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RareBooksClub. Paperback. Book Condition: New. This item is printed on demand. Paperback. 28 pages. OCLC Number: (OCOLC)77059652 Subject: Educational accountability -- United States. Excerpt: . . . contacting parents to inform them about SES in part because some families frequently move and do not always update their mailing address with districts. In addition, some providers we interviewed indicated that parental notification letters do not always effectively encourage SES participation. For example, some of the providers we interviewed said some districts use confusing and poorly written letters to inform parents of SES or send letters to parents of eligible children but conduct no further outreach to encourage participation in SES. Another challenge to increasing SES participation is attracting more SES providers for certain areas and groups of students. Specifically, some rural districts surveyed indicated that no students received services last year 11 because of a lack of providers in the area. A few rural districts further explained that it has been difficult to attract providers to their area because there are few students to serve or providers have trouble finding staff to serve as tutors. Ensuring there are providers to serve students with limited English proficiency or disabilities has also been a challenge for some districts. We estimate that there were not enough providers to meet the needs of students with limited English proficiency in one-third of districts and not enough providers to meet the needs of students with disabilities in one-quarter of districts. Encouraging student attendance has also been a challenge, in part because students may participate in other after-school activities, such as sports or work. For example, about one-quarter of districts reported that both competition from other afterschool programs and the availability of services that are engaging to students were challenges to implementing SES. To help address this problem, . . .

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