District Advisory Committee (DAC) Meeting
December 3, 2019 – 5:00 p.m.
Hattie Mae White Building – 1E01

AGENDA

Welcome
Bernadette Cardenas, Director
Office of the Chief of Staff

State Compensatory Education
Bernadette Cardenas

District Advisory Committee Feedback
Bernadette Cardenas

DAC Nomination Process
Bernadette Cardenas

Closing
Bernadette Cardenas

NOTES:

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District Advisory Committee (DAC) Meeting
December 3, 2019
Hattie Mae White Educational Support Center – 1E02

MINUTES

Attendees Present: Andy Chan, Jennifer Cross, Gary Gartner, Ardalia Idlebird, Berti Brown, Traci Latson, Colleen Schmidt, Emily Smith, and Bernadette Cardenas.

The meeting was called to order at 5:00 p.m.

➢ Welcome – Bernadette Cardenas, Director – Office of the Chief of Staff, welcomed the District Advisory Committee (DAC) members.

Items Discussed:

1. **State Compensatory Education (PowerPoint)**
   - State Comp. Ed program is for students who are at risk of dropping out of school. It is a state funded program and we do receive money from the state for the program.
   - This is a state program governed by laws and rules. House Bill 3 recently made a few changes to the program. It's been around for many years.
   - Majority of money is sent out to schools. It’s part of the campus allocation. They use these funds to improve student achievement and reduce the dropout rate and include all the information in their School Improvement Plan. They need to show how they are going to serve their kids who are at-risk.

2. **District Advisory Committee Feedback – SWOT Activity (See Attachment)**
   - Discussion centered on how to improve the committee and its functions.

3. **DAC Nomination Process (See Attachment)**
   - Discussion centered on how to improve the DAC nomination process.

Questions & Comments:

- House Bill 3 requires changes to SCE program. True
- The purpose of the SCE program is to bring more money to the campus for at risk students. False, it does do that but that’s not the purpose.
- There are 13 state criteria’s for being at-risk of dropping out of school. False, they just added a new one with House Bill 3.
- Students who are on free and reduced lunch are considered at risk by the state. It’s true, but only beginning this year. The free and reduced lunch is how we got our funds but now it’s a way for us to identify kids who are at-risk.
- The term educationally disadvantaged and economically disadvantaged have different meanings. False, according to the state Texas Education Code (TEC).
- When you say state is this education code? Yes, TEC
- The Legislature is writing and approving HB3, or is it a committee? HB3 was written and approved by the Legislature. The commissioner has not sent out the rules and it was effective September 1.
- Only students who meet the at-risk definition at the Title 1 campus can be served with an SCE funded program. False. If a campus is not a Title 1 campus only students who are free and reduce lunch or who meet the 14 state criteria.
- A Life Skills program for SCE refers to a Special Education student in the Special Education Life Skill program. False, it’s more like a Parenting Life Skills program.
- Students who are homeless are considered at-risk of dropping out of School. True
- An additional state criterion was added during the last legislative session. True
- Once a student is identified as a student of limited English proficiency, they are at-risk their entire school career. False, once student exits LEP program they’re no longer considered at-risk, even if they are on the one-year monitoring.
- What can you use State Comp. Ed founds for? It can be used for programs that meet the needs of educationally disadvantaged students, childcare service or assistance for child care expenses for students
at-risk of dropping out school, classes associated with a Life Skilled program and to continue to support a program under Title 1.

- Have the schools received any of this funds? It is part of their allocation.
- The purpose of the additional criterion is to be able to assist those students who have parents who are or have been incarcerated during the life of the student. Is there a form to be able to identify them? No, we are awaiting on guidance from the state. Options discussed included putting this on the enrollment form and other ones including the homeless form which students receive every year in their welcome packets. The concern is confidentiality for this particular criterion. We will need to see what the state says.
- Has the district every discussed on computerize all the documents instead of having parent fill out form every year? No, not to my knowledge.

The meeting adjourned at 6:25 p.m.
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State Compensatory Education (SCE)
Programs and Services for Students At-Risk of Dropping Out of School

What do I already know? Circle either True or False.

