

>> Jeff Breshears: Welcome to this presentation on the monitoring requirements for Title one Part A, improving basic programs and California Economic Impact Aid State Compensatory Ed or SCE. For this presentation, these programs will be referred to as Compensatory Education or Comp Ed. The purpose of Comp Ed is to ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education and reach at a minimum proficiency on challenging state academic achievement standards. In addition, Comp Ed must identify students affected by language, cultural and/or economic factors who are capable of completing the regular courses of instruction but need additional services to be successful in both public elementary and secondary schools.

>> Lorene Euerle: Here is a quick overview of Compensatory Education. This program must be administered under a set of guidelines intended to ensure effectiveness. Comp Ed funds must supplement not supplant the core program. It must also include stakeholders such as parents, teachers, LEA personnel and students in the planning process. Comp Ed programs are required to provide services based on the students' needs and to implement scientifically-based strategies and methods.

>> Jeff Breshears: Also, Comp Ed programs have specific professional development and parent involvement requirements. Both of these efforts are aimed at increasing student academic achievement. Comp Ed needs to include program evaluation, provide equitable participation and meet fiscal requirements.

>> Lorene Euerle: This presentation is organized around the seven dimensions outlined in the Compensatory Education Monitoring Instrument. The first CPM dimension is involvement. The most important concept of this dimension is that parents, staff, students and community members are partners in the development, implementation and evaluation of the Comp Ed programs. In accordance with this dimension item, Comp Ed one refers to Title One LEA level, parental involvement policy. The California School Board Association or CSBA has revised its sample board policy as of September 2006. A sample is available in the public domain portion of CSBA's webpage. It is referred to as board policy and administrative regulation 6020. If your LEA has not reviewed or updated the LEA parent involvement policy since the CSBA revision, the California Department of Education or CDE recommends you do so before the Categorical Program Monitoring or CPM team arrives. Since this item is one of the more frequent items to not meet with legal requirements, an LEA should review its policy and administrative regulations to verify that it includes all six required elements and describes how the LEA meets each of these requirements. The next few slides will describe in detail these six elements.

>> Jeff Breshears: Here is the first element that must be contained in the LEA level, parental involvement policy. The LEA may demonstrate that it involves the parents and the LEA plan development and school review and improvement by sharing meeting agendas, minutes and signing sheets. Element B states that the LEA is required to provide parental involvement support at the school level which serves as a mechanism to improve both student achievement and school performance.

>> Lorene Euerle: Again, the LEA is to support the schools and parents to enhance the ability for parents to be involved in their student's education. The LEA's responsibility is to provide technical assistance to schools in this and other areas. Many other programs may have parental involvement requirements. Element D specifies that the Comp Ed program provides and coordinates and integrates the involvement strategies of these programs.

>> Jeff Breshears: On an annual basis, the LEA must evaluate the effectiveness of its parental involvement policy. This annual involvement must involve the parents. Element F specifically addresses the LEA's outreach to parents in Title One schools. To close the achievement gap, there must be a focused outreach to parents who have historically not been involved in school activities. Documentation for Comp Ed One A through F may include descriptions of outreach programs and activities, communication logs, flyers, meeting information and samples of communication shared with parents.

>> Lorene Euerle: Item Comp Ed two refers to the Title One, school level parental involvement policy and should reflect activities specific to the school site. As a resource in this area, the Title One programs and partnerships office offers a research-based template for the partnerships component to the Single Plan for Student Achievement or SPSA. The partnerships component connects parental involvement to the goals of the SPSA, a copy of the template may be accessed on the CTE webpage.

>> Jeff Breshears: Each Title One School must have a school parent compact that was jointly developed with and distributed to parents. Sample compacts for all school levels are available on the CTE webpage.

>> Lorene Euerle: While Item Comp Ed 2.3 requires various forms of assistance to parents, a specific requirement is to train school staff with the assistance of parents in the value of parent contributions and how to work with parents as equal partners. To meet this requirement, the LEA needs to provide documentation of any professional development activity that educates teachers and school site personnel on the value of parental input for the education of all students. In Comp Ed 2.4 the school level policy must address how the unique needs are met to provide access and opportunities for parents; for English learners, parents with disabilities and parents of migratory students.

