

CDE Categorical Programs Directors' Meeting

Friday, June 17, 2011

**Categorical Federal Program Monitoring Update
Handout #1**

**Cindy Cunningham, Manager Categorical Program Monitoring Office
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CPM has a new name as of Wednesday, June 15th: **Federal** Program Monitoring. CDE is still reviewing state programs, despite the name change. (EIA is still being monitored.)

KEY DATES

June 15th: Notification to sites

Mid-late July: Program Instruments finalized and LEA notification of schedules/site selection

October: Cycle B on-site reviews begin

February: Cycle D online reviews begin (no OC LEAs are in Cycle D)

Is it possible to have more Technical Assistance on these Frequently Non-compliant items? Yes, this has been identified as a training need for the fall.

A General Information form was sent out this week. It's also available on the website and is downloadable.

**CARS Update
Handout #2**

**Ernie Thornberg, Consultant, Education Data Office
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CARS will be tested in July with a representative group of LEAs. A subset of data will be applied, compared to CADS, and we'll see how well it works.

Timing: There will not be a Part I, or a Part II like CADS. It will collect data at different points, for different reasons. Part II of "ConApp" will also be part of CARS. (More information will follow.)

Hope from the field: The wisdom of CADS will carry through with CARS. The old format of the instructions were the "gem" – please retain them.

**CALPADS Update
No Handouts**

**Paula Mishima, Manager, Office of the Director, Data Management
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CALPADS is alive and kicking. It's been operational since fall 2009. CALPADS has been in the news, but CDE has been working with the current administration. The Legislature has put the CALPADS money back in the budget, and CDE is working with IBM to get the rest of the functionality up and running.

CALTIDES is starting to move forward. (The teacher data system.)

Official enrollment, graduate, and dropout rates have been collected. The first four-year-cohort graduation rate will be available for 2009-10 data.

Also, for the first time, CDE is collecting via CALPADS what was previously gathered under PAIF.

- Courses teachers teach
- What courses students are enrolled in
 - o CDE thinks it won't get 100% of LEAs this year – but perhaps 85%

Biggest piece: Loading assessment data (STAR and CELDT) – for the past three years.

- **CAHSEE:** There's a frustration because it's hard for CDE to say certain students have passed either ELA or Math – reporting is disconnected. The reports will show all enrolled 12th graders who have passed each part of the CAHSEE.
- **CELDT** will load every month – results from the vendor, so the LEA can see what scores are, regardless of district at the time of test. The hope is to reduce the unnecessary retesting of students.

Another phase of implementation: Functionality for collecting course completion at the end of 2012, plus discipline and program participation data. Eventually it will take parts from the current ConApp to CALPADS, but transition carefully. Roll out process/timeline is undetermined.

What if, in the Budget that is eventually approved, CALPADS funding is not included. What happens? If all CALPADS funding is deleted, the CDE will have to figure out how meet its federal obligations and the assurances it signed.

**Fiscal Monitoring Update
Handout #3**

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New development: OMB released 2011 Circular A-133 (dated March 2011 but released June 11). This Compliance supplement contains a new section for EdJobs Fund. It also included compliance requirements, auditor's guide, and allowable uses of EdJobs Fund. http://www.whitehouse.gov/omb/circulars/a133_compliance_supplement_2011

Recommendation: Review the supplement, specifically guidance for the auditors.

Cost Principles: CDE was advised that guidance for timekeeping requirements would be there, but it's not directly addressed. **Fiscal Monitoring Unit no longer requires semi-annual certification for employees that work 100% time at school sites providing direct services to students. LEAs may choose to continue this, but it's not a requirement. (It's in the FPM website on the March 15th – Finance and Grants, ARRA, Application of OMB Circular A-87. Payroll register, duty statement, or job description.)**

EdJobs employees who split time between district and school services must complete a PAR.

LEAs often ask: What supporting documentation do we need to supply to upload to CAIS prior to an FPM review? See handout.

Frequent Findings of Non-Compliance

- **Cash management:** Not calculating and reporting remittance earned.
- **1512 ARRA Reporting:** LEAs not properly reporting jobs created.
- **Timekeeping:** LEAs are using estimates rather than actual time accounting.

Prior to an FPM review, if the general ledger has been uploaded, the FMU can alert to some things that they're "not seeing" and expect to see.

Reminder for ARRA: SFSF, Title I, and EETT – funds need to be expended by September 30, 2011.

Context: SFSF program since OPR is the grantee, CDE has to liquidate the funds and report to OPR who then has to report to the Feds.

**Legislative Update
Handout #4**

Chris Reeve, Legislative Representative Legal Affairs and Fiscal Policy Division
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Pay attention to SB 547 – It proposes to holistically and significantly change the accountability system. Re-envision what we mean by accountability, so it's no longer punitive but supportive of continuous improvement over time, provide greater transparency about school accountability. The intent is to be responsive to the system. PSAA Advisory Committee and Superintendent will recommend to the SBE. It gets rid of the API as we know it, and implements the Education Quality Index (EQI) in 2013-14.