1. House Bill 3 requires changes to the SCE program
   True or False

2. The purpose of SCE is to bring more money to the campuses for at-risk students.
   True or False

3. There are 13 State Criteria for being at-risk of dropping out of school.
   True or False

4. Students who are on free and reduced lunch are considered at-risk by the state.
   True or False

5. The terms "Educationally Disadvantaged" and "Economically Disadvantaged" have different meanings.
   True or False

6. Only students who meet the at-risk definitions on a Title 1 campus can be served with SCE funded programs and services.
   True or False

7. A Life Skills program for SCE refers to a Special Education student in the Special Education Life Skills program.
   True or False

8. Students who are homeless are considered at-risk of dropping out of school.
   True or False

9. An additional state criterion was added during the last legislative session.
   True or False

10. Once a student is identified as a student of limited English proficiency, they are at-risk their entire school career.
    True or False
State Compensatory Education
At-Risk

Bernadette Cardenas, Director
Office of the Chief of Staff

HOUSTON INDEPENDENT SCHOOL DISTRICT
- **What is State Compensatory Education (SCE)?**
  - The goal of the SCE program is to provide additional resources to reduce any disparity in performance on assessment instruments or disparity in the rate of high school completion between *educationally disadvantaged students*, at-risk students, and all other students.
  - The purpose of the SCE program is to increase academic achievement and reduce the dropout rate for these students by providing *supplemental* programs and services.

See TEC Sec. 48.104(k)
What Changes Occurred with HB3 and State Compensatory Education (SCE)?

- Increased overall allotment
  - From 0.20 to a range of 0.275
- Established a new allotment methodology
  - Student's determined to be educationally disadvantaged
  - The census block group determined by the individual student's home or residence address
- Changes Spending Requirement
  - Added childcare services and life skills programs to the allowable use of funds
  - Requires 55% of the allotment be spent on the SCE program
- SCE funding is now based on the coding of individual students.
What is the difference between an economically disadvantaged student and an educationally disadvantaged student?

➢ Texas Education Code (TEC) §5.001(4) defines educationally disadvantaged as "eligible to participate in the national free or reduced-price lunch program."

➢ Therefore, when we use educationally disadvantaged student, we are saying the student qualifies for free or reduced-price lunch program. Which is the same for economically disadvantaged. The terms have identical meaning.
Who can receive services with State Compensatory Education funds?

- Students who meet one of the 14 criteria are eligible for the same supplemental services they received before the passage of HB3.
- Students who were designated as educationally disadvantaged can receive supplemental services paid for with SCE funds.
At-risk Criteria
According to the Texas Education Code (TEC) 29.081(d) a “student at risk of dropping out of school” includes each student who is under 26 years of age and who:

1. was not advanced from one grade level to the next for one or more school years; (Retained – stays with them for entire school career) NOTE: a student is not considered at risk of dropping out of school if the student did not advance from Pre-K or Kindergarten to the next grade level only as a result of the request of the student’s parent.
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
4. is in prekindergarten, kindergarten, or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
5. is pregnant or is a parent; (Pregnant/Parent – stays with them for entire school career unless they are no longer parenting)
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school; (dropout – stays with them for entire school career)
10. is a student of limited English proficiency, as defined by Section 29.052; (Until exited)
11. is in the custody or care of the Department of Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official
12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments;
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility in the district, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation; or
14. Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code

**HISD local criteria (not reported to PEIMS) are:**
1. students who are identified as dyslexic under general education; and,
2. students who are placed in a Disciplinary Alternative Education Program for reasons other than those in §37.006, such as continued misbehavior in the classroom.

ADMITTED BY THE HISD BOARD OF EDUCATION SEPTEMBER 10, 2009
State Compensatory Education funding can be spent on the following:

- Programs that meet the needs of educationally disadvantaged
- Childcare services or assistance with childcare expenses for students at risk of dropping out of school
- Costs associated with services provided through a life skills program
- Continue to support a program eligible under Title I
- Students that meet one of the 14 state criteria are eligible for the same services they received before the passage of HB 3
- Additionally, the students who are designated as educationally disadvantaged can receive supplemental services paid for with State Compensatory Education funds
Thank you
At-risk Criteria

According to the Texas Education Code (TEC) 29.081(d) a “student at risk of dropping out of school” includes each student who is under 26 years of age and who:

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2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;

3. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;

4. is in prekindergarten, kindergarten, or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;

5. is pregnant or is a parent; (Pregnant/Parent – stays with them for entire school career unless they are no longer parenting)

6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;

7. has been expelled in accordance with Section 37.007 during the preceding or current school year;

8. is currently on parole, probation, deferred prosecution, or other conditional release;

9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school; (dropout – stays with them for entire school career)

10. is a student of limited English proficiency, as defined by Section 29.052; (Until exited)

11. is in the custody or care of the Department of Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official

12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments;

13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility in the district, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation; or

14. Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code
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ADOPTED BY THE HISD BOARD OF EDUCATION SEPTEMBER 10, 2009
### Feedback on the District Advisory Committee

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Suggestions for Topics for the District Advisory Committee
District Advisory Committee Nominations for School Personnel