>> Jeff Breshears: Finally, Item CE 2.5 looks at the implementation of the Title One school level parental involvement policy. The CPM team member will use the school's policy itself as a guide to evaluate implementation.

>> Lorene Euerle: Dimension Two refers to governance and administration which states that your LEA has policies, plans, and administration of categorical programs that meets statutory requirements.

>> Jeff Breshears: If the LEA is using Comp Ed funds for language instruction as described under Title Three, the LEA must send a notification to parents with information

that includes Elements A through I which are identical to the Title Three notification requirements. This slide and the next several slides will review these specific elements for item Comp Ed Three. The parent notification identifies their student as limited English proficient and in need of English Language Development or ELD.

>> Lorene Euerle: Element B specifies the means of assessment that identify the student's level of proficiency and current academic achievement.

>> Jeff Breshears: Additionally, the notification needs to include the methods of instruction used in all available programs and how the program will meet the students' needs and teach the student English to meet the standards for promotion and graduation.

>> Lorene Euerle: The notification must include specific exit requirements and must be in a language parents can understand. If the LEA fails to make progress on the annual measurable achievement objectives, the notification will need to address this information.

>> Jeff Breshears: If the student enrolls in the school after the beginning of the school year and is placed in an ELD program, the notification must be sent within two weeks of enrollment as specified in Element H.

>> Lorene Euerle: The final element to be addressed in the parent notification is how the parent can be involved in the education of their children. The CPM team member will ask to see a copy of the actual parent notification.

>> Jeff Breshears: Dimension three refers to funding which states that allocation and use of funds meets statutory requirements for allowable expenditures.

>> Lorene Euerle: Item Comp Ed four provides for the provisions of Title One services to private school students in the event that their eligible neighborhood school would skip for Title one funding. If an LEA skips an eligible Title One school and funds a lower ranking school, the private school students in the attendance area of the skipped school are still eligible to receive Title One services. To meet this requirement, the CPM team member will ask to see the LEA's consolidated application or Con Ap, fiscal records and private school student rosters.

>> Jeff Breshears: Dimension four refers to standards, assessment, and accountability which strives to determine whether the categorical programs help students meet state academic content standards using assessments such as the California Standardized Testing and Reporting or STAR test, and locally design assessment benchmarks. The outcomes of the categorical programs are intended to have all students continue to grow academically while closing the academic achievement gap of those students who are performing at far below basic or below basic proficiency levels.

>> Lorene Euerle: Comp Ed five is the item that gives the direction for the LEA to evaluate as Comp Ed programs. The CPM team members will be asking to review

evaluation results as described in letters A through D in this item which will be discussed in the following slides.

>> Jeff Breshears: Using the criteria developed by the local governing board, the results from statewide testing and then the other available measures. The LEA must determine on an annual basis whether Title one schools are making Adequate Yearly Progress or AYP. The LEA is required to share publicly the results of this annual evaluation.

>> Lorene Euerle: During the evaluation, the LEA should remember to discuss the effectiveness of the activities included in the LEA plan and in the single plan for student achievement. Modifications to instructional strategy should be noted for update in the SPSA during the next cycle to improve the educational programs identified for Program Improvement or PI.

>> Jeff Breshears: LEAs are to assist schools in implementing the SPSA as well as select curriculum that meet state academic content standards. Evidence to meet this requirement might include the LEA evaluation report, technical assistance provided, meeting agendas and notes.

>> Lorene Euerle: Dimension five refers to staffing and professional development which states that staff members are recruited, trained, and assisted to ensure the effectiveness of program.

>> Jeff Breshears: This item focuses on sufficient resources for high quality and ongoing professional development for staff and parents. A strong professional development program improves instruction and helps all students meet state academic content standards. The evidence may include: Needs assessment for professional development, records of staff participation in professional development activities, purchase orders and fiscal activity reports indicating attendance at trainings, the purchase and use of training materials in the classroom, and professional development activities described in the SPSA.

>> Lorene Euerle: Item Comp Ed 6.1 requires that when an LEA reserves Title One funds for professional development on the Con Ap reservations page. The LEA calculates an equitable amount of funds to provide professional development for the teachers at the private school with participating Title one students. The evidence may include the Con Ap, budget reports and records of private school teacher's involvement in professional development activities.

