state-approved supplemental educational services providers who offer or plan to offer such services in New Mexico.
[6.19.6.2 NMAC - N, 08/15/05]

6.19.6.3 STATUTORY AUTHORITY: Sections 22-2-1, 22-2-2, 22-9-3, 22-9-15 NMSA 1978; 20 U.S. Code Section 6316; 34 Code of Federal Regulations Part 200.
[6.19.6.3 NMAC - N, 08/15/05]

6.19.6.4 DURATION: Permanent
[6.19.6.4 NMAC - N, 08/15/05]

6.19.6.5 EFFECTIVE DATE: [~~August 15, 2005~~] October 31, 2011, unless a later date is cited at the end of a section.
[6.19.6.5 NMAC - N, 08/15/05; A, 10/31/11]

6.19.6.6 OBJECTIVE: This rule establishes requirements for:

- A.** supplemental educational services providers who seek to use incentives as a method of promoting selection of their services by parents of eligible children;
- B.** allowable rewards to students to reward attendance, continued participation and achievement related to the supplemental educational services;
- C.** [~~establishing a timeline to be followed by supplemental educational services providers and all school districts and public schools, including charter schools for commencing and ending supplemental educational services during the school year;~~] establishing a range of hourly per student rates a provider may charge a school district;
- D.** establishing a sliding hourly fee schedule a provider may charge a school district based on the education level of the tutors being used by the supplemental educational services provider;
- ~~**E.** establishing the priority of students for whom supplemental educational services shall be provided;~~
- ~~**F.****E.** implementation of basic program parameters and required assessments;~~
- ~~**G.****F.** provision of on-site audits conducted by [supplemental educational services providers,] eligible school districts and the department;~~
- ~~**H.****G.** establishing that all supplemental educational services providers and eligible school districts will submit all relevant student data; and~~
- ~~**H.****H.** removal of providers from approved list.~~

[6.19.6.6 NMAC - N, 08/15/05; A, 08/31/06; A, 10/31/11]

6.19.6.7 DEFINITIONS:

- A.** “Department” means the public education department.
- B.** “Eligible child or eligible children” means a child or children from low income families as determined by a school district, public school, or charter school for the purposes of allocating federal funds made available under Title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) as amended.
- C.** “Incentives” means any goods, facilities, services, gifts, coupons, discounts, rebates, or cash offered or given to anyone by or on behalf of a supplemental educational services provider to promote selection of their services by parents or guardians of eligible children.
- D.** “Removal” means deleting the provider from the list of state-approved supplemental educational services providers.

E. “Rewards” means an acceptable classroom incentive with no redeemable monetary value to an eligible child or that child’s parent or guardian and that is offered to an eligible child only as a reward for attendance, continued participation, or achievement related to a provider’s services.

F. “Supplemental educational services” means 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 required academic assessments and attain proficiency in meeting the state’s academic achievement standards.

~~[G. “Timeline” means a schedule established by the department that delineates when parental notifications, are to be issued, when parent notifications are to be returned, when supplemental educational services may commence, and approximately how much supplemental educational service shall be completed prior to the state mandated criterion referenced testing.~~

~~H.]~~ **G.** “Tutor to student ratio” means the established number of students a tutor may provide supplemental educational services to at one time.

[6.19.6.7 NMAC - N, 08/15/05; A, 08/31/06, A, 10/31/11]

6.19.6.8 REQUIREMENTS:

A. All school districts, public schools, including charter schools and all state-approved supplemental educational services providers who offer or plan to offer supplemental educational services in New Mexico, shall ~~[adhere to timelines as follows]~~ offer an initial enrollment period of at least ten (10) working days.

~~[(1) Parental notification shall occur two weeks after school has started.~~

~~(2) The enrollment period for supplemental educational services is at a minimum the four week period subsequent to the beginning of a school year after the issuance of notification to parents of the availability of supplemental educational services.~~

~~(3) Supplemental educational services shall begin no later than four weeks after the later of the following dates:~~

~~(a) the minimum enrollment period for supplemental educational services has ended, or~~

~~(b) the date the child has enrolled for supplemental educational services.~~

~~(4) Each supplemental educational services provider must complete at least seventy five percent of services to eligible children for whom the parent/guardian has selected the supplemental educational service provider prior to the administration of the state mandated criterion referenced testing. If an individual supplemental educational services provider, due to their own actions, does not complete seventy five percent of services to all eligible children who are enrolled in supplemental educational services prior to the administration of the state-mandated criterion referenced testing, the local education agency administering supplemental educational services may take the following actions:~~

~~(a) immediately cancel existing contracts with each supplemental education services provider that has not met the requirement of this deadline;~~

~~(b) continue the existing contracts to ensure that all students enrolled in supplemental educational services continue to receive services; or~~

~~(c) renegotiate the existing contracts to ensure that all students enrolled in supplemental educational services continue to receive services.~~

~~(5) During the enrollment period the eligible school district must release names of students enrolled in supplemental educational services in a timely manner, at minimum a list of student names and contact information will be released to the providers on no less than a weekly basis.~~

B. With written approval from district superintendent, a school district, public school, including a charter school may enter into agreements or otherwise permit supplemental educational services providers to operate during the mandatory state mandated criterion referenced testing.

C. Beginning with the 2005-2006 school year and continuing in every school year thereafter,]

B. Supplemental educational services providers shall not directly or indirectly use incentives as a method of promoting selection of their services by parents or guardians of eligible children. Provided, however, that rewards may be offered to eligible children:

(1) to reward attendance, continued participation, or achievement related to a provider’s services;

(2) if the reward has no redeemable monetary value to the eligible child or his parent/guardian and is otherwise consistent with accepted classroom incentives, such as pizza parties, ice cream parties, school supplies having nominal value, or the opportunity to order discounted instructional material for the eligible child’s personal use; and

(3) parents or guardians of an eligible child or children consent to the offering of such incentives.

C. Beginning school year 2011-2012, all providers of supplemental educational services shall charge an hourly per pupil rate between \$25.00 per hour and \$65.00 per hour. Beginning in school year 2012-2013 all providers of supplemental educational services shall charge an hourly per pupil rate between \$25.00 per hour and \$45.00 per hour.

D. All school districts, public schools, including charter schools and all state-approved supplemental educational services providers who offer or plan to offer supplemental educational services in New Mexico, shall adhere to the following requirements:

(1) Each supplemental educational services provider must use a sliding hourly fee schedule when invoicing eligible school districts for services rendered. The sliding hourly fee schedule shall comport as follows:

(a) A supplemental educational services provider may charge the eligible school district its full hourly amount if the tutor has a valid teaching license or a four year degree or greater from an accredited university or college, and the per pupil cap will not be ratably reduced based on the education level of the tutor providing supplemental educational services.

(b) A supplemental educational services provider may charge the eligible school district eighty-five percent of its hourly amount if the tutor has less than a four year degree, but more than an associates of arts degree, or its equivalent of forty-eight (48) credit hours, from an accredited post secondary institution, and the per pupil cap will be ratably reduced by fifteen percent based on the education level of the tutor providing supplemental educational services.

(c) A supplemental educational services provider may charge the eligible school district seventy-five percent of its hourly amount if the tutor has less than an associates of arts degree, or its equivalent of forty-eight (48) credit hours, from an accredited post secondary institution but more than a high school diploma, and the per pupil cap will be ratably reduced by twenty-five percent based on the education level of the tutor providing supplemental educational services.

~~[(2) Eligible students are 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 AYP or whether the student is in a grade that takes the statewide assessments. If the funds available are insufficient to provide supplemental educational services to each eligible student whose parent requests those services, the LEA must give priority to providing services to the lowest achieving eligible students. In this situation, the LEA shall use objective criteria to determine the lowest achieving students.]~~

~~(3) Supplemental educational services providers must use a department approved pre and post assessment instrument to measure the gains that students achieve through supplemental educational services.~~

~~(4) Only Title I schools that have received a school designation of school improvement year 2, corrective action or restructuring are required to offer supplemental educational services.~~

~~E. Supplemental education services providers must adhere to the following program parameters:~~

~~(1) Supplemental educational services providers must demonstrate the capacity to provide an adequate number of contact hours to contribute to student achievement within fair market value for the state approved providers.]~~

(2) Invoices submitted by supplemental educational services providers must accurately reflect the tutor to student ratio of the tutoring session and the qualifications of the tutor providing services. The invoiceable tutor to student ratios shall comport as follows:

(a) A supplemental educational services provider that maintains a tutor: student ratio of one tutor to three students or less may charge the eligible school district the full hourly amount based on tutor qualifications.