What will it do? Rename API to the State Assessment Index (SAI), and be made up of more indices. The bill proposes to rely not only on assessments, but additional indicators.

- State Assessment (essentially the API),
- College Preparedness,
- Grad Rate,
- Career Readiness Index, and
- Addition of other indices, as valid and reliable data becomes available.
- For elementary, it's up to the PSAA to see what else would be relevant to elementary schools.

What happens to QEIA schools? The API target would remain, underneath the new SAI.

Recognize two realities:

- 1) Other than QEIA and a small part of AYP, we don't use API for much.
- 2) ESEA reauthorization is stalled. Prediction: It's not going to happen this year, not next year, depending on the economy, maybe not in 2013, so maybe this model will have an influence on the federal level.

A good part of the legislation: As time goes on, this allows for an ongoing conversation about additional indices to grow/evolve within the context of education and the real world.

AB18 – Where is it? Sup't Torlakson is invested in it. It's in Senate Education Committee, and he'd like to see it as a two year bill

AB 250 – no update.

Legislation 101: We're in the first year of a two year legislative session. Most bills are in the second house. Both houses are currently having hearings on policy on opposing house bills. When return in August, there's two weeks for fiscal committees to hear bills. September – will see a flurry of activity to get bills “off their floors.” If you're tracking legislation, the fiscal process in terms of first year of two year legislative session moves VERY QUICKLY.

What does sunset mean? It's a technical term to end a pilot program. In statute, it ends the program.

- **Example: CTAP – it was going to sunset in July 2008, but the sunset date was extended because there was a desire to continue the program.**

What does “operative date” mean? It is the date the statute disappears.

What does “inoperative” mean? It is NOT the same as “sunset.”

Supplemental Educational Services Update
Handout #5

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The SES Program has moved to the Title I Accountability and Partnerships Office – a new support analyst is here: Clifton Davis, Jr.

New State regulations adopted by SBE and have made it through OAL, to be implemented in 2012. (See handout.)

Section 1: Definitions

- **Basic Program** – minimum # of sessions and hours per session (including pre- and post- tests)
- **Allows for services to students beyond the Basic Program, but this helps determine how to provide services to as many students as possible.**

Section 2: Application for Approval.

- **Business license requirement**
- **Subcontracting** – must be identified
- **Online tutors and TB test exemption**
- **New assurances:** Specific student safety procedures and session cancellation/rescheduling
- **Appeal timeline has been changed:** Once CDE has notified an applicant it's failed, they have 30 days to respond. CDE has 30 days to respond

Section 3: Subcontracts

Section 4: Annual SES Accountability Report

- **Deadline:** August 1st
- **Incomplete Reports:** Can be submitted to SBE and allowed time for correction

Section 5: Termination of an Approved Provider

- Failure to meet contractual terms to one or more LEAs
- Failure to deliver the Basic Program to at least 75% of the students in the LEA approved contract.
 - o LEAs will provide this notification to CDE, but the process has not been worked out

Section 6: Appealing SBE Termination

Section 7: Responsibilities of LEAs for SES

- **Consultation:** phone, email, home visit, parent meeting
- **Without consultation:** three separate attempts to contact parents

Section 8: SES Implementation by Approved Providers

- **Tutor Qualifications**
- **Program Monitor must reside in CA**

Section 9: Enrolling Students

- **May not prohibit or limit an approved provider from contacting parents:** Non-regulatory Guidance is clear that they may promote their business. **However,** they do sign an assurance to follow the protocols of district, and if there is a safety policy/provision that is the expectation with any entity that works with district, they must comply with the 100 foot perimeter allowed in EdCode.
- **Incentives are allowed, not to exceed \$50 per FY; HOWEVER, there is a different rule on computers, depending on the design of the program.**
- **Computer use should be defined in the application. The application is binding, not a verbal discussion. The law allows for giving away laptops but it must be defined in the application.**

Please don't hesitate to call CDE when you're dealing with problems. They can support LEAs and proactive in a response to create a mutually beneficial solution.

If an LEA's contract states that the provider needs to have their flyers, promotional information approved through the communications office, can the provider return (2012) and say we don't have to? Local contracts are binding, as long as they don't violate the non-regulatory guidance. Be sure you are keeping to a consistent protocol for all entities the LEA works with, not just the SES providers.

Some providers are advertising a computer as an incentive, it seems to be in conflict with the \$50 limit. It's allowed, as long as it's clearly defined in the provider's application to the SBE.

**Equipment Inventory
Handouts #6-8**

Richard Graham, Consultant Regional Coordination & Support
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What do we do with stuff that is disappeared? Lost? Stolen?

- **\$5,000 is the first litmus test.**

Not all material should be capitalized. Ex: Laptop cart with value of \$30,000. The threshold is the individual item. If one or more items are disabled, the laptop cart still functions.

Maintain an item for materials that are \$200 or greater. Good business practices dictate internal controls that look out for equipment that is less than \$200 and is also attractive. This would imply inventorying every year (DVD players, etc.)

Supplies vs. Equipment: CSAM Procedure 770 defines it.