>> Jeff Breshears: Item CE7 addresses paraprofessionals. LEAs must ensure that Title one paraprofessionals provide instructional services only under the direct supervision of Highly Qualified Teachers or HQT. Therefore, if a paraprofessional is provided the instructional services in the same classroom with the teacher who is not HQT, the paraprofessional must be moved into another classroom. Evidence to document this item is meeting the requirements may be a roster of which teachers are highly qualified along with paraprofessional duty statements and assignments.

>> Lorene Euerle: Item Comp Ed eight focuses on targeted assistance schools and assigned staff duties. Title one funded staff cannot be assigned to a non-title one duty unless the assignment is similar to the amount of time spent on such duties, is equivalent to that of similar non-title one personnel. Evidence can be provided through duty statements and time accounting logs.

>> Jeff Breshears: Dimension Six refers to opportunity and equal educational access which states that participants have equitable access to all programs provided by the LEA as required by law.

>> Lorene Euerle: This item addresses the appropriate application of eligibility criteria to identify students in targeted assistance schools for services in preschool through grade two and grade three through twelve.

>> Jeff Breshears: The criteria for identification of Title One students from preschool through grade two may include teacher judgment, parent interviews and developmentally appropriate measures.

>> Lorene Euerle: In grades three through twelve, multiple educationally related and objective criteria must be used to identify students for the title one services. Report card grades and teacher recommendation may not be used as one of the objective criteria. However, they may be used in addition to the multiple objective selection criteria.

>> Jeff Breshears: The EIA Program serves students who are failing or at risk of failing to meet the state academic content standards. Evidence for Item CE9 may include the LEA plan, the board policy specifying LEA-adopted multiple criteria, the single plan for student achievement and student records. The CPM team member will review evidence that supports the use of EIA funds for students who are failing or at risk of failing. EIA funded positions and activities must be aligned to meet the needs of these students.

>> Lorene Euerle: The final dimension, seven, refers to teaching and learning which states that participants receive core and categorical program services that meet their assessed needs.

>> Jeff Breshears: This item reviews the impact and result of the Comp Ed programs on the academic achievement of students receiving supplemental services.

>> Lorene Euerle: Again, Comp Ed programs are intended to help students who are not meeting or at risk of not meeting the state's proficient and advanced levels of academic achievement. The LEA must implement activities; instructional strategies and accelerated curriculum specified in SPSA so all students needing Comp Ed program services have the opportunity to attain the desired levels of academic achievement. The school should provide evidence through student records and other program documentation of students who have been in the Title one program for an extended period of time and have improved their academic achievement. This evidence may include the specific activities in which the students had been involved as well as the

accelerated curriculum to which the students were given access. The bottom line is our students in the Title one program making progress, if not, go back to Comp Ed five and reanalyze the Comp Ed programs for effectiveness.

>> Jeff Breshears: The following slides offer suggestions of evidence that the LEA in schools could provide to demonstrate meeting the Comp Ed program requirements.

>> Lorene Euerle: Examples of evidence include the LEA plan, the single plan for student achievement, the Con Ap, and school board meeting agendas and minutes.

>> Jeff Breshears: To continue, LEA board policies, LEA in school level parent involvement policies, school parent compacts, classroom observations.

>> Lorene Euerle: Budget and expenditure reports, professional development records, training documents and student records at the school sites.

>> Jeff Breshears: Remember, student eligibility criteria for targeted assistance schools are required as well as student assessment and performance data. The CPM team member will request to interview staff, parents and administrators to get an overall impression of the Comp Ed programs.

>> Lorene Euerle: Finally, at the school site, the school site council agenda and minutes are vital to meeting requirements on several items. Notices to parents, agendas, and minutes provide evidence that annual Title one parent meetings were held at multiple times. Duty statements and assignment logs may provide evidence for staffing requirements. This may not be a complete list but there are recommendations that an LEA and schools can use to prepare for a CPM visit.

>> Jeff Breshears: Please refer to these webpages for additional information when preparing for your CPM visit. Here are three more webpages that may assist you. This slide and the next include contact information for both title one offices here at CDE. Thank you for joining us.