(b) A supplemental educational services provider that maintains a tutor to student ratio of one tutor to four students, one tutor to five students, or one tutor to six students may charge the eligible school district eighty-five percent of its hourly amount based on tutor qualifications.

(c) A supplemental educational services provider that maintains a tutor to student ratio of one tutor to seven students or greater may only charge the eligible school district fifty percent of its hourly amount based on tutor qualifications.

~~[(3) The length of any supplemental educational services session must be developmentally appropriate considering the age of the student participating in supplemental educational services.]~~

~~(4) Each supplemental educational services provider must ensure that the academic services provided to each student are consistent with the individual school district curriculum and state performance standards.]~~

E. In its application, each provider of supplemental educational services shall include documentation, as prescribed by the department, that the tutoring services to be offered are consistent with instructional program by

the school district or charter school whose students the provider intends to serve. The department may consult with the school district or charter school to determine whether an applicant has met this requirement.

F. A district may, prior to entering into agreement with approved supplemental educational service providers, require providers to participate in training designed to assist providers in providing services consistent with the district's instructional program.

~~[(5)]~~ G. Each student who is enrolled in supplemental educational services must have a student improvement plan, with goals relating to academic improvement based on state standards and consistent with the local district instructional program in place and approved by parents or guardians, appropriate school personnel and chosen supplemental educational services provider before any invoice for services rendered may be paid.

~~[(6)]~~ H. Each student who is enrolled with an approved supplemental educational services provider must be pre-and post-tested, with ~~[a department approved]~~ an instrument approved in the supplemental educational services provider application to the department. Students must be pre-tested in order to determine student achievement goals. Students must be post-tested when they have completed the program to document progress.

~~[(7)]~~ I. Parents or guardians, and appropriate school personnel must be notified of student progress in a format that is easily understandable.

~~[F. Supplemental educational services providers must conduct on-site audits of their services.]~~

~~G.]~~ J. Eligible school districts must conduct on-site audits of supplemental educational services providers.

~~[H.]~~ K. The department will conduct on-site audits of supplemental educational services providers and eligible school districts.

~~[I.]~~ L. Each eligible school district and supplemental educational services provider will collect and submit all relevant student data to the department or its authorized contractor upon request.

~~[J. Each eligible school district and supplemental educational services provider will attend all department sponsored meetings regarding the implementation and success of supplemental educational services.]~~

~~[K.]~~ M. For the 2012-13 school year, all existing and interested supplemental educational services providers must submit an application to become a supplemental educational services provider. ~~[for the 2006-07 school year. All successful applicants will apply every four years to continue to provide supplemental educational services. The application process will be held annually.]~~

~~[L.]~~ N. If a supplemental educational services provider is removed from the approved list, the supplemental educational services provider must wait a minimum of two years before they may reapply to become a supplemental educational services provider in the state of New Mexico.

[6.19.6.8 NMAC - N, 08/15/05; A, 08/31/06; A, 10/31/11]

6.19.6.9 UNFAIR PRACTICES: Supplemental educational services funds are funds that have been provided by grant to the department. The department disburses these funds to school districts and charter schools for purposes of reimbursing providers for services performed pursuant to professional services contracts entered into ~~[with]~~ between districts and providers. The department is not a party to contracts between districts and providers. For purposes of performing supplemental educational services and as a condition of receipt of these public funds, it shall constitute an unfair practice for providers to offer or provide any incentive other than those allowed by this rule, ~~[to have school or school district administrators or charter school administrators work for or act on the behalf of any supplemental educational services provider,]~~ or to recruit in a way that is not in accordance with established guidelines and the policies of this rule.

A. School districts or charter school employees who learn that a supplemental educational services provider has offered to or actually provided an incentive other than those allowed by this rule, shall:

- (1) promptly notify the provider in writing to cease and desist this practice immediately,
- (2) promptly notify any parent or guardian that any incentive other than those allowed by this rule may not be offered by a provider and may not be accepted by the parent or guardian, and
- (3) notify the department in writing if a provider fails or refuses to cease or desist in offering or providing non-allowed incentives.

B. The department upon receiving a written notification under this section or upon receiving a complaint from any other sources, may, after verifying such offering:

- (1) notify the provider in writing to cease and desist this practice immediately because any incentive other than those allowed by this rule may not be offered by a provider nor accepted by the parent or guardian;
- (2) notify parents or guardians that any incentive other than those allowed by this rule may not be offered by a provider and may not be accepted by the parent or guardian;

(3) notify appropriate authorities of suspected conduct that may constitute soliciting or receiving illegal kickbacks in whole or in part with public money.

C. ~~[Beginning with the 2006-2007 school year,]~~ School district administrators or charter school administrators may not~~[, under any circumstances,]~~ hold a position or work on behalf of any supplemental educational services provider unless the school district, school or charter school is an approved supplemental educational services provider.

D. ~~[Beginning with the 2006-2007 school year]~~ If a school district or charter school employee learns that a supplemental educational services provider is recruiting in a way that is not in accordance with established district guidelines and the policies of this rule, that person shall:

(1) promptly notify the provider in writing to cease and desist this practice immediately; and

(2) notify the department in writing if a provider fails or refuses to cease or desist in recruiting ~~[non-eligible students for their program.]~~ in a manner not allowable.

E. Eligible school district personnel may not show favoritism to any supplemental educational services provider. ~~[and must provide parents with information about all state approved supplemental educational services providers serving the school district.]~~

[6.19.6.9 NMAC - N, 08/15/05; A, 08/31/06; A, 10/31/11]

6.19.6.10 REMOVAL OF PROVIDERS: Supplemental educational services providers must strictly adhere to their approved application and the policies of this rule. If any provider demonstrates a pervasive pattern of violating any aspect of their application or any part of this rule they will be removed from the state approved list of supplemental education services providers. Providers will be removed from the state approved list of supplemental educational services providers if there are any violations of test security of the New Mexico standards based assessment. In addition, providers will be removed for failing to contribute to the academic improvement of students as determined by the state evaluation. Each supplemental educational services provider that is to be removed may ask for an opportunity to clarify reasons for dismissal and request an appeal. A district or charter school has the option not to enter into a contract with a supplemental educational services provider who fails to meet the terms of the contract in the preceding year or does not provide services to eligible students who have requested their services in the preceding year.

[6.19.6.10 NMAC - N, 08/31/06, A, 10/31/11]

HISTORY OF 6.19.6 NMAC: [Reserved]

2011-2012

New Mexico Public Education Department



Title I
Supplemental Educational Services (SES)
Provider Application
No Child Left Behind Act of 2001
Title I Part A
Section 1116

DUE: FRIDAY, AUGUST 12, 2011

3:00 PM MOUNTAIN TIME

The New Mexico Public Education Department does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities.



STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 DON GASPAR
SANTA FE, NEW MEXICO 87501-2786
Telephone (505) 827-5800
www.ped.state.nm.us

HANNA SKANDERA
SECRETARY OF EDUCATION

SUSANA MARTINEZ
GOVERNOR

July 20, 2011

MEMORANDUM

TO: Prospective 2011-2012 Supplemental Educational Service Providers

FROM: Sam Ornelas, Director
Title I Bureau

RE: PROVIDER APPLICATION AND PROCESS FOR 2011-2012

The New Mexico Public Education Department (NMPED) will accept applications from prospective Supplemental Educational Services (SES) providers for the 2011-2012 school year from July 18, 2011, through August 12, 2011. The completed application and all required documents **must be submitted** by the application deadline, **August 12, 2011**. Applicants will be notified of their approval status on or before September 10, 2011.

Approved providers will be posted on the NMPED website. Providers who are not approved may apply again during the next SES application cycle (tentatively set to open in Spring 2012 with services beginning in the 2012-2013 school year).

If you have questions regarding this application, please contact Dr. Roxann Morris at roxannl.morris@state.nm.us or 505-222-4741.

Thank you

APPLICATION FORMAT REQUIREMENTS

- 1.) Submit one hard copy of the application (pages 8-21) with original signatures and one USB flash drive with a PDF file of the completed application and additional documentation within one securely sealed package or box.

