

Compensatory Education Question and Answer October 9 & 10 Webcast

DR. STEVE WINLOCK: ...because the wording in 7ce10 has been changed slightly from last year. Does this reflect the change in the criteria used to review this item? It sounds like either a Mary or Jerry, Maria or Jerry questions. I'm going to turn it to them.

MARIA REYES: Okay, I'll start. You know, every year we look at those items and we want to make sure that the wording is absolutely clear, that if there is any ambiguity, that we want to clear it up. We listen to you when we're out in the field and if you have any confusion about it, we make the change. So that's what happened with this item. The intent of the item has not changed, we want to look to see if the impact of the title I program have at the school site. We're likely to focus on data that shows us, have the kids that are receiving services at a school site, over time, have they improved their achievement? Are they reaching proficiency at advanced levels of proficiency based on the program that you're implementing? So we're likely to ask you to take a look at a child who's been a title I student in your district over time to pull that data, to analyze it, is their progress. So the intent of the item hasn't changed at all.

DR. STEVE WINLOCK: The LEA provides funding for eligible private schools residing in an eligible public school attendance area even if that school was skipped for title I and part a fund. I have skipped two title I eligible schools for funding and provided other state funds to the skipped schools. My question is, what is the LEA responsibility to serve students in private schools who live in the skipped school attendance area? My, that's quite a question and it's probably going to be in title i.

MARIA REYES: And maybe I'll do a short answer on that one. Actually, the title I says that when a school is skipped for any reason, that you are to treat the students that attend private schools and live in that attendance area of those skipped school like any other child that attends the private school. So, the responsibility of the local educational agency is to consult with the private schools whether those students might be attending and ensure eligibility and services are coming to those students.

DR. STEVE WINLOCK: For targeted assisted schools and private schools, the local governing board has established and the schools are using multiple educationally-related and objective criteria to identify students eligible for services. The question is, what evidence will I need to demonstrate that my local board has established multiple educational related and objective criteria to identify students eligible for title I services in a target assistant school. And sounds like Maria?

MARIA REYES: Yes, I think that I'll start at least. Jerry can jump in if he wants.

DR. STEVE WINLOCK: Thank you.

MARIA REYES: What we would look for here is certainly a copy of the criteria that was adopted by your board or local educational agency,

any kind of training manuals or a training maybe that you've done on those multiple criteria that you're using to identify students in targeted assistance schools. And then, certainly we want to see that you're using that criteria to identify the kids so when we're on site a targeted assistant school, we would want to see that list where you've actually used the criteria and applied it, so that we know what kids you're actually serving at the school.

DR. STEVE WINLOCK: Jerry, did you want to add any?

JERRY: Yes, Steve, if I might up add.

DR. STEVE WINLOCK: Please.

JERRY: That same criteria would apply to those students who are attending a private school because they are eligible for services. So, again, we would look at the same type of documentation to see that there is a multiple criteria used by the district and the private school that has developed in the consultation process.

DR. STEVE WINLOCK: Your target assisted tas program and sw program serve eligible students in pre-school. If we have been serving our students in k12, the swp and the tas and not including pre-school, are we out of compliance? And I'll turn that over to our title I experts, Jerry or Maria?

MARIA REYES: We're going to go to Carol on that one, Steve.

DR. STEVE WINLOCK: Thank you. Carol, would you like me to repeat the question?

CAROL DIXON: No, you are not out of compliance person who wrote in. A district and a school are not mandated to serve pre-school students. A district or a school may choose to serve pre-school students.

DR. STEVE WINLOCK: Is a student section recommended to be included on the school-parent compact? I'll turn that over to our title I experts.

MARIA REYES: And we want to turn that over to our colleague, Carol Dixon.

DR. STEVE WINLOCK: Thank you, Carol. Carol, could you give your title or what you do in the department?

CAROL DIXON: My name is Carol Dixon. And i'm a consultant in the title I programs and partnerships office.

DR. STEVE WINLOCK: Thank you so much.

CAROL DIXON: Yes, a student section is recommended to be in the school-parent compact. It might of me to just read the legislative code for you, that kind of helps understand. The school-parent compact code outlines how parents, the entire school staff and students will share the responsibility from per student academic achievement. It also outlines how the school and parents will, and i'm quoting now, "develop a partnership to help students achieve the state standards." Thank you, Steve.

DR. STEVE WINLOCK: Please clarify differences between district level and school level parent involvement policies. Will district policy supplies for schools within the district? What do single school districts need? A complex question, I'll turn it over to our expert, Maria?

MARIA REYES: Well, it's going to be Carol again for this one. So, we'd like to turn it over to her.

DR. STEVE WINLOCK: Thank you. Carol?

