

CDE Categorical Directors
November 18, 2011
9:00-2:30

These notes were compiled by PJ Whitney, Categorical Coordinator, San Diego County Office of Education. They are not correspondence from the California Department of Education, nor are they official guidance.

Consolidated Application CARS Demonstration	Joy Paul, Program Analyst, Education Data Office jpaul@cde.ca.gov , 916-319-0629
Presentation One of the main points of this demonstration was that the information that is being required to upload into CARS is the same as the information districts have been required to upload into CADs. There are no substantial changes to the content, just the collection system. The ConApp website currently features two Captivate training modules and many more will follow. You can access those training modules at http://www.cde.ca.gov/fq/aa/co/ The following bullets are points from the presentation: <ul style="list-style-type: none">• CARS replaces CADS• Initial release in mid December• CARS is an online system, broader access than CADS, numerous people can be assigned to input data into the system• You will be able to self-register, and create your own user name and password• Link to registration will be up on the website Monday, November 21, along with a new training module that will show how to gain access to CAS, and from there to CARS• You will choose Association Type (organization, address, city)• User information- all come with drop down boxes to inter information• There are various security questions- from there you will get an email to get into the system (drop down again)• Once registered, you contact your LEA administrator user• Email will go out on Monday, November 21 for administrator self registration	Questions <ul style="list-style-type: none">• <i>Will there be a county contact administrator also?</i> No- county categorical coordinators will have to contact the LEAs to gain access to their systems• <i>Is it possible to talk to someone about the board date? It is always an issue that the release in in mid December, and with many districts having only one board meeting in January, there is a lot of difficulty getting this board approval.</i> This will be an issue. Joy said they are looking into this, but are being told that right now this is the way it will be• <i>Can we still use the part one submission date? Yes</i>• <i>When will we be able to</i>

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- Administrator can manage the users
- Linda Parker (CDE) will be sending out emails to the designated administrators next week- this is the contact person listed in CADS as opposed to the list serve, which is a general list of anyone with an interest in ConApp
- CARS is a dynamically driven system; displays on the screen will change based on decisions you make as you complete the questions and input information
- Open data collections by fiscal year are displayed- pay attention to the dates
- Data collection refers to items, we have known them as “pages”
- Data collection is a form that you enter data and it’s saved to the data base
- Data entry forms tab allows you to filter (eg. fiscal year)
- Click on hotlink to open up a form
- On home, there is a display of your LEA full name, with CDS code, log off and log on
- There is a “notice” area where updates will be posted- changes, problems going on- called “What’s New” on the right hand side
- There is a direct link to CDS data-base, so nothing can be changed in CARS if it’s that way in the CDS system. If there are changes to school grade level configurations are necessary, you’ll have to make changes on the CDE website known as OPUS found at <http://www.cde.ca.gov/ds/si/ds/opuscads.asp>
- You will get warning messages if you are missing some data.
- You can enter a future date for board meeting approval up until the deadline date. There is no comment box like the old system, so you can’t override an error with a comment
- If you are not eligible for a program, it won’t be listed as an option for which you would enter data
- Within data entry forms, there is a link to program information- this will provide specific guidance from program office
- Also a link to data entry instructions- you can keep instructions and website open at the same time, you don’t have to toggle back and forth like you did in CADS
- At the bottom, contact for the form is listed, hot linked to support desk via email or telephone

access the system and enter the data? Mid December

- *What part of the ConApp do you take to the board? The only thing by law that you are required to take to the board is Part I. (Now referred to as the spring collection) However, your local board may want more than that.*
- *Will a letter be sent to superintendents stating this? Yes- we’ve confirmed that the application and program plans are what you take to the local board. All of Part II is about expenditures and applications.*
- *Are you able to add something in the guidance? Yes, Part I must be submitted to board, Part II can be submitted as information item*
- *If there are problems with the new system, will there be an extension? If there are problems there will be an extension date*
- *Can we get copies of what the pages are going to look*