Place these files on the USB Flash Drive

1. Use this file name for the completed PDF version of the application:
<your company name_SES_2011_2012_app>
2. Use these file names for each Microsoft Word version of the Program Overview and Descriptions:
<your company name_SES_2011_2012_Eng_ProgDes>
<your company name_SES_2011_2012_Span_ProgDes>
3. Use these file names for the Portfolio of Program Documents on your USB:
<your company name_SES_2011_2012_DiaInstr>
<your company name_SES_2011_2012_Alignmt>
<your company name_SES_2011_2012_Syllabus>
<your company name_SES_2011_2012_StdAsses_Math>
<your company name_SES_2011_2012_StdAsses_Rdg>
<your company name_SES_2011_2012_ProgMeas>
<your company name_SES_2011_2012_ProgRpt>
- 2.) Do not submit CDs, DVDs, newspaper clippings, agency manuals or any other non-required documentation.
- 3.) Do not bind the proposal.
- 4.) Electronic or facsimile submissions will not be accepted.
- 5.) Narrative responses must be:
 1. double-spaced
 2. printed on 8 X 10 white paper
 3. 25 page narrative limitation
 4. single-sided
 5. portrait setting (tables can be landscaped)
 6. 12-point Arial font
 7. 1 inch margins (right, left, top and bottom on all sections)
 8. Page numbers on the pages within the bottom right footer margin
- 6.) There is a 37-page maximum for the application. This limit does not include the Portfolio of Program Documents.

Send one unbound original application (signed in blue ink) and a USB flash drive of your completed application packet to:

New Mexico Public Education Department
Title I, SES
5600 Eagle Rock Avenue NE, Suite 201
Albuquerque, NM 87113
ATTN: Dr. Roxann Morris

Applications must be received by 3:00 pm on August 12, 2011, in the NMPED office listed above.
No electronic or facsimile applications will be accepted.

Applications will NOT be accepted at NMPED in Santa Fe.

TITLE I SES BACKGROUND AND REQUIREMENTS

Background

Supplemental Educational Services are defined as tutoring and other supplemental academic enrichment services that are in addition to the instruction during the school day. These services must be of high quality, research-based, and specifically designed to increase the academic achievement of participating students. The purpose of SES is to ensure eligible students increase academic achievement in reading, language arts, science, math, and English language proficiency for English Language Learners (ELL).

The *No Child Left Behind Act of 2001 (NCLB)* requires districts to arrange for the provision of SES for students in schools that have not made adequate yearly progress (AYP) in increasing student academic achievement for three years.

The NMPED will select providers of SES who adequately meet the eligibility requirements described in the application. Applicants who meet the criteria will be included on an approved list maintained by NMPED and made available to appropriate districts.

Eligibility Requirements for Supplemental Educational Services Providers

Providers may be non-profit organizations, for-profit organizations, or school districts, and may include a public or private school. Other potential providers include institutions of higher education and faith-based organizations. Providers must meet the following criteria:

- (a) Have a demonstrated record of effectiveness in increasing student academic achievement in New Mexico or in states with demographics similar to New Mexico
- (b) Provide SES that are:
 - High quality and research-based and designed to increase student academic achievement
 - Consistent with instructional program of the district
 - Aligned with New Mexico academic content and student academic achievement standards <<http://www.ped.state.nm.us/standards/>>
 - Secular, neutral, and non-ideological
- (c) Are financially sound
- (d) Meet all Federal, State, and local health, safety, and civil rights laws
- (e) Must meet the district's liability insurance requirements

Additionally, NMPED shall consider:

- (a) Information from the provider on whether the provider has been removed from another State's SES Approved Provider list
- (b) Parent recommendations or results from parent surveys, if any, regarding the success of the provider's instructional program in increasing student achievement
- (c) Evaluation results demonstrating that instructional program has improved student achievement.

RESPONSIBILITIES OF APPROVED PROVIDERS

All providers will:

- a) Enter into and meet the terms of an agreement with the School District
- b) If services are provided on a school site, background checks of all employees is required. It is recommended to ensure safety of children that providers conduct background checks on all employees. Some school districts may require different background checks as a part of the contracted procedures.
- c) Meet and sustain all eligibility requirements
- d) The provider **must** ensure supervision will be provided while children are participating in the program.
- e) Provide students with technology tools (computer, internet etc.), if necessary
- f) Serve equally, without restriction, all qualified students whose parents/guardians request services
- g) Provide schools and parents of participating children with timely information on the progress of the child in increasing achievement, in a format that the parents can easily understand

On-line/ distance learning

- h) The provider **must** ensure supervision will be provided while children are participating in the program. Families are not responsible for any fees (accessing computers, an internet connection and/or software-whether they are reimbursed or not) associated with enrolling in the program. Any fees incurred for operating the program are the sole responsibility of the provider. Failure to adhere to this provision may result in termination of contracts with LEAs and the NMPED reserves the right to remove provider from the state approved list.

RESPONSIBILITIES OF THE SCHOOL DISTRICT

The school district will:

- a) Enter into an agreement with approved providers
- b) Notify parents, at least annually, about the availability of SES
- c) Assist parents, if requested, in choosing a provider from the list of approved providers
- d) Protect the privacy of students who are eligible for or receive SES
- e) Districts are not responsible for providing providers with technology tools (computer, internet etc.)
- f) Apply fair and equitable procedures for selecting students (if not all can be served)
- g) Ensure that eligible students with disabilities under IDEA, students covered under Section 504, and students who have limited English proficiency receive appropriate SES.
- h) Display on the district's Web site, to ensure parents have current information:
 - Beginning with data for the 2007-2008 school year and for subsequent school year(s), the number of students who were eligible for and the number of students who participated in SES
 - For the current school year, the list of providers approved by the SEA to serve in the school district and the locations where services are provided.
- i) Meet its 20 percent obligation of its Title I Part A allocation for choice-related transportation and SES
- j) Districts are not responsible for providing transportation
- k) Districts must continue to offer supplemental services until a school(s) is no longer in school improvement

CONTRACTUAL AGREEMENT BETWEEN DISTRICT AND PROVIDER

The school district shall enter into an agreement with the provider selected by the parent from the approved list. This agreement shall contain, at a minimum, the following:

- a) A statement of specific achievement goals for the student, including a timeline that, if applicable, is consistent with a student's individualized education program
- b) A description of how the students progress will be measured
- c) A description of the research-based program to be utilized
- d) The amount of instructional time to be provided
- e) The qualifications of the staff responsible for the delivery of instruction
- f) The location where services will be provided
- g) The means of transporting children for services away from the school location
- h) A description of how the student's parent(s) and teacher(s) will be regularly informed of the student's progress
- i) A statement providing for the termination of such agreement if the provider is unable to meet the specific achievement goals
- j) Provisions with respect to making payments to the provider by the school district
- k) A clause prohibiting the disclosure to the public the identity of any student eligible for, or receiving, SES without the written permission of the parents

MONITORING OF PROVIDER

Applicable school districts are required to regularly monitor the quality and effectiveness of the services and academic results of approved providers.

NMPED monitoring of providers will be conducted through use of multiple measures. Onsite visits, test results, parent surveys, and communication with districts and providers will be necessary.

Monitoring of providers will include an examination of evidence that the provider's instructional program:

1. Is clearly consistent with instruction and content used by the school district and NMPED approved provider application
2. Addresses students' individual needs (as stated in the students' Student Improvement Plans (SIP).
3. Has increased students' academic proficiency (evidenced through State assessment results and provider assessments)
4. Is aligned with New Mexico Content Standards, Benchmarks, and Performance Standards
5. Is consistent with each individual school district's curriculum

FUNDING AND RANGE OF RATES

A district must spend, for each student receiving SES, either a district's per-pupil allocation under Title I, Part A or the actual cost of services, whichever is less. NMPED calculates the per-pupil allocation (See Addendum).

The hourly rate range is set at the following:

2011-2012 School Year \$25.00 to \$65.00 per hour

2012-2013 School Year \$25.00 to \$45.00 per hour

Subsequent School Years \$25.00 to \$45.00 per hour

It is the intent of NMPED to reach 45 hours of service per student which has the most student academic improvement in current research.

If your services are computer-based or on-line program is **software only** and the ratio is **one student to one computer** then the tutor to student ratio will be considered **one to one**. For invoicing purposes the educational qualifications of the tutor will not be taken into consideration because the program is based on software not a tutor. **Please note that you may not have more than one student per computer.**

If your computer-based or on-line program has an on-line instructor only and the ratio is **one student to one computer** then the tutor to student ratio will be considered **one to one**. For invoicing purposes the educational qualifications of the tutor will be taken into consideration because the program is based on student and tutor interactions. **Please note that you may not have more than one student per computer.**

An example of how to calculate an invoice

Hourly Rate \$65.00

Teacher Qualifications

BA 100%

AA 85%

HS 75%

Teacher Pupil Ratio

1-3 100%

4-6 85%

7+ 50%

For example, a provider charges \$65.00 per hour and has a tutor with a BA and 6 students in group.

Start with Teacher Qualifications $\$65 \times 100\% = \65.00 per hour per student

Then take that rate and use teacher pupil ratio $\$65 \times 85\% = \55.25 per hour per student

The amount for the one hour of service with six students is \$331.50 ($\55.25×6).

