

Program Improvement Question and Answer Oct. 9 & 10 Webcast

STEVE WINLOCK: For the 20% set aside for SCS services in transportation for PI schools, if we do not exhaust our 5% for transportation. Are we required to use funds--to use more funds than 15% for SCS services if we have more demand? And I'll turn that over to Jerry.

JERRY CUMMINGS: This question refers to what we talk about earlier, the 20% set aside for the SCS and public school choice. This one breaks down, and to recall that if the demand is there, 5% is to be use for public school choice. If the demand is there, 5% is to be used for tutoring services SCS. Now, say that the demand is less than that for the public school choice then those funds could be shifted to the tutoring program in order to meet the total demand and be responsive to the services that are provided up to the total 20% that has been set aside.

STEVE WINLOCK: When must an LEA make public school choice available to eligible students? Jerry, is that yours?

JERRY CUMMINGS: Yeah, that's mine.

STEVE WINLOCK: Thank you.

JERRY CUMMINGS: We'll talk about the fact that the LEA has to provide the opportunity for public school choice prior to the beginning of the school year. That gives an opportunity for the LEA to take into account here in California the timing by which they receive their information from our State testing program as to the identification of schools. Maria, do you want to add some more to that regarding the early notification?

MARIA REYES: Sure. The law itself says that notification to parents must go out no later than the first day of school. Not only telling them that the school, its program improvement and what year it is but also that they have the option to transfer their child to a non-PI school. We realized this year that the AYP data was later than usual. Our expectation was that, that as soon as you got that data in early September that you were ready to go and were prepared to send out those notification to parents and their rights to transfer their child right away after that data came out.

STEVE WINLOCK: May a LEA set a deadline for which parents must request SCS? Jerry, is that question?

JERRY CUMMINGS: Oh, yes. It is, Steve.

STEVE WINLOCK: Thank you.

JERRY CUMMINGS: And of course, the short answer and the quick answer is yes. But let me add a few more to that. Yes, you may set a deadline that is reasonable. But takes

into account the means by which you communicated to parents about the programs so that they have a time to make the decision, and local school districts may have communicate it by letter, do a providers fair, do--maybe even they send a postcard home. But they have different means to do that. We have at the CDE have sent out a letter, we sent out a letter last November I believe which suggest that a reasonable period of time is about three weeks, and districts then can take that into account as they plan for their whole process of how they implement the SCS program.

STEVE WINLOCK: It sounds that, that reasonable amount of time really depends on your community also. So I am here and Jerry if they need to take four weeks or five weeks. It's a district kind of decision to kind of look at that but we should consider our community. Is that correct?

JERRY CUMMINGS: That's correct. And also taking into account that we encourage districts to begin the actual tutoring services as soon as possible after they have notified parents and parents have made the decision. So, it's taking into account, now not only the amount of time to get parents but also the timeline you've establish, you actually get the services started so students receive the actual tutoring.

STEVE WINLOCK: Is there a difference, and if yes, what is the difference between the local annual review mentioned in PI 1&2, and the annual report of effectiveness of the activities funded by Title 1 and EIA, and EIA/SCS Programs mentioned in CE-5? Jerry, Maria?

JERRY CUMMINGS: We are both want to respond to that. Thank you for that question; it gives us great opportunity to talk about that. One, the difference we'll explain is very slight. In the CE-5, we're going to Title 1 schools which receive either Title 1 money or State Comp Ed money, and may not be in program improvement. So, therefore, we're looking for those elements that are in the school and part of this plan and the effectiveness evaluation to determine if the requirements of Title 1 are the requirements of the funding for EIA State Comp Ed are being met. Maria, let's talk a little bit about how that defers for the PI-12 item.

MARIA REYES: I think the item is asking for the same kind of results. Are you having the results in providing services to children, whether the school is PI or not? But in the PI item, once the school becomes PI additional requirements kick-in in your school plan that must be carried out. So, if you're a PI, we're going to be looking the evaluation that you're doing is going to be looking at new things that would not be there if the school is not PI.

STEVE WINLOCK: Must an SCS provider hourly rate match the rate listed on the CDE provider database or may SCS providers charge their hourly rate? Hmm, interesting. Jerry?

JERRY CUMMINGS: Thank you very much for that question. As you know the SCS providers in their State application give us an hourly rate. That is the rate that we expect

that they will utilize when they enter contracts with the LEA. The key word I think in that question is, must stay match? I think it's better to say that the hourly rate charged by the provider must be consistent with the rate that is provided in their State application. As you're aware, the law and the guidance on SCS does allow the provider to set their hourly rate and we work through with the provider to ensure that they will stay consistent with the rate that is included in their State application. Maria?