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- The old cover page will no longer apply- Part I and Part II created a perception of integration, when in actuality- Con App was a combination of application and program expenditure reports
- There is no automatic save on the timeout- so you need to save periodically- you must hit save! If you do not work on the system for 15 minutes, it will time out
- There is an ability to “batch load” your data- you will be able to upload data from many schools all at once
- There are four user roles: authorized, data entry person, general user read only, and user administrator
- There is an option to use a spread sheet in order to divide up the work
- You have to tab between the boxes, not hit “enter”- if you hit “enter” it will consider it a save
- There is a centralized guidance document that has been created. In the old system there was a combination of guidance and directions. For the new system, they have taken out the guidance and created a separate document.
- You can print blank forms, if you’d like
- On the website at <http://www.cde.ca.gov/fg/aa/co/> , there is a list of data to be collected. You can look at what was collected last year, and begin collecting if you’d like, the **data collection is the same, just the tool for collection is different**
- Deadline/Status- status will change as you save draft data
- Visibility to your data is up to you. CDE will have visibility when you certify data. If you want them to have access, you’ll have to grant it if you need their help as you work through the collection process
- Only the authorized representative has ability to certify data- this person must certify the assurances
- Certify means you are now presenting official data to CDE, this data is accurate and can be presented to the SBE and federal government
- Home/ data entry forms, certify data, reports, contact and users, FAQs are the tabs across the top
- Once you certify the data, it no longer shows on the home page. You can still

like? Then we can get started. No, this is difficult to do. There is no form that you can print off and fill out.

- *Are we able to customize a data collection? Don’t want to have Title II person messing with Title I data collection.* No, users get access to any of the data entry collections.
- *Will there be an instruction manual? Yes*
- *What kind of training will there be for the field? There will be two webinars-one day trainings- targeted to the later part of December, along with the Captivate training modules.*
- *Will we be able to print copies of the reports? Yes, a PDF file will be printable*
- *What is the “hard close” date this year? It will be up to the program staff. Each program will determine its hard close dates*
- *What’s OPUS? Online Public Update for Schools*
- *Will the FPM reviewers be*

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find them under data entry forms, until you go to “hard close” then they will no longer be visible.

- After deadline date, there is a review period. At the end of the review period, is when the “hard close” occurs. The hard close date is dependent on the program. There may be different hard close dates.
- Under Reports: School and district level reports- report will show LEA name, submission status (you can print off draft)
- They are working to be able to print up historical data- every time you certify, CARS will keep the certified information. There will be no saving of draft data after the hard close.
- Advisory Approval page- this approval will only show up if you say yes to EIA. This is an independent data collection.
- If there is a physical signature required, the page will print.
- FAQs will be developed- this will be on the website, but you’ll be able to review at the same time you are in CARS.
- If you are only a data entry person, you won’t have the data certification tab- they will have a certification preview and see if they have made any errors- use the export all messages button.
- Someone can have read access only.
- It’s recommended that you have one authorizer and a back-up, you can have as many data entry as you want, but it’s recommended that you limit it to the ones you really need.
- You can also save the PDF file to your computer
- This will work on Apple and PC
- Certification is the submission of it. You are saving to the CDE database. It’s now official, and I want everybody to see it.

able to view the ConApp on this system, or will we have to print it out and scan it into CARS? The office is working with Cindy Cunningham in the FPM office, to be able to have the program analysts view the ConApp on CARS.

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Civil Rights CTE Compliance Review	Sharon Felix-Rochon, Staff, Staff Services, Manager II Office of Equal Opportunity 916-445-9174 sfleix@cde.ca.gov
<p>Sharon Felix Rochon returned to answer questions about the CTE Civil Rights Compliance Review. There was no formal presentation. There will also be more information on this at the next Categorical Directors meeting. Below are the questions and answers for Sharon:</p> <ul style="list-style-type: none">• <i>What pulled the trigger for a review?</i> Any federal funding, this goes beyond Perkins, as long as the LEA offers CTE, it was eligible for a review. A school had to have two courses or more in a particular industry- it's about having a bonafide CTE program. They will be looking at more than just the CTE program- it's a comprehensive review .The review is for Federal Funding and CTE• <i>Is there an operational definition of a CTE program?</i> They are using 2 courses or more in a particular industry- regardless of grade level, although not many Jr. Highs have the courses. The information was derived from the CALPADs system• More information in December	