CONTACT INFORMATION

Instructions: Follow all directions carefully when completing this application. No supplemental material beyond what is specifically requested in the application will be considered.

Contact Information for _____

Official Name of Business

A. Provider Contact for State Use: This contact person is the individual whom the State will contact regarding this application or services provided within the state of New Mexico.

Name:	
Title:	
Office Phone:	()
Cell Phone:	()
Hours of Operation:	
Fax:	()
E-mail:	
Website:	
Address/City/State/Zip:	

B. Provider Contact for District Use: This contact person is the individual whom the school district personnel will contact regarding provider services.

<input type="checkbox"/> Same as Provider Contact for State Use	
Name:	
Title:	
Office Phone:	()
Cell Phone:	()
Hours of Operation:	
Fax:	()
E-mail:	
Website:	
Address/City/State/Zip:	

C. Provider Contact for Parent Use: This contact person is the individual named in the parent notification letter as the person to whom parents should contact with questions or concerns.

<input type="checkbox"/> Same as Provider Contact for State Use	<input type="checkbox"/> Same as Provider Contact for District Use
Name:	
Title:	
Office Phone:	()
Cell Phone:	()
Hours of Operation:	
Fax:	()
E-mail:	
Website:	

Address/City/State/Zip:	
-------------------------	--

BASIC PROGRAM INFORMATION

1. Business Name	
2. Date Business Formed	List the month and year in which this provider first delivered educational services to students.
3. Type of Organization	<p>Check the category that best describes the organization.</p> <input type="checkbox"/> For profit <input type="checkbox"/> Not for Profit <input type="checkbox"/> School <input type="checkbox"/> District <input type="checkbox"/> Educational Service Center <input type="checkbox"/> Institution of Higher Education <input type="checkbox"/> Faith-based organization <input type="checkbox"/> Other (describe)
4. Potential districts to serve	<p>Identify the districts(s) and/or state chartered charter schools in which you would be willing, have the staffing and sufficient resources in which to provide services.</p> <p>If approved, you must provide services to all entities indicated or risk removal from the NM Approved SES list.</p> <p>List District and Charter School Names Here:</p>
5. Place of Service	<p>Check the location(s) that best describes where services are delivered to students.</p> <input type="checkbox"/> School <input type="checkbox"/> Business <input type="checkbox"/> Place of religious worship (i.e., church) <input type="checkbox"/> Community center <input type="checkbox"/> Provider's home <input type="checkbox"/> Student's home <input type="checkbox"/> On-line Accessed from: <input type="checkbox"/> Other:

<p>6. Time of Service</p>	<p>Check the time(s) that best describe when services are delivered to students.</p> <p><input type="checkbox"/> Before School</p> <p><input type="checkbox"/> After School</p> <p><input type="checkbox"/> Weekends</p> <p>Hours of operation:</p>
<p>7. Subject Areas Covered</p>	<p>Check all subjects for which tutoring will be offered.</p> <p><input type="checkbox"/> Reading</p> <p><input type="checkbox"/> Mathematics</p>
<p>8. Grade Levels Able to Serve</p>	<p>List the grade levels in which services are available.</p>
<p>9. Specific Student Populations Served</p>	<p>Check the students groups your organization will provide educational services.</p> <p><input type="checkbox"/> Special education students</p> <p><input type="checkbox"/> English Language Learner</p> <p>Indicate the language(s) other than English in which services are available.</p>
<p>10. Student/ Instructor Ratio</p>	<p>List the ratio of instructors to children in the program.</p> <p>Indicate the number of students for every one instructor.</p>
<p>11. Mode of Instructional Delivery</p>	<p><i>Check all that apply</i></p> <p><input type="checkbox"/> Individual tutoring</p> <p><input type="checkbox"/> Small group tutoring</p> <p><input type="checkbox"/> On-line/Web based</p> <p><input type="checkbox"/> Computer Assisted</p> <p><input type="checkbox"/> Other:</p>
<p>12. Cost</p>	<p>Provide the per pupil per hour cost.</p> <p>What is your per pupil per hour rate?</p> <p>\$</p> <p>Explain how the cost per pupil is determined.</p> <p>Describe the length of the service, e.g., one hour, one month, one semester etc.</p> <p>Refer to page 7, <i>Funding and Range of Rates</i>.</p>
<p>13. Staff</p>	<p>Indicate your hiring practices.</p> <p><input type="checkbox"/> Licensed teachers from within district</p>

	<input type="checkbox"/> Licensed teachers from any location <input type="checkbox"/> Tutors who have a bachelor's degree or higher <input type="checkbox"/> Tutors who have less than a four year degree, but more than an associate of arts degree or its equivalent of forty-eight (48) credit hours. <input type="checkbox"/> Tutors who have less than a four year degree, but more than an associate of arts degree or its equivalent of forty-eight (48) credit hours. <input type="checkbox"/> Tutors have less than an associate of arts degree, but more than a high school diploma or its equivalent. <input type="checkbox"/> Paraprofessionals <input type="checkbox"/> Other (explain)
14. Other States	<p>The applicant will notify NMPED in writing if they have been an approved SES Provider in other states <u>and</u> if they have been removed (and state reason) from another state's list of approved SES Providers. Failure to disclose removal and/or reason for removal from another state's list of approved SES providers will result in removal from NMPED's approved SES provider list. A list of state(s) where you are currently approved and, if applicable, the state(s) you have been removed from and reason for removal is required.</p> <p>Have you been removed from another state's list of approved SES Providers?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, list state(s) and why you were removed?</p> <p>Are you an approved provider in other state(s)?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If so, which states?</p>

SECTION A
Evidence of Effectiveness

Limit response of Section A to five pages.
Points possible = 17 points

1. Demonstrate that the program is of high quality and that the applicant has been effective in raising the achievement levels of students who have received services in New Mexico. Provide multiple assessment measures that were used to demonstrate effectiveness which can be correlated to New Mexico data points (if new to New Mexico, provide evidence in locations with similar demographics as New Mexico).

2. Provide evidence of student academic improvement trends from standardized tests, student grades, teachers' assessments, student attendance, retention/promotions rates, and other measures demonstrating program effectiveness to improve student achievement.

3. Provide evidence of positive impact on student achievement, particularly low-income underachieving students, students with disabilities, and English Language Learners (ELL). Provide multiple assessment measures that were used to demonstrate effectiveness which can be correlated to New Mexico data points (if new to New Mexico, provide evidence in locations with similar demographics as New Mexico).

4. In addition to the district's assessments (short cycle, standardized tests etc.), what is your company's pre and post assessment? Give specific names, examples, and/or samples. Be prepared to share this data with NMPED after one year of service.

SECTION B

Evidence of Links Between Research & Program Design

Limit response of Section B to ten pages.

Points Possible = 17 points

Reading instruction must include the five dimensions of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) identified by the *National Reading Panel*. For more information on the *National Reading Panel* findings, see <http://www.nationalreadingpanel.org>.

Math instruction must describe how the instruction aligns with the National Council of Teachers of Mathematics five strands (conceptual understanding, procedural understanding, strategic competence, adaptive reasoning, and productive disposition) associated with mathematical proficiency. For more information on the five strands of mathematical proficiency, see the *National Council of Teachers of Mathematics* at <http://www.nctm.org>.

1. Complete Section B1 if only reading instruction will be provided, then proceed to Section C. Limit 5 pages
2. Complete Section B2 if only math instruction will be provided, then proceed to Section C. Limit 5 pages

Section B1

B1. Explain how the key instructional practices and major design elements of the reading program are:

- High Quality
- Research-based practices identified by content specialists or peer reviewed research
- Making a measurable impact on student academic achievement
- Specifically designed to increase the achievement of low-income, underachieving students
- Being specifically measured regularly (pre/post assessment)
- Include an explanation of the theoretical and empirical rationale supporting the major elements of the program (e.g., instruction, class size, delivery mode)

Section B2

B2. Explain how the key instructional practices and major design elements of the math program are:

- High Quality
- Research-based practices identified by content specialists or peer reviewed research
- Making a measurable impact on student academic achievement
- Specifically designed to increase the achievement of low-income, underachieving students
- Being specifically measured regularly (pre/post assessment)
- Include an explanation of the theoretical and empirical rationale supporting the major elements of the program (e.g., instruction, class size, delivery mode)

SECTION C

Connection to New Mexico Content Standards, Benchmarks, and Performance Standards

Limit response of Section C to five pages.

Points Possible = 17 points

New Mexico State Academic Standards may be reviewed at:

<http://www.ped.state.nm.us/standards>

1. Describe how the provider has aligned the instructional program to the New Mexico Content Standards, Benchmarks, and Performance Standards.
2. Describe how the provider's instructional program is consistent with the instructional program(s) of the specific district(s) intended to serve. Include specific program(s) and the direct connections.
3. Name and describe instructional materials that will be used, what will be provided, and what the student provides. If school district materials are used provide a justification for this choice.