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District Advisory Committee (DAC) Feedback

DAC Meeting, December 3, 2019

I. Strengths, Weaknesses, Opportunities and Threats (SWOT) Activity

Strengths

- Organized
- Processes in place in terms of meeting
- Dedicated person as support/facilitator
- Variety of presentations from departments
- Presenters are well prepared for presentations
- Meeting notifications
- Agendas and handouts
- Input from multiple perspectives
- Members provide feedback from peers
- Department feedback
- Think tank
- Bernadette Cardenas is very organized and open to ideas and suggestions
- Variety of departments make presentations
- Bernadette’s ability to convey information
- Diversity of representation
- Topics
- Members seem genuinely concerned about gaining information about how it operates
- Presentations by the departments
- Communication about DAC from Bernadette
- It is important to have a representative body at the district and I value the experience.
- It has been useful to see HISD departments make presentations and ask questions.
- I wish the DAC meetings could be recorded and posted.

Weaknesses

- Greater understanding of role with the District Improvement Plan
- Lack of clarity on role of DAC
- Lack of understanding clarity from external HISD Departments (specifically Professional Development)
- Having a definitive, almost tie-breaking decision with who’s role/what role DAC has for training
- Not enough member attendance
- Committee input feels worthless
- Limited participation at various times
- Difficulty in reaching consensus
- Attendance
- Limited power
- Only once a month
- Information given in a timely manner
- Training
- Too few committee members attend
- No initial explanation/education of committee members role and how to best represent and communicate with those they represent
- It is not clear how DAC members can have an impact on important issues, or if that is even part of their role. I feel I’ve learned lost of useful information but haven’t put it into action because I’m not sure about how to make the information useful to others.
- Committees voice feels worthless, and I’m not convinced out meetings matter at all
- Not enough participation. There needs to be more commitment to the process
- Less of a rubber stamp feel and would like a feeling that our voices matter.
Opportunities

- It seems to be all up in the air with regards to the TEA take-over. I mean, it could be an opportunity for greater input/stronger relationships
- Committee could be a voice for various stakeholders that would lead to meaningful district improvements.
- Create Website to organize committee (documents, surveys, etc.)
- More Community appointees
- Continued transparency on District initiatives
- Utilize more Survey Monkey surveys
- Meet more than once a month
- Superintendent should come to one meeting
- Help members distribute information
- If structured better, this committee could be a voice for various stakeholders, and lead to meaningful district improvements. There needs to be education about the role; admin who can make changes need to attend to hear concerns and ideas. A website to organize us with parts available to the public, would be helpful
- Presentation by community, local business & philanthropic organizations should be part of discussions
- Related services that support district goals/initiatives
- A recommendation was made that we look into Austin ISD's model for DAC participation. It was said the committee was much larger, and had a vote/say on district issues and a line of communication to the superintendent and Board members
- I think any special committee created by the Superintendent should always include DAC chairs – as a requirement

Threats

- TEA take-over
- Lack of understanding/relationship with DAC in terms of a possible Board of Managers
- Meeting time/conflicts with scheduling
- Conflicts with scheduling of other central office meetings and campus activities/meetings
- Recommendations are not acted upon
- Time
- Rubber stamp committee
- Persistent dysfunction at board level, and constant changes of superintendents and upper administrators – no stability
- District instability
- Board dysfunction
- Meeting times conflict with scheduling
- At times it feels that the committee doesn’t really serve a purpose other than to learn more about district activities
- I'd like for Trustees to be informed if their appointees actually attend, or if they leave the district
- I think more community appointments would be better. Plus, administrators from campuses and more teachers
II. DAC Nomination Process

What works?

- Campus Admin/Principals being required to send out notice of nominations and elections
- Self-nominating

What needs improvement?

- Campus Principals/Admin fulfilling their roles in terms of nominations/elections
- More secondary campuses need representation in the nomination process
- Having more representation from underrepresented areas and campuses
- Principals submitting nominations

Suggestions

- Have/Allow direct nominations. If multiple nominations from the same school apply, push back to the campus admin. for a run-off
- Teachers nominate themselves without having to rely on a school leader to start and support the process
- Invite visitors to see what the meetings are like to gain interest
- Nominations going directly to DAC facilitator. Then principals can be notified and told to have elections, if needed.

III. Suggestions for Topics for the District Advisory Committee

- Board Monitoring Criteria and what that means
- Results of the LBB Audit
- How do decisions get made about how money is spent in the district?
- House Bill 3 and House Bill 1842 as it relates to HISD’s future
- Role of DAC during State takeover – any changes?
- More details about HB 3 implications