What if a school is no longer funded Title I and it has equipment funded with Title I? Equipment may remain at the LEA or the school. If you're shutting down a school that just got equipment, then those items should go out to other Title I schools. Otherwise, it may be used for general purposes.

Private Schools: What is a private school shuts down? What about the equipment the LEA purchased and placed there?

The LEA brings it back. It does not have to go to other PS because it's the LEA's inventory.

Who completes the Equipment Removal Form? The LEA fills it out, ink two copies, send both to CDE, and one original form will be sent back to the LEA for you to keep for auditing purposes.

Every program that has categorical should have a form like this. You'd remit it to the appropriate office.

**Cohort 1 LEAs in PI Corrective Action Update
No Handouts**

Chris Swenson, Director District Improvement Office
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There were delays this year in getting data and processing the list- an item only came to the SBE in March. The SBE didn't care for the data displays, but they have a sense of significance of the issue and the climate in the field.

The staff intended to take an item to the July SBE, and invite a few LEAs to come in and provide a qualitative view on the data that was shared in March. The ones selected were to be the ones that are far below the mean; they wanted to have the LEAs tell their stories. **The item was pulled.**

What will happen? CDE will do a study session with the SBE in September to help understand federal law, State Ed Code (which is the entity that requires the three year review) and to explain options, then craft a helpful next step.

What should Cohort 1 do? Update plan, notify parents about PI status, keep moving forward, and stay tuned.

Reminder: If you're not annually updating your plan, you should be. CDE has been advised not to revise the LEAP template until ESEA reauthorization. If you're at a point where revising your plan makes sense, revise it, take it to your local board, and that's it.

- LEAs get AYP results in the fall, CELDT in the spring. One SUGGESTION (not requirement) is to take results to the Local Board, review in light of the current LEAP, make a determination that what you're doing is effective (or not) then you have documentation in the form of a board item that you've reviewed it annually.

**Assessment and Accountability Update
Handouts**

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Assessment Consortium

- **CA has switched to SMARTER Balanced Assessment Consortium (SBAC).**
- **Grade levels:** Assessments for NCLB grades 3-8 and once in HS.
- **We are a governing state.** There's a decision making role.
- **30 state consortium: 19 governing, 11 participating. WA is the fiscal agent, WestEd is the project manager.** There's a strong representation from the western part of the US.

- **Handout 9 describes the SMARTER components.**
 - o One summative assessment at the End of the Year. (vs. PARCC, which contained through-course exams during the year.)
 - o There's a plan to develop formative tools for use in classroom and optional interim assessment tools.
 - o Technology is integral. PARCC and SMARTER have hired a third company to do a national technology assessment.
 - The data that CA collects does not detail which computers could be used by students to take assessments. (Includes office computers, old computers, etc.)
- **Timeline (in reverse order)**
 - o 2013-14: Field Testing
 - o 2012-13: Pilot Testing
 - o 2011-12: Development is going on. Neither consortium has released an RFP for testing contractors – YET.
- **What does this mean for our CA system?**
 - o **SB 740 (Hancock)** would eliminate 2nd grade testing. It saves money in both test development and in apportionment.
 - o **AB 250 (Brownley) sponsored by Torlakson.** One of several designed to implement the CCSS. Also include recommendations for what the STAR does. Extends STAR through end of 2014, to coincide with implementation of the new assessments.
 - May also streamline STAR and eliminate some non-ESEA required assessments
 - Anticipate further amendments
- **Enhanced Assessment Grant for a New English Language Proficiency Test**
 - o **CA is the lead state for the English Language Acquisition Assessment System (ELAAS). CCSSO is the managing partner.**
 - The application was submitted June 3rd. Anticipate a response in late summer.
 - o **States received priority points if there were more than 15 states in the consortium.**
 - **CA joined with 17 other states in this effort.** They represent almost 53% of ELs nationwide.
 - **WIDA is the competing consortium.** They have more states, but fewer students.
 - o **\$11M available. (Vs. \$160M for PARCC and SMARTER.)**
 - o **Design:**
 - Diagnostic for Initials and Summative for Annual.
 - CELDT is one test. In the new system, there would be two.
 - Screener would be shorter.
 - Technology Component
 - All states who agree to join must agree to common exit criteria.
 - CELDT: CELDT criteria.
 - It does not address reclassification criteria, and is not required. Be aware, though, that there are conversations going on at the national level about developing common reclassification criteria.
 - o **Annual Testing window would move to the spring. (Most other states already do that.)**
- **STAR, CAHSEE, CELDT continue until the new tests are operational.**
- **Unknown: What will be LEA requirement vs. invitation to participate in the field testing process.**

Accountability

- **SB 547 (Steinberg) – sponsored by Sup't Torlakson**
 - o Proposed changes the maximum weight of test scores
 - o Umbrella accountability metric: Education Quality Index
 - API, Graduation rate index, College preparedness index, Career Readiness

The next meeting of the Categorical Program Directors is at the California Department of Education, Room 1101 on Friday, September 16, 2011.