SECTION D
Monitoring Student Progress

Limit response of Section D to four pages.

Points possible = 16 points

1. Describe the specific process that will be used to assess/diagnose individual student needs prior to instruction and prescribe an effective instructional program based specifically on student needs. Include details and examples of the assessment tools to be used.

2. Describe the specific process to facilitate consultation with the district and school and set clear individual student goals, including an explanation of how a timetable for student academic achievement is developed.

3. Describe the specific instrument, process, and timeline that will be used to evaluate, monitor, and track student progress on a continuous and regular basis.

4. Describe the process that will be used to encourage and support regular student attendance. How will you insure that students complete at least the maximum allowable hours of service? Include any motivation or incentive programs that will be used.

SECTION E
Qualification of Instructional Staff

Limit response of Section E to three pages.
Points Possible = 16 points

1. Describe the minimum staff qualifications and process for recruiting, hiring, and evaluating high-quality staff to provide supplemental educational services.

2. Describe and give specific examples of the staff qualifications in accommodating the needs of students with disabilities, students with limited English proficiency, and low income low-achieving/at-risk students.

3. Describe the initial training and ongoing professional development offered to staff to improve content instruction, products, and services. Include details regarding frequency, content, and format of training and professional development. How do you determine the effect of training and professional development opportunities have on the way staff provide service?

4. Submit evidence demonstrating that the organization possesses adequate staff and resources to meet consumer demand in the New Mexico. Describe any instances in which your company could not provide services for a district in the last 5 years.

SECTION F

Out of School Time Research Alignment

Limit response of Section F to five pages.

Points Possible = 17 points

Out of School Time research (<http://www.sesiq2.wceruw.org>) suggests that there are best practices for high quality out of school time programs. These best practices were taken from the American Enterprise Institute's study titled, *What's happening during an hour of SES?* Respond to each question below.

1. Describe in detail how consistent and sustained instructional time will be provided to all students.
2. Out of School Time research indicates that small grouping patterns yield higher results. Describe the grouping that will be provided to all students.
3. Describe how your “curriculum is content rich, differentiated to students needs, and connected to students’ regular school-day learning” (American Enterprise Institute, 2011).
4. Describe how instruction (or content delivery) is varied (unstructured and structured, independent and collective), active (not desk time or worksheets), focused on specific skills development, sequenced to achieve skill development objectives, and explicit in its targeting of specific and individual student needs (American Enterprise Institute, 2011).
5. Describe how your company provides for and monitors positive relationships between tutors, students, and peers.
6. Describe how you insure your teachers/tutors have both content and pedagogical knowledge and continuous support, as well as constructive evaluation from supervisors.

SECTION G
Portfolio of Program Documents

Please include one copy of each of the following to support previous answers in Sections A-F. Indicate corresponding number below on the appropriate document in bottom right corner. All items must be in PDF format.

Item
Label

- #1 Sample student diagnostic instrument per subject (i.e., math and reading diagnostic instrument and student learning plan template)
- #2 Proof of alignment to district and state instructional program(s)
- #3 Curriculum scope and sequence or syllabus for each content area
- #4 Student assessment tools for each content area delivered (sample assessment, formative and summative)
- #5 Plan to measure and monitor student academic progress throughout the program
- #6 Example of a progress report(s) that will communicate to the teacher, parent, and student the student's academic progress throughout the program

Assurances:

1. The provider **must** provide parents of children receiving supplemental educational services and the appropriate LEA with written information on the progress of the children in increasing achievement, in a format and, to the extent practicable, a language that the parents can understand. The provider **will** ensure that written progress reports are delivered to parents/guardians and appropriate school and district personnel on a regular basis, as stated in this application and in the contract with the LEA. Written student progress reports will provide information to parents/guardians showing how their student is progressing towards the standards and benchmarks indicated on the individualized Student Improvement Plan. The provider will keep copies of these progress reports on file for review, if needed by the NMPED, its contractor or the United States Department of Education.
2. The provider **must** ensure the instruction provided and the content used by the provider are consistent with the instruction provided and content used by the LEA and state, and are aligned with state student academic achievement standards.
3. The provider **must** comply with all applicable federal, state, and local health, safety, and civil rights laws and regulations.
4. The provider **must** ensure all instruction and content offered are secular, neutral, and non-ideological.
5. The provider **must** ensure compliance with the FERPA of 1975, as amended (ensures access to educational records for students and parents while protecting the privacy of such records), and any regulations issued thereunder, including Privacy Rights of Parents and Students (34 CFR Part 99), if the contractor is an educational institution.
6. Once parents select a provider for their child, the LEA **must** enter into a contract with the provider that includes the following minimum components:
 - a) a requirement that the local educational agency will 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;
 - b) a description of how the student's parents and the student's teacher or teachers will be regularly informed of the student's progress;
 - c) a provision for the termination of such agreement if the provider is unable to meet such goals and timetables;
 - d) provisions with respect to the making of payments to the provider by the local educational agency;
 - e) a provision that prohibits the provider from disclosing to the public the identity of any student eligible for, or receiving, supplemental educational services under this subsection without the written permission of the parents of such student; and
 - f) specific achievement goals for the student, developed in consultation with the student's parents

7. The NMPED is not a party in any SES contract; contracts are only between SES providers and LEAs. Accordingly, the NMPED **will not** intervene if contractual issues arise. Contractual issues shall be resolved by the LEA and the SES provider with whom the contract is being negotiated. SES providers **will not** under any circumstance begin to provide a service if a contract is not in place.
8. The provider **must** ensure supervision will be provided while children are participating in the program. Families are not responsible for any fees (accessing computers, an internet connection and/or software-whether they are reimbursed or not) associated with enrolling in the program. Any fees incurred for operating the program are the sole responsibility of the provider.
9. The provider will ensure that this organization has adequate financial, organizational and technical resources to provide the proposed Title I SES services.
10. The provider and all employees and or subcontractors **must** review the US Department of Education SES Non-Regulatory Guidance.
11. The provider **must** comply with all reporting and monitoring requests from the NMPED, its contractor or an LEA including, but not limited to student progress, attendance, fiscal issues, other federal reporting issues, and documentation of tutor qualifications.
12. The provider **must** ensure that all employees, contractors or subcontractors who will work with children at a public school facility, will submit to and pass a background check from an agency that the school district approves (based on the local school board policy). Failure to obtain background checks will result in employees or subcontractors not being able to provide services to students enrolled. Under no circumstance will an employee, contractor or subcontractor work with a student if they do not have valid background check. The NMPED strongly encourages the provider to ensure that all tutors obtain a background check, regardless of physical location of tutoring session.
13. The provider **will** ensure that students who receive services will be supervised until student has secured safe and reliable transportation to their next destination. Time supervising students during this time cannot be billed to the LEA where services are taking place.
14. If selected to provide services by parents/guardians, your organization **must** ensure that services begin in a timely manner. If services do not follow the timelines in the agreed upon contract, the contract may be terminated by the LEA, and students may be reassigned.
15. If selected to provide services by parents/guardians, your organization **must** ensure that students enrolled in your program are actively engaged in the learning process and the standards and benchmarks that will be addressed are aligned to the individualized Student Improvement Plans (SIP). The tutor **must have** an individualized SIP, for each student enrolled, on file at all times so that it may be regularly accessed to ensure alignment with the tutoring program. Homework help may be utilized as one component of a comprehensive model if it addresses the standards and benchmarks identified in the individualized SIP.
16. If services cannot be provided to children enrolled with your program, your organization **must** contact the families affected and the appropriate District Personnel and notify them that you will not be able to provide services. Notifying families is the sole responsibility of your organization, and not the responsibility of the LEA in which the student is enrolled. Failure to inform parents/guardians and the District Personnel could result in an unfavorable end-of-year evaluation and may result in the termination of your contract with the LEA in which the students are enrolled.

17. If selected as a provider through this application process, your organization **will not** consider selection as an NMPED endorsement or as a guarantee of work. You understand that the NMPED does not guarantee payment by a district (LEA).
18. The provider **will** ensure that all employees/tutors will undergo appropriate training related to the research based delivery of SES, including but not limited to delivery of the approved model/program, correctly filling out student progress reports and other required documents by the LEA, NMPED and/or its contractor. All trainings must be documented.

SIGNATURE

I, THE UNDERSIGNED, CERTIFY that all information requested by this application has been provided and that all facts, figures, and representations are true and correct. I further certify that I have full legal authority to submit this application on behalf of the organization identified herein.

