

Cross program instrument question and answer October 9 & 10 Webcast

DR. STEVE WINLOCK: Cp11.2 states that employees paid in full with consolidated nclp, administrative funds are not required to submit further documentation other than payroll records. Does this refer only to staff at the district office or at the school site? And who is going to take that question?

JERRY: I'll be glad to respond to that.

DR. STEVE WINLOCK: Thank you, Jerry.

JERRY: This question refers to the consolidation of administrative funds on the nclp. And normally, this is done at the district level where several titles are administratively consolidated together. Very infrequently would this occur with the school sites staff person. So, the director answers that it occurs at the district level and would very infrequently involve someone at the school level with the consolidation of district administrative funds.

DR. STEVE WINLOCK: Can a CTE prepare one school accountability report card for all their alternate sites and favorite places?

MARIA REYES: A school accountability report card is prepared for every school that has a cds code. So, if there's only one cds code that covers multiple sites, we still consider that to be a single school site, so a sort for every site that has a cds code.

DR. STEVE WINLOCK: My question is that, what must be included in the notification to private schools in order to meet the consultation requirements of icp i, consultation requirements of icp i? And i'm going to turn that over to Jerry.

JERRY: Steve, i'd be glad to respond to that.

DR. STEVE WINLOCK: Well, thank you, Jerry for stepping right up.

JERRY: You're welcome. The cross program item contains a number of elements that have to be included in the consultation process. They are listed, I believe, almost a to j and include information related to the identification of students, information related to the evaluation as well as information related to the methods and the sources that will be used to select and provide materials. The important point of this is that the contact be made in a process of consultation so that the private school officials are thoroughly informed of all of the elements on which they can respond to in order to make the appropriate decision that they want to participate with the eligible students in the received of services for the title I program.

DR. STEVE WINLOCK: How does this--and this is a parent involvement policy for non-title I schools. Here's the question: How does this item icp2, parent involvement policy for non-title I schools, differ from the parent involvement policy item for title I schools, icei and icp2? And i'm going to turn that over to Maria.

MARIA REYES: Steve, we're going to ask our colleague, Carol Dixon, to answer that question.

DR. STEVE WINLOCK: Thank you. Carol, should I repeat the question or are you ready?

CAROL DIXON: No.

DR. STEVE WINLOCK: You've got it. Carol, please with your answer, please.

CAROL DIXON: Thank you, Steve. The cross programs item number two has to do with the California Education Code, we've got and still accustomed to looking at compensatory education, having those items have to do with title I schools. But on cross program, this has to do specifically with California Education Code that requires a parent involvement policy for schools that are not title I schools. Education Code outlines the items that must be addressed; this is usually a policy that is dealt with at the district level. If the district is choosing to use the California school board's association sample policy, that policy meets both federal and state Education Code requirements. There is one, new ones that California Education Code does require and it's speaking about tying your parent involvement program to the goals of your single plan for student achievement. And so, that's something that must be dealt with and there are some suggestions for that, you can call our office, 91631908544, some ideas and partnerships components that can be helpful to use to connect this to your single plan. Thank you.

DR. STEVE WINLOCK: What must be included in the documentation to ensure that LEA disperses categorical funds in accordance with the approved consolidated application. Great question, and i'm going to turn to who? Who is going to answer that?

MARIA REYES: I will.

DR. STEVE WINLOCK: Maria, thank you.

MARIA REYES: What we're looking for in this item is we want to make sure that what you've said in the consolidated application that you're going to give the school sites is actually at the school site. So, the first thing, certainly that can show that is your school site budgets. So, expect in your single plan for student achievement that you're going to include a budget in there, so we will look at that and then compare that to the consolidated application. And you got to be pretty much at the ballpark there in terms of matching those two budgets.

DR. STEVE WINLOCK: Explain specific documents that will satisfy the financial requirements of categorical program documentation. Again, let me say that again, explain specific documents that will satisfy the financial requirements of categorical program documents. And who is going to take that question?