CAROL DIXON: Yes, Steve. A district policy will not suffice for a school and a single school district must have both "district" in schools, a school level policies. I know it may sound difficult to you but listen to me out, the district level policy has six requirements. And those requirements are district level type of activities. Those activities are getting parent involvement on the LEA plan. And building schools capacity for strong parent involvement. There are four requirements for school policies completely different, and those have to do with meetings and information. They have to do with the school-parent compact. They have to do with building capacity to support a partnership among the school, the parents and the community to improve student academic achievement and for accessibility for parents. So, they are two completely separate policies. And if you are a one-school district, you do need to do both.

DR. STEVE WINLOCK: Who do we contact with questions and about fiscal matters for title I private schools? Maria?

MARIA REYES: We have an expert, actually, at the department of education who looks at our private school program and that is jodie singh. And you can reach jodie at 916-319-0372.

DR. STEVE WINLOCK: Maria, could you repeat that number and name just one more time to make sure our viewers are--right, because some are slower than others, right?

MARIA REYES: Sure, i'd be glad to. Jodie singh, the last name is s-i-n-g-h, and the phone number is 916-319-0372.

DR. STEVE WINLOCK: I shouldn't say slower, I should say more thoughtful because they're taking their time to write that number down because they're thinking at the same time about who do I need to call or what's my question. So, thank you. This is the first time, that the first time i've been involved in the CPM process. Well, welcome. Right? First time, CPM. So, here's the person that we need to get help and guide and that's what we're here for. So, thank you. You're the type we want to make sure that we're addressing. What does compensatory education mean in title i, part a? I looked online on the CTE website and couldn't find the definition of compensatory education. Good question. Maria?

MARIA REYES: I think for those of us that have been around for a while, this is sort of an easy answer. In the old days, title I part a used to be called "compensatory education" and eia, sce, state compensatory education, was sort of the parallel program that the state funded to do

the same thing. So, we've sort of retained the name comped to mean both title I part a and state comped. Although, as you know title I gets reauthorized every five years and the new name is given to the program, the most recent being the "no child left behind act," but nevertheless, the meaning is, it's essentially supplementary programs that additional funds that help kids that are not meeting standards. And that money is to be used to provide those additional services so those kids can meet a proficient and advanced levels of proficiency.

DR. STEVE WINLOCK: So, Maria, that is the definition that you just gave in that last bit. Could you just state that one more time, so we can make sure for our e-mailer, that they hear the definition, please?

MARIA REYES: Sure. The definition of compensatory education for both title I and the state program is that it's a supplemental program, additional funds that are available to kids that aren't meeting standards and it's intended to support services, interventions that will help those kids to close that achievement gap and reach both proficiency and advanced levels of proficiency on the California standards.

DR. STEVE WINLOCK: How often must the district evaluate the title I district level parental involvement policy? And I'll turn it over to our title I folks, Maria and Jerry?

MARIA REYES: We'd like Carol to answer that.

DR. STEVE WINLOCK: Thank you. Carol?

CAROL DIXON: The district policy must be evaluated annually. The legislation states, "the LEA must conduct with the involvement of title I parents an annual evaluation of the content and the effectiveness of the title I district level parental involvement policy in improving the academic quality of the title I schools."

DR. STEVE WINLOCK: My question is, title I parent involvement policy at the school levels, the area, schools don't make policy. How do we handle this item that requires school level parent involvement policy? And i'm going to turn it over to Maria. It sounds like this is a question we answered a little earlier, but needs some more explanation.

MARIA REYES: Yeah, let's have Carol handle that one.

DR. STEVE WINLOCK: Great. Carol?

CAROL DIXON: This is a question that comes up frequently, and I thought it would be very helpful for you to hear the united states department of education response to this. So i'm going to read their response to the CDE. Nearly because the title I statute uses the word "policy" in the context of parent involvement does not determine whether a district's parent involvement policy must be reviewed by a local school board. Whether such a policy must be reviewed as a local decision informed by the content of the document, section 1118 of title I describes what a parent involvement policy must include. If these are not the types of matters that a school board would normally review, the mere fact that the statute uses the word "policy" should not be determinant. From our prospective, a district may attach whatever

label it likes to the document describing parent involvement opportunities. It must be in writing, however, and it must be agreed to by parents of participating children. Further, a district must be able to implement its policies through whatever review and clearance process that the district requires. In California, this has come up the most with reference to school policies. And we have two means of dealing with the board approval for school policies in California. One is, any school may attach their parent involvement policy, the school policy to the single plan per student achievement as an appendix. That single plan goes to the board and it is thereby approved by the board. The second manner is, if the district chooses to use the California school boards association sample policy for parental involvement, the one that in composes both district and school level. The administrative regulations list each mandated portion of the school level policy and they state that all title I schools in the district will create school policies that describe how the school will carry out each of the mandated items. Thank you, Steve.