Type or Print Name of Designated Agent

Title of Designated Agent for Provider

Signature of Designated Agent

Date Signed

APPENDICES

	2011-12 Preliminary Title I Part A Allocation	2009 Poverty	2011-12 Minimum SES Per Pupil	20% Obligation for SES and School Choice
ALAMOGORDO PUBLIC SCHOOLS	\$1,944,147	1,290	\$1,507	\$388,829
ALBUQUERQUE PUBLIC SCHOOLS	\$28,658,375	19742	\$1,452	\$5,731,675
Media Arts Collaborative Charter	\$25,576	16	\$1,599	\$5,115
Cottonwood Classical Preparatory	\$0	5	\$0	\$0
Horizon Academy West	\$148,253	106	\$1,399	\$29,651
North Valley Academy	\$122,747	83	\$1,479	\$24,549
The New America School	\$104,262	107	\$974	\$20,852
Cien Aguas International School	\$17,253	18	\$959	\$3,451
International School @ Mesa del Sol	\$16,153	12	\$1,346	\$3,231
Creative Education Prep #1	\$30,525	25	\$1,221	\$6,105
Gilbert L. Sena (formerly CEPI #2)	\$53,576	34	\$1,576	\$10,715
Cesar Chavez Community School	\$71,955	52	\$1,384	\$14,391
South Valley Preparatory School	\$31,438	21	\$1,497	\$6,288
Albuquerque School of Excellence	\$43,293	32	\$1,353	\$8,659
The Albuquerque Sign Language Academy	\$13,463	9	\$1,496	\$2,693
Tierra Adentro	\$50,900	33	\$1,542	\$10,180
ACE Leadership High School	\$33,496	22	\$1,523	\$6,699
Academy of Trades & Technology	\$71,359	47	\$1,518	\$14,272
Albuquerque Institute of Math & Science	\$0	0	\$0	\$0
Amy Biehl Charter High School	\$48,196	35	\$1,377	\$9,639
East Mountain High School	\$24,263	21	\$1,155	\$4,853
Southwest Intermediate Learning Center	\$14,230	10	\$1,423	\$2,846
La Promesa Early Learning Center	\$88,326	58	\$1,523	\$17,665
The Montessori Elementary	\$14,427	10	\$1,443	\$2,885
Southwest Primary Learning Center	\$13,159	10	\$1,316	\$2,632
Southwest Secondary Learning Center	\$27,827	20	\$1,391	\$5,565
ANIMAS PUBLIC SCHOOLS	\$64,483	51	\$1,264	\$12,897
ARTESIA PUBLIC SCHOOLS	\$766,014	638	\$1,201	\$153,203
AZTEC MUNICIPAL SCHOOLS	\$414,972	409	\$1,015	\$82,994
BELEN CONSOLIDATED SCHOOLS	\$1,339,734	1,324	\$1,012	\$267,947
BERNALILLO PUBLIC SCHOOLS	\$1,146,118	1055	\$1,086	\$229,224
Village Academy Charter School	\$11,246	9	\$1,250	\$2,249
BLOOMFIELD MUNICIPAL SCHOOLS	\$651,924	595	\$1,096	\$130,385
CAPITAN MUNICIPAL SCHOOLS	\$98,470	97	\$1,015	\$19,694
CARLSBAD MUNICIPAL SCHOOLS	\$1,324,195	1,067	\$1,241	\$264,839
CARRIZOZO MUNICIPAL SCHOOLS	\$87,564	75	\$1,168	\$17,513
CENTRAL CONSOLIDATED SCHOOLS	\$3,060,768	2,367	\$1,293	\$612,154
CHAMA VALLEY INDEPENDENT SCHOOLS	\$136,189	128	\$1,064	\$27,238
CIMARRON PUBLIC SCHOOLS	\$83,124	80	\$1,039	\$16,625

	2011-12 Preliminary Title I Part A Allocation	2009 Poverty	2011-12 Minimum SES Per Pupil	20% Obligation for SES and School Choice
CLAYTON PUBLIC SCHOOLS	\$166,190	137	\$1,213	\$33,238
CLOUDCROFT MUNICIPAL SCHOOLS	\$72,228	56	\$1,290	\$14,446
CLOVIS MUNICIPAL SCHOOLS	\$2,481,694	2,103	\$1,180	\$496,339
COBRE CONSOLIDATED SCHOOLS	\$601,704	474	\$1,269	\$120,341
CORONA MUNICIPAL SCHOOLS	\$28,178	26	\$1,084	\$5,636
CUBA INDEPENDENT SCHOOLS	\$800,981	558	\$1,435	\$160,196
DEMING PUBLIC SCHOOLS	\$4,787,867	2,270	\$2,109	\$957,573
DES MOINES MUNICIPAL SCHOOLS	\$27,302	23	\$1,187	\$5,460
DEXTER CONSOLIDATED SCHOOLS	\$255,696	229	\$1,117	\$51,139
DORA CONSOLIDATED SCHOOLS	\$79,436	57	\$1,394	\$15,887
DULCE INDEPENDENT SCHOOLS	\$329,779	237	\$1,391	\$65,956
ELIDA MUNICIPAL SCHOOLS	\$23,332	20	\$1,167	\$4,666
ESPANOLA MUNICIPAL SCHOOLS	\$1,652,999	1,566	\$1,056	\$330,600
ESTANCIA MUNICIPAL SCHOOLS	\$262,413	252	\$1,041	\$52,483
EUNICE MUNICIPAL SCHOOLS	\$101,606	104	\$977	\$20,321
FARMINGTON MUNICIPAL SCHOOLS	\$2,194,041	1,856	\$1,182	\$438,808
FLOYD MUNICIPAL SCHOOLS	\$88,077	33	\$2,669	\$17,615
FORT SUMNER MUNICIPAL SCHOOLS	\$81,819	77	\$1,063	\$16,364
GADSDEN INDEPENDENT SCHOOLS	\$8,517,020	6,822	\$1,248	\$1,703,404
GALLUP-MCKINLEY COUNTY SCHOOLS	\$7,768,195	4,917	\$1,580	\$1,553,639
GRADY MUNICIPAL SCHOOLS	\$22,454	18	\$1,247	\$4,491
GRANTS-CIBOLA COUNTY SCHOOLS	\$1,749,616	1,575	\$1,111	\$349,923
HAGERMAN MUNICIPAL SCHOOLS	\$247,473	182	\$1,360	\$49,495
HATCH VALLEY MUNICIPAL SCHOOLS	\$1,054,485	834	\$1,264	\$210,897
HOBBS MUNICIPAL SCHOOLS	\$1,989,753	1,501	\$1,326	\$397,951
HONDO VALLEY PUBLIC SCHOOLS	\$88,736	68	\$1,305	\$17,747
HOUSE MUNICIPAL SCHOOLS	\$13,555	11	\$1,232	\$2,711
JAL PUBLIC SCHOOLS	\$125,255	92	\$1,361	\$25,051
JEMEZ MOUNTAIN PUBLIC SCHOOLS	\$139,814	110	\$1,271	\$27,963
JEMEZ VALLEY PUBLIC SCHOOLS	\$162,450	175	\$928	\$32,490
LAKE ARTHUR MUNICIPAL SCHOOLS	\$46,800	36	\$1,300	\$9,360
LAS CRUCES PUBLIC SCHOOLS	\$7,962,080	6738	\$1,182	\$1,592,416
Alma d'arte Charter HS	\$40,182	32	\$1,256	\$8,036
LAS VEGAS CITY PUBLIC SCHOOLS	\$768,237	616	\$1,247	\$153,647
LOGAN MUNICIPAL SCHOOLS	\$39,275	33	\$1,190	\$7,855
LORDSBURG MUNICIPAL SCHOOLS	\$360,613	209	\$1,725	\$72,123
LOS ALAMOS PUBLIC SCHOOLS	\$40,812	78	\$523	\$8,162