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Homeless Education RFA and Title I Set Aside	Jeff Breshears, Manager Title I Policy and Program Guidance 916-319-0745, jbreshears@cde.ca.gov Leanne Wheeler, Coordinator, Homeless Education 916-319-0383 lwheeler@cde.ca.gov
Presentation <ul style="list-style-type: none">• Jeff Introduced Leanne Wheeler, the Homeless Education coordinator• She is our resource- call or email her as needed at Leanne Wheeler, 916-319-0383, lwheeler@cde.ca.gov. Homeless website is www.cde.ca.gov/sp/hs• Title I reservation funds- all LEAs must reserve funds as necessary to provide comparable services• Homeless Education students are automatically eligible for Title I, regardless of their academic achievement• Determining Reservation: CDE always recommends 1% off the top- but this is far less than most LEAs have as a percentage of Homeless• In order to make an appropriate homeless set aside, talk to your Homeless Liaison- he/she works with the kids and families, and providing the services- Your liaison will be able to tell you what the kids need- then set your reservations accordingly• Another tactic is to reserve a per-pupil allocation based on your Title I allocation• You can also make a match with your McKinney Vento Grant• On ConApp part II, you indicate how much you reserve for homeless funds, and you need to have a comment on what you are using these funds for. Talk to your	Questions <ul style="list-style-type: none">• <i>Am I responsible to pay for a student who moves out of my school district? Your district and district of residency need to come up with a plan to arrange transportation. You have to share the cost equally with the other district. You must put the plan in place with the other district, come to an agreement</i>• <i>Do the parents get to choose how you transport? No, the LEA gets to choose, however, if there is a barrier, you need to work with them. Consider what</i>

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<p>Homeless Liaison about this.</p> <ul style="list-style-type: none"> • Uses for funds are described on the backside of the handout: tutoring, part of Liaison’s salary, outreach to parents, collecting data, (needs assessment) staff development to build awareness, training of secretaries, registrars • 200,000 homeless students are identified in the state. • Transportation- the LEA is required to provide or arrange transportation, for which you may not use Title I Part A reservations. However, if that child becomes permanently housed, then you can use the funds because it becomes a supplementary service. • If child is in before or after school program, and transportation isn’t being provided for other kids: if transportation is a barrier, than you can use Title I part A funds <ul style="list-style-type: none"> ○ This can be reimbursement, bus tokens, or passes • When a homeless student is moving around from place to place, then you can’t use Title I funds, because it is a supplanting issue- you are required by law to provide transportation • The law applies to school of origin, not district of origin. An elementary child, can remain in that school, once he moves to middle school, he is no longer at his school of origin, so district doesn’t have to provide transportation 	<p>the families needs are.</p>
<p>QEIA Update</p>	<p>Julie Balthazar</p>
<p>Julie Balthazar presented in place of Bob Storelli. Below are the main points of her presentation:</p> <ul style="list-style-type: none"> • The QEIA program has completed its third year and schools are required to meet all benchmarks • Academic Performance Index came into play this year • Counties are currently completing visits and collecting data • There are many waivers on file on Teacher Experience Index, and Class Size Reduction 	<p>Questions:</p> <ul style="list-style-type: none"> • <i>What is the status of the school’s carryover? You have to use any funds at the school site this year, any unspent money will be required to be sent back as of June 30th</i>

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<ul style="list-style-type: none"> • Now there are 42 new waivers- this is the first time they'll be hearing the API waivers • It's the Board's decision, but CDE is recommending denial on API waivers • Termination letters will go out in January, no warning letters- in the past there were warning letters • If they are terminated, this is their final year of funding, and the school gets a "soft landing" • Funding will terminate on June 30th, not September 30 • 916-319-0482- Bob Storelli working on waivers right now will get back to you pretty quickly 	<ul style="list-style-type: none"> • <i>What will happen to the funding from those schools? Law says that annually, any leftover money would be reallocated to the QEIA schools (This has not happened yet)</i> • <i>Is QEIA extended to 2014-15? Yes, it was part of the trailer bill.</i>
<p>Non Compliance Items Update</p>	<p>Monique Moton, Consultant Title I Monitoring and Support 916-319-0733 mmoton@cde.ca.us</p>
<p>Monique presented Title I frequent findings from 10-11, and some of the frequent items of non-compliance so far in 2011-2012. Below is a summary of her presentation:</p> <ul style="list-style-type: none"> • CE 7- SSC composition- this includes 10 for elementary, 12 at secondary, and also elections • CE 8- SSC annually develops the SPSA- #1 item out of the 36 • For CE 8, make sure that your SSC reviews and updates the budget- CDE is looking at the amount that the LEA allocates to the sites, is the amount that the SSC is working with. They don't expect it to be dollar-to-dollar, but very close. They understand that there is a timing problem, but for the most part the numbers should match! • CE 2- make sure that the school level policy is there and that the accessibility portion of it is present (2.5) • CE 1 District level parent involvement policy- many times there is no evidence 	<p>Questions:</p> <ul style="list-style-type: none"> • <i>What are you looking for in evaluation of a site plan? Discussion, meetings, PPTs of the LEA and site plan, LEA with its principals</i> • <i>Would a board presentation be good evidence of annual evaluation? Yes, but also, make