MARIA REYES: Yeah, I wanted to add something. You know, we've heard your concern about this issue and in the latest SCS are a fave. We've tried to tie the hourly rate more closely to the design of their program, and we're asking them to describe to us what is your SCS tutoring program look like so that we can see some relationship between their sessions and the hourly rate that they are charging. But I think we do have to be cognizant that the cost of doing tutoring is going to vary across the State depending on LEA, whether it's a rural area or if it's an urban area in terms of maybe gas mileage that you pay with tutors, etcetera. So, you know, I think there is going to be some variation. We're trying to nail it more closely to the design of the program.

STEVE WINLOCK: Are schools in program improvement year one or two required to contact the SCS providers since there is no funding allocated for this? Or, does this only apply to hiring external entities to help schools with their SPSA and other documentation required by CDE? Who would like to take that question on Title 1?

JERRY CUMMINGS: Steve, I'll start with that.

STEVE WINLOCK: Thank you, Jerry.

JERRY CUMMINGS: And Maria and I will do that one. Let's begin and break this into several parts. One schools in program improvement year one and two, the district or courses require to set aside an amount equivalent to 20% of its Title 1 Part-A allocation to pay for either school choice or in this case SCS supplemental educational services. So, there are funds set aside for this purpose. Added to that is a fact that in PI year two is when the SCS services are actually required. So, the direct answer is to say yes for schools that are in PI year two which must offer the supplemental educational services and the funding is provided for that. Just in additional factor is that in schools that are in PI year one are required to offer public school choice but not the SCS tutoring services. There may be special circumstances where schools in PI year one can offer the SCS tutoring services and we'll certainly be glad to go into more detail with that as you contact our office at 916-319-0854. Maria, do you want to add some more to this?

MARIA REYES: Yeah. The question mentions external entities that can help the school. And actually the law doesn't require you to hire an external entity in year one or two, but it certainly could be a good idea because remember when a school becomes year one they have to develop a comprehensive plan that--it's a two-year plan, both for year one and two--that's going to lay out what it is that the school is going to do to improve achievement and hopefully get out of program improvement. So, maybe an external agency entity is a good idea but certainly not required.

STEVE WINLOCK: I have an extension on that question. The 20% allegation that's held out in the first year, is that to be held out for the entire year or once the designation of helping students move to other school sites or have that opportunity, can it then be disburse back to the other programs?

JERRY CUMMINGS: Steve, once the school district has caught done what we might call "due diligence" and that they provide a fair and equal opportunity for parents to select under public school choice and for the tutoring program, then at some point when they have completed that and give that opportunity at that point in time they may return those funds to the source from which they were originally taken. And this one added factor keep in mind that that 20% equivalent to Title 1 Part-A, that all of it does not have to come from Title 1 Part-A. Some of those funds may be taken from other State and local sources.

STEVE WINLOCK: If an LEA has a school in PI year four, will the CPM review or expect that that alternative governance arrangement plans be completed prior to the review? Or is it acceptable that the planning process is under way? Who would like to take that? Maria? Jerry?

JERRY CUMMINGS: Steve, I'll start that response.

STEVE WINLOCK: Thank you.

JERRY CUMMINGS: During the early part of the review for the process, we would want to make sure that the district has some system and processes in place that they are beginning to develop the alternative governance plan. We recognize that, and that is part of the flexibility in terms of the review we're looking for that document. So, in the early reviews, some types of system are planning process which provides some evidence that the LEA is starting to develop the plan. And keep in mind also that during the early part of the review we certainly can look back to the prior year and look at the alternative governance plan and see when it was developed. So that provides us some more evidence that the LEA has the process in place. As we go into the reviews later in this 0809 year, we could expect to see that the alternative governance plan has been developed. There is some document in place that the LEA has prepared to discuss with us to show that they are responding to that particular item.

STEVE WINLOCK: Is it allowable for LEA to charge rent to SCS providers if they use the school site for providing SCS? Title I?

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

STEVE WINLOCK: Thank you.

JERRY CUMMINGS: The SCS providers and those entities are to be treated the same as any other entity that is using your school facilities. That's the bottom line. You may

have a district policy that governs that and that's what you would use to make that decision. I may also add that sometimes it's a question of we have more providers who want to use our facilities and we have space available. In those cases, you want to go to some type of fair and equal procedure to ensure that the providers get the space and you're ensuring that those students who have the greatest need are also giving those providers and the spaces available.

[END of Program Improvement Question and Answer Oct. 9 & 10 Webcast]