	2011-12 Preliminary Title I Part A Allocation	2009 Poverty	2011-12 Minimum SES Per Pupil	20% Obligation for SES and School Choice
LOS LUNAS PUBLIC SCHOOLS	\$2,133,074	2,175	\$981	\$426,615
School of Dreams Academy	\$16,027	17	\$943	\$3,205
LOVING MUNICIPAL SCHOOLS	\$97,390	81	\$1,202	\$19,478
LOVINGTON PUBLIC SCHOOLS	\$693,450	523	\$1,326	\$138,690
MAGDALENA MUNICIPAL SCHOOLS	\$495,599	292	\$1,697	\$99,120
MAXWELL MUNICIPAL SCHOOLS	\$22,748	20	\$1,137	\$4,550
MELROSE PUBLIC SCHOOLS	\$57,073	53	\$1,077	\$11,415
MESA VISTA CONSOLIDATED SCHOOLS	\$99,711	95	\$1,050	\$19,942
MORA INDEPENDENT SCHOOLS	\$231,170	198	\$1,168	\$46,234
MORIARTY MUNICIPAL SCHOOLS	\$722,529	839	\$861	\$144,506
MOSQUERO MUNICIPAL SCHOOLS	\$0	6	\$0	\$0
MOUNTAINAIR PUBLIC SCHOOLS	\$242,500	151	\$1,606	\$48,500
PECOS INDEPENDENT SCHOOLS	\$183,183	162	\$1,131	\$36,637
PENASCO INDEPENDENT SCHOOLS	\$155,499	134	\$1,160	\$31,100
POJOAQUE VALLEY PUBLIC SCHOOLS	\$223,221	269	\$830	\$44,644
PORTALES MUNICIPAL SCHOOLS	\$1,105,205	810	\$1,364	\$221,041
QUEMADO INDEPENDENT SCHOOLS	\$114,298	68	\$1,681	\$22,860
QUESTA INDEPENDENT SCHOOLS	\$140,429	136	\$1,033	\$28,086
RATON PUBLIC SCHOOLS	\$334,697	297	\$1,127	\$66,939
RESERVE INDEPENDENT SCHOOLS	\$110,106	70	\$1,573	\$22,021
RIO RANCHO PUBLIC SCHOOLS	\$1,088,096	1407	\$773	\$217,619
The ASK Academy	\$10,015	10	\$1,002	\$2,003
ROSWELL INDEPENDENT SCHOOLS	\$3,210,942	2,801	\$1,146	\$642,188
ROY MUNICIPAL SCHOOLS	\$11,681	11	\$1,062	\$2,336
RUIDOSO MUNICIPAL SCHOOLS	\$553,644	516	\$1,073	\$110,729
SAN JON MUNICIPAL SCHOOLS	\$59,445	37	\$1,607	\$11,889
SANTA FE PUBLIC SCHOOLS	\$3,457,602	2977	\$1,161	\$691,520
New Mexico School for the Arts	\$11,028	10	\$1,103	\$2,206
The MASTERS Program	\$0	9	\$0	\$0
SANTA ROSA CONSOLIDATED SCHOOLS	\$213,177	168	\$1,269	\$42,635
SILVER CITY CONSOLIDATED SCHOOLS	\$826,889	740	\$1,117	\$165,378
Aldo Leopold Charter High School	\$0	0	\$0	\$0
SOCORRO CONSOLIDATED SCHOOLS	\$885,215	635	\$1,394	\$177,043
SPRINGER MUNICIPAL SCHOOLS	\$88,420	82	\$1,078	\$17,684
TAOS MUNICIPAL SCHOOLS	\$1,054,067	909	\$1,160	\$210,813
Taos Academy	\$10,230	25	\$409	\$2,046
Taos Integrated School for the Arts	\$23,464	19	\$1,235	\$4,693
TATUM MUNICIPAL SCHOOLS	\$85,378	65	\$1,314	\$17,076

	2011-12 Preliminary Title I Part A Allocation	2009 Poverty	2011-12 Minimum SES Per Pupil	20% Obligation for SES and School Choice
TEXICO MUNICIPAL SCHOOLS	\$76,762	66	\$1,163	\$15,352
TRUTH OR CONSEQUENCES SCHOOLS	\$797,798	644	\$1,239	\$159,560
TUCUMCARI PUBLIC SCHOOLS	\$569,051	374	\$1,522	\$113,810
TULAROSA MUNICIPAL SCHOOLS	\$773,293	512	\$1,510	\$154,659
VAUGHN MUNICIPAL SCHOOLS	\$38,435	26	\$1,478	\$7,687
WAGON MOUND PUBLIC SCHOOLS	\$142,600	29	\$4,917	\$28,520
WEST LAS VEGAS PUBLIC SCHOOLS	\$861,846	587	\$1,468	\$172,369
ZUNI PUBLIC SCHOOLS	\$1,283,947	705	\$1,821	\$256,789

PROGRAM OVERVIEW AND DESCRIPTION

This page needs to be saved as a separate Microsoft Word document as submitted according to the instructions. Limit response to one page in English and one page in Spanish.

Use these file names for the each of the one page Program Overview and Descriptions on your USB:

<your company name_SES_2011_2012_Eng_ProgDes>

<your company name_SES_2011_2012_Span_ProgDes>

Please write a short narrative overview of the SES services that will be provided. This information may be used for approved providers and placed on the State and district websites for parents to access.

Information to include in the program overview: subjects being tutored, pupil-tutor ratio, grade levels served, costs per hour, location of services (i.e., small groups at school site, community center, etc), curriculum used, frequency and type of progress monitoring and feedback to be shared with parents, staff working with students (tutors, licensed teachers, special education teachers, etc), and area(s) to be served [i.e., statewide, or specific district(s)]. If applicable, indicate the special groups (English language learners, children with disabilities, etc) which can be served by the provider.

For distance learning providers, include information on how and where students will access online services. If the program will be accessed outside of the student's home discuss the supervision that will be provided while he/she is participating in the program. Identify any costs to the student in addition to the amount paid by the district for accessing computers (i.e., internet connection, software, etc).

COMPANY	Address	CONTACT NAME	EMAIL ADDRESS	PHONE NUMBER	FAX
#1 in Learning	10600 Sepulveda Blvd. Ste 107 Mission Hills, CA 91345	Brandon Edwards	bedwards@tree-of-knowledge.net	866-698-6537	888-698-6537
# 1 + 1 Academic Assistance by 1st Choice Tutoring	600 Central SE Suite # 221 Albuquerque NM, 87102	Diana Orozco & Liset Solis	fristchoicetutoring@gmail.com	505-480-8190 or 505-261-3168	505-792-6056
(+)Writing & Reading Specialists	2221 Vuelia San Marcos Santa Fe, NM 87505	Carol Quiroga,	carol@incitetowrite.com	505-216-0750	505-216-0750
1 Room School House	PO Box 1055 Las Cruces, NM 88004	Alice Chavez-Villa	schoolhouse62@hotmail.com	575-640-5389	575-522-4548
1 to 1 Tutoring	12636 NW Naomi Lane Portland, OR 97229	Julie Wright	info@1to1tutoring.org	503-956-5611	503-536-6593
100 Plus Tutoring Services, LLC.	723 Mountain Road NW Albuquerque, NM 87102	Mae Araujo	mm100plus@yahoo.com	505-508-5510	505-508-5509
100 Scholars	P.O. Box 165005 Austin, TX 78716	Michael Flowers	ses.nm@100scholars.com	866-355-221	512-687-3404
1st Advantage Tutoring Lawrence & Associates, LLC	6509 Abiquiu Pl. NE Albuquerque, NM 87111/ PO Box 10483, Albuquerque, NM 87184	Elizabeth Lawrence	liz.lawrence@advtutor.com	505-828-1962	505-828-4686
1st Place Tutoring	233 High St. NE Albuquerque NM, 87102	Anne Apodaca	nmccommunityfaithlinks@gmail.com	505-242-3353	505-242-2805
4.0 Home Tutors, Inc.	660 Preston Forest Center #532 Dallas, TX 75230	Alex Caine	dfwhometutors@aol.com	972-385-9449	972-788-0793
A 1 New Mexico Teachers, LLC	5175 Creek Trail Las Cruces, NM 88012	Erica Hadley	nmtteachers@hotmail.com	505-717-8441	575-373-9566
A Road 2 Learning, LLC	459 N. Gilbert Rd., Ste. A148 Gilbert, AZ 85234	Tim Sturm	tsturm@aroad2learning.com	866-279-2233 or 480-545-2470	480-558-5382
A to Z In Home-Tutoring, LLC	215 Centerview Dr. Ste. 300 Brentwood, TN 37027	Krista Aguirre	krista.aguirre@atoztutoring.com	866-505-2869 x145	866-838-0437
A+ In Home Tutoring, Inc.	P.O. Box 7891 Wesley Chapel, FL 33545	Tony Martinez	ses@aplusinhometutoring.org	505-990-1347	813-315-7272
A+ Tutoring Services, Inc.	3188 Southern Blvd. Suite L Rio Rancho, NM 87124	Loretta Woo	lwoo@cbjpc.com	505-891-8888	505-891-2261
ABC Phonetic Reading School, Inc.	3127 North 17th Ave. Phoenix, AZ 85105	John Cahal	cahal@letread.com	800-538-7323 or 505-294-5952	602-277-4131
Academia de Enseñanza	3365 Cochiti St NE Rio Rancho, NM 87144	Damon King	academiadeenseñanza@gmail.com	661-510-8025	505-340-3527
Academic Team	118 Parshey Street Live Oak, FL 32064	Andrew Lang	andrew.lang@duke.edu	386-867-0347	386-755-9006
Academic Tutoring Service	2003 Southern Blvd SE Suite 102-211 Rio Rancho, NM 87124	Daniel York	academictutoringservice@gmail.com	505-796-6589	323-526-4632
All Access Tutoring	2375 E. Camel Back Road # 500 Phoenix, AZ 85016	Adam Luwaga	adam@allaccessk12tutoring.com	800-341-2656	866-514-8309
Andele Tutors Inc.	620 Arizona Street SE Albuquerque, NM 87108	Lorna Samraj	andele tutors@gmail.com	505-463-6115	
Applied Scholastics International	11755 Riverview Drive St. Louis, MO 63138	Mary Cockburn	m.cockburn@appliedscholastics.org	505-281-5377	505-212-0208
ATF Teacher Tutoring Services	530 Jefferson St. NE Albuquerque, NM 87108	Jo-Ann Lynch	atftutoring@comcast.net	505-269-9053	505-266-1967
ATS Project Success	20674 Hall Rd. Clinton Township, MI 48038	Renee Weaver-Wright	info@ATSPProjectSuccessWorks.com	586-465-9474 or 800-297-2119	586-465-9481
Babbage Net School	5940 W. Touhy Suite 200 Niles, IL 60714	Schella Kassam	ses@babbagenetschool.com	847-559-7464	866-782-6769