MARIA REYES: Well, maybe I'll start.

DR. STEVE WINLOCK: Thank you, Maria.

MARIA REYES: And maybe that my colleagues can help me with this.

DR. STEVE WINLOCK: Because it crosses all of the program?

MARIA REYES: It does and I know for title i, one of the things that we look at that's a document, that's a fiscal document, for example is, we want to know how are you spending title I money. So, certainly we're looking for purchase orders that indicate how we used the money. If you're supporting staff, for example, we would ask for a staff distribution report that shows from, usually from hr, from your personnel office, the list of staff that are being supported, their salaries, that includes that kind of information. I don't know if anybody else has anything else to add on that.

JERRY: Yes, Maria i'd like to add on that. As you know, when we reviewed title i, we're looking at school wide programs and programs that are targeted in a target assistant school. So, often in school-wide program review, we would want to look at your criteria to determine the basis how you allocate funds to all sites. That gives us an opportunity to compare the title I funds at a school-wide program with the same funding formula that you use to allocate funds to other sites which are not receiving title I funds.

THERESE TIAB: Okay. I'll just add that, remember that we also look at the lead and the spsa's.

JUAN J. SANCHEZ: Something that I find helpful, that we find helpful is schedule 11 and then other funding accounting documents to give us an idea that the funds are being placed appropriately and then also being spend it appropriately.

MARIA REYES: I know title I funds across all programs are and other programs often used, the way that you use the money is to purchase equipment. So, that's also one of the items where we look an inventory of equipment that you purchased.

DR. STEVE WINLOCK: Our LEA does not have any pregnant minors or minor parents. Do we still need to have prevention services available? Who would like to answer that question?

CINDY: I'll take it.

DR. STEVE WINLOCK: Thank you, Cindy.

CINDY: Whether or not an LEA has any pregnant minor or minor parents, they are required to have services available. If they don't offer there, they can find in the community where the services are required and they can refer the pregnant minor or minor parent to those services. But listed in the cmp instrument as well as the opposite, and health and safety code are the items, the requirements that need to be there for the pregnant minor and minor parent.

DR. STEVE WINLOCK: It's as if a clerical person is funded by categorical or to contact families, to improve attendance, does this count as direct service or would it be part of the 15% administrative services? Good question.

MARIA REYES: I think the--what's going to make the difference is exactly what that person does. If that clerk is working directly with parents, and interacting with parents, providing information and

services to parents, then, obviously, it's direct services and it would be part of the 85%. But if that person is merely working in the office and processing information, logging things in without any direct contact with parents, then we consider that to be in administrative function and it would be out of the 15%.

DR. STEVE WINLOCK: Regarding personnel activity records, the pars, in cross-programs item 11, is monthly documentation that shows the percentage of time spent during activities from their appropriate funding sources sufficient or must personnel complete documentation that shows the amount of time spent working on each program on a daily basis? Good question. Who would like to take that?

MARIA REYES: I think the pars affects all of our programs, right?

DR. STEVE WINLOCK: Great, that's good to hear.

MARIA REYES: You know the level of detail that you do, in some cases, it's going to depend again on what that person is doing. And we use different documents to sort of give us one complete answer. If we look at your job description or the duty statements of that person and it's really clear what they do and then we look at your parts. And again, using the percentage, we see a really strong alignment, then we don't question it, I mean we think that that's fine, it will be fine. Where you might have to go for more detail other than the 10%, the percentage, for example, is when--it's not clear to us whether that person is doing particularly at the school site level, direct services to students or maybe doing some administrative function. If they're doing some administrative function, we're probably going to want to see more detail because remember, we don't want that administrative function to be taken out of the school site budget.

DR. STEVE WINLOCK: Other panel members? Therese?

THERESE TIAB: I'd like to add, i'd like to add to that, that the English Learning Program will also be taken that duty statement and going into the classrooms, for example, in the case of instructional aids and making sure that they are actually having direct contact with students and not administrative.

DR. STEVE WINLOCK: Other panel members?

JERRY: I'll expect it's important to keep in mind that there are, as Maria indicated, there are multiple pieces of documentation that will help the reviewer reach the conclusion of the time and effort matched the appropriate funding source. So, not only the description of duty statements, not only the actual document of daily records and time could be included. But keep in mind that we're looking for our several different documents that will help us to judge and make the conclusion that the LEA is meeting the requirement as stated in the item.

DR. STEVE WINLOCK: Lot of support, there are other panel members, because it crosses your program? Anyone who would like to share?

JUAN J. SANCHEZ: Yes, just to concur for adult ed, what I usually advice is anything that you can place into that will make sure that that picture is clear to me, I would advice putting it in their. So,

that's an org. chart and a duty statement, so something that I can see that makes it clear that both the administrative and then the instruction is being provided appropriately, then that's would really ask to look at. And then if I have any questions, normally I can just follow up during the review.

DR. STEVE WINLOCK: What are the obligations of the district when the funding allocation for a program is inadequate to an implement CPM requirements?

JUAN J. SANCHEZ: Well, the requirements in the CPM or what are required by law, the funding sources, we recognize, may be limited in those respects. However, you are still required to meet those requirements. Schools do have the option of not taking those funds, thereby releasing them all those obligations. So, it's a matter of the district deciding which way they want to go. Do they want to take the funds and still implement the program and follow all courses or all requirements of the law or just seek to not take the funds and release themselves from that?

DR. STEVE WINLOCK: What is required in a duty statement and how is it different from a job descriptions set forth by the lea? So, who will answer that question?

THERESE TIAB: I can take it, I guess.

DR. STEVE WINLOCK: Great, thank you.

THERESE TIAB: Duty statement is more specific than a job description. Although they should match up pretty much, but usually the job description, when it's posted, and they hire that person to do this particular job, they may have evolved in a little bit and when the actual employee gets on the scene, the duty statement is really what we're looking at to make sure that it is in line with their personal activity report or the semi-annual certification.

DR. STEVE WINLOCK: During the cp segment, a statement was made that CTE reviewers will follow the eiasce funding source. Please clarify, was the statement referring to a target assistance school only? Any thoughts?

JERRY: Eia and state comp ed, the economic impact date and state comp ed. funds may go to a school-wide program or it may go to a school operating a target assistance program. The key here is, of course, is that the stream of funding that is made, consolidated application to the school site, and in the--including the single plan for student achievement, that's the primary trail and documentation we'll be looking that to determine the amount of funding as well as at the school site, how those funds are described and used in the single plan for student achievement.

DR. STEVE WINLOCK: Let's look at the CPM, next question is pertaining to icp1 and 3ce4, you all know what i'm talking about? Yes, they're nodding, they have it. We have a private school who is requesting that LEA use proportionately to determine student counts to general title I part a funds for equitable services or LEA currently uses family income service for exploration to determine the count. We believe that

proportionally, specifically eschews the results. What are the requirements of the LEA to maintain compliance in this area? That's a good question.

MARIA REYES: It is somewhat a complex question.

DR. STEVE WINLOCK: It is very complex.

MARIA REYES: Do you want to take a shot, Jerry, or we can maybe talk a bit directly?

JERRY: I think that most, the key thing here is that, there has to be the consultation between the public school district, the LEA and the private school. And that consultation should be ongoing in order to determine the best means to provide the services that funds will support for the eligible students. I think we can follow-up on this in more detail about this question of proportionality. We do have within our title I program one of our consultants who is the expert in this area and we will certainly follow-up with the caller, excuse me, the person who e-mailed the question in, to ensure they get a more complete and detailed answer. Again, the main number to call for us is 916319..., excuse me, the main number is 916-319-0854. Thank you.

DR. STEVE WINLOCK: And I think it's el is what we'll be addressing. Can you explain the rules about translating notification to parents who speak a language other than English. I will turn that to theresa.

THERESE TIAB: Sure. Listed in Ed. Code 489-85 when particular school sites are 30 language census report reflects a particular primary language other than English, all notifications, records, reports and statements must be sent home in English and that particular language. Please keep in mind that 15% includes not only parents of English learners but the parents of initially fluent and reclassified fluent English learners.

DR. STEVE WINLOCK: Can the panel members clarify what is considered direct services to students? Specifically, can a teacher be designated as lead for el services, interventions, etcetera, and be considered as direct service to students? Therese, it sounds like a question for you.

THERESE TIAB: Yes it is. And it probably would require dialoging, but i'm going to take it as that, that teacher will be providing supplemental teaching services. In other words, elt, I had said earlier, is a course subject, and when an English learner is receiving eld in the day from their core, as their core subject, then that's handled through general funds. There are cases where you have additional eld services, supplemental we call them and in that case, that is fine for that particular activity to be funded out of categorical funds.

DR. STEVE WINLOCK: How often does a district have to elevate, excuse me, not elevate, evaluate, thank you, how often does a district have to evaluate its English Learner Program to meet CPM requirements?

THERESE TIAB: Well, as I said earlier, program evaluation is an ongoing cyclical process. The district must continually evaluate and check to

see that the program is working and if it's not, then they need to monitor and adjust and implement any modifications that they make. On a more localized level, teachers are asked to collaborate and look and target the elt standards for the particular English learners and, you know, come up with modifications in their classroom to target those needs.

DR. STEVE WINLOCK: For Therese, under eel, why can't we use categorical funds to pay for eld? Theresa?

THERESE TIAB: Well quite simply, Steve, eld is a core subject. All course subjects like science and math need to be paid for out of general funds.

DR. STEVE WINLOCK: Can a district provide some centralized services to el students at individual schools out of the 851, I think it's one or 4? 85y?

THERESE TIAB: 8515.

DR. STEVE WINLOCK: 8515. Thank you, portion of the supplement services to students. I'm glad you know your numbers. Thank you, janette.

janette: Actually the important thing is to have the plan mirror what the allocation is of the consolidated application, gives a certain amount of money to the school sites and that needs to be reflected in the school site plan and then also, it needs to be voted on by the school site council. But what's most important, say that there's an itinerant teacher, that it will be allocated to 3 different schools sites. Well, the money at the school sites might not be able to cover it. But if they keep the money at the district level, then that can cover it, so the district, we centralize money for that teacher to go to the different sites. So that's one way to fund it from central services.

DR. STEVE WINLOCK: what types of elements would an el receiver be looking for in a required el program evaluation? Therese?

THERESE TIAB: Well, Steve program evaluation starts in the spfca, the plan. It is cyclical in nature and always ongoing. The LEA studies desegregated data, for example, of the English learners. That data being the celt, the cst, local benchmark assessments that determine elt standards and any other data, for example, retention or the California high school exit exam for the secondary levels, drop-out rates, that kind of thing. They developed a needs assessment based on this data. They prioritized their needs, assessments and make informed decisions based on that data. They developed their English Learner Program off of this and the outcomes of the needs of the English learners, and then the cycle starts again. We look to see that they are adjusting, they are monitoring, and they are implementing their new program.

DR. STEVE WINLOCK: Which portion of the categorical funds must go toward direct services to English learners? Therese?

THERESE TIAB: Thank you, Steve. For title iii funds, 98% or at least 98% of title iii funds need to go to direct services to English

learners and for ei left funds, 85% or at least 85% need to go to supplemental services for English learners.

DR. STEVE WINLOCK: Very few of our English learners are able to qualify for our gate program. Is this a typical problem? Therese?

THERESE TIAB: No, Steve it shouldn't be. All English learners should have equal access to every single program that any district may be running the way that a district may assess a gates student should not be a barrier for an English learner. Therefore, it is possible for districts to come up with some alternative methods of including English learners in their gate program.