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SESIQ² is the Supplemental Educational Services Integrated Quantitative and Qualitative Study of Implementation and Impact. Find out more at: www.sesiq2.wceruw.org or call toll-free at 1-855-471-1700.



Policy and Program Recommendations for Redesigning Supplemental Educational Services

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What are Supplemental Educational Services?

Under No Child Left Behind (NCLB), schools that have not made adequate yearly progress in increasing student academic achievement for three or more years are required to offer parents of children in low-income families the opportunity to receive free after school tutoring, or supplemental educational services (SES). Districts must use a portion of their Title I federal funding to pay for SES. Tutoring providers complete a state application and district contract process, and can take a variety of forms (public, private, not for profit, for profit, faith-based, online, in person, national, local, etc.).

We suggest the following recommendations to district and state administrators faced with the opportunity to redesign SES, or similar out-of-school-time programs. We base these recommendations on findings from our multi-site, mixed method and longitudinal study of SES.

Policy and Program Recommendations

Resource Allocation

- Dedicate portions of SES fund towards the costs of managing performance-based contracts, as well as the rigorous assessment of provider effectiveness and instructional quality
- Redirect SES resources from high school level to lower grades, where SES tends to have a greater impact on student achievement

TABLE OF CONTENTS

What is SES?	1
Recommendations	1
Research Design	2

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SESIQ²: Research Design

Our integrated mixed-method, longitudinal study examines SES in five school districts: Austin, TX; Chicago, IL; Dallas, TX; Milwaukee, WI; and Minneapolis, MN.

Qualitative analysis draws upon observations of full tutoring sessions; interviews with provider administrators and tutoring staff, interviews with state and district staff, and parent focus groups.

Quantitative analysis employs an interrupted time series design with internal comparison groups and multiple non-experimental approaches to estimate SES impacts on student academic achievement.

- Prioritize SES resources towards greater attendance and better programming for students with disabilities and English Language Learners (ELLs)

Role of Districts and States

- Establish performance-based contracts, where tutoring providers must fulfill established criteria (e.g. minimum hours, evidence of student progress, minimum tutor to student ratio, etc.) before payment can occur
- Build in expectations that students attend at least 40 hours of tutoring per school year
- Set a maximum hourly rate based on an assessment of the elements impacting providers' process for setting rates (e.g. facility use fees, insurance requirements, wage levels for local labor market, transportation, etc.)
- Establish minimum criteria (beyond simply referring to state standards) for aligning the tutoring curriculum to that of the day school (e.g. both providers and day school use Six Trait Writing for developing writing skills)
- Assess instructional quality (e.g. through observation tools) that encourage enrichment and differentiation
- Require providers receiving public funds to offer services to all eligible students, including those with disabilities and ELLs
- Require tutors to have minimum qualifications (e.g. bachelor's degree, teaching experience, etc.)
- Require providers have tutors on staff with demonstrated knowledge about diagnosing and addressing the educational needs of student with disabilities and ELLs

Communication Between Stakeholders

- Frequently disseminate rigorous, concrete, accessible and up to date findings on SES provider effectiveness to parents and other stakeholders (i.e. community organizations, taxpayers, state agencies)
- Increase level and frequency of communication between providers, parents and day school teachers regarding students' needs
- Develop systematic ways to communicate the particular needs of ELLs and students with disabilities to providers during all stages of the tutoring process (e.g. enrollment, assessment, instruction)
- Develop processes to insure the tutoring plans for students with disabilities are aligned with their individualized education programs (IEPs)

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