Belen Educational Services and Tutoring	110 El Mundo Rd. Belen, NM 87002	Donna M. Flock	donnaflock@comcast.net	(505) 450-3915	(505) 861-3915
Brilliance Academy	5940 W. Touby Suite 200 Niles, IL 60714	Scheila Kassam	scheilak@brillianceacademy.net	847-559-7464	866-782-6769
Catapult Learning, LLC	470 North 2nd St, 2nd Floor Philadelphia, PA 19123	Joan Aschmann	joan.aschmann@catapultlearning.com	401-330-7303	401-633-6267
Central Elementary School	405 S. 6th Street Artesia, NM 88210	Tammy Davis	tdavis@bulldogs.org	575-746-4811	575-746-8756
Chrysalis	306 W Orchard Lane Carlsbad, NM 88220	Judith Moore	jmoore@kajiu.org	575 887 5282	
Citizen Schools-New Mexico	1420 Carlisle Blvd. NE, Suite 101, Albuquerque, NM 87110	Sue Goodwin	suegoodwin@citizenschools.org	505-265-4332 or 920-8241	505-265-4355
Club Z! In Home Tutoring Services, Inc.	15310 Amberly Dr. Ste 110 Tampa, FL 33647	Cari E. Diaz	ses@clubztutoring.com	888-434-2580	813-549-0185
Club Z! New Mexico, LLC	949 Montoya NW Albuquerque, NM 87104	Lanny Tonning	ltonning@nmtutors.com	505-842-1515	505-247-1293
Community Academic Initiative Resource Center (CAIR)	724 Omaha NE Albuquerque, NM 87123	Lovie McGee	lovejll@aol.com	505-256-8306	505-256-8305
CompatibleLand, Inc.	3188 Southern Blvd. Suite K, Rio Rancho, NM 87124	Henry Ng	henry.ng@cbjpc.com	505-892-2888	505-891-2261
Dexter Consolidated Schools	TBA				
Educate Online Learning	1001 Fleet St. Baltimore, MD 21202	Angela Belt	state@educate-online.com	410-843-2672	410-843-2629
Education Advocates Incorporated	PO Box 555 Arroyo Seco, NM 87514	Dr. Diana Boyd	educationaladvocates@gmail.com	575-770-3999	575-734-6813
Eduwizards, Inc.	48 Hunting Drive Dumont, NJ 07628	Shailendra Chainani	ses@eduwizards.com	201-706-7872	575-776-0010 (call first)
FELC Tutors	14160 Palmetto Frontage Rd. Suite 11 Miami Lakes, FL 33016	Victoria Godman	mferrier@felctutors.com	888-737-3352	
Gallup McKinley County School District	PO Box 1318 Gallup, NM 87305	JoBe Thilgen	jthilgen@gmcs.k12.nm.us	505-721-1004	888-203-2159
Grade Cracker LLC	16821 NE 39th Ct Apt #E3015 Redmond, WA 98052	Raashi Somani	gradecracker@gmail.com	425-738-0015	505-721-1133
Grade Plus Tutors	20234 Cantara Street, Suite 245 Winnemka, CA 91306	Pritika Janweja	gradeplustutors@gmail.com	213-290-2199	425-696-0254
Gym Magic, Inc.	2341 Entrada del Sol Las Cruces, NM 88001	Nancy L. Bates	nancy@gymmagic.com	575-523-1616	818-717-7458
Imagine Learning, Inc.	191 River Park Drive Provo, UT 84604	Frank Garcia	frank_garcia@imagelearning.com	970-430-0785	800-466-1831
Innovadia, LLC	20920 Community Street Unit 8 Canoga Park, CA 91304	Amit Janweja	p.onlineses@gmail.com	818-301-5677	801-377-5072
Learn It Systems	2201 Old Court Road Baltimore, MD 21208	Raquel Whiting	raquel_whiting@learn-itsystems.com	410-369-0000 ext.107	818-717-7458
Learning Solutions	5406 W 11000 N #103-315 Highland, UT 84003	Elsa Borell	Tutoring@LS4me.com	800-708-5590	
New Mexico Lions Crane Reading Foundation	2053 Southern Star Loop Las Cruces, NM 88011	J. Eldon Steelman	esteelman@zianet.com	575-373-2912	800-918-4383
Northern New Mexico Network for Rural Education	University of New Mexico-West 2600 College Blvd. Rio Rancho, NM 87144	Dr. Carlos R. Pagán	crpagam@aol.com	505-925-8676	575-373-0562
Our Place Center of Self-Esteem, Inc.	1411 S. Rimpau #201 Corona, CA 92882	Duane Fjelstad	duane@ourplacetutoring.com	951-738-1214	505-925-8668
Power of Math/ Mathnasium	4301 Eubank NE Albuquerque NM 87111	Mike Midani	HMidani@aol.com	505-296-6284	951-738-1658
Project Life Impact	16263 Da Vinci Drive Chino Hills, CA 91709	Gail Mathews	gmathews@yahoo.com	951-415-9063	

Read and Succeed, LLC	701 Brazos St. Suite 500 Austin, TX 78701	Edrian Walker	ewalker@readandsucceedtoday.com	512-419-7983	909-597-4538
RGEC Inc.	PO Box 6344 Albuquerque, NM 87197 / 524 Montano NW Albuquerque, NM 87107	Michael D. Silva	msilva@rgec.org	505-873-6035	713-476-9496
Rio Rancho Public Schools	TBA				
Rosales Academy of Multi-Sensory Learning, L	2615 Ardis Las Cruces, NM 88011	Carla Davila-Rosales	steelrosalesb@aol.com	575-644-2638	505-891-3028
Santa Fe Public Schools	1300 Camino Sierra Vista Santa Fe, NM 87505	Ellen Perez	eperez@sfpd.info	505-467-2609	
Star Learning, LLC of New Mexico	14520 SW 148th Ave. Miami, FL 33196	Arthur P. Sandoval	ASandSDC@aol.com	305-389-8858	505-467-2596
Sylvan Learning Center - Albuquerque / HMJ Enterprises, Inc.	3509 River Rd. Austin, TX 78703	Susan Fairbairn	SylvanNM@aol.com	512-497-8440	305-232-2454
Sylvan Learning Center, Farmington	3030 East Main A-5 Farmington, NM 87402	Pruda Trujillo	sylvan@gobrainstorm.net	505-599-9390	512-474-5949
Sylvan Learning Center-Santa Fe/ SLC Educators NM, Inc.	16648 San Pedro, Ste. 101 San Antonio, TX 78232	O. Steven Jones	s.jones@sylvanslee.com	210-387-7766	505-599-9395
Taos Municipal Schools	TBA				
Tortuga Tutoring Company, Inc.	10357 East Roywood Way Tucson, AZ 85747	Dr. Richard Klecan	Dr.KI@cox.net	520-784-0948	575-758-5298
Tutorial Services	166 S. Industrial Dr. Saline, MI 48176	Kristie Schaufele	kschaufele@tutorialservices.org	734-470-6387	
Youth Development, Inc (YDI)	518 1st St. NW Albuquerque, NM 87102	Amelia Gandara	agandara@ydim.org	505-212-7427 or 505-212-7434	734-470-6402
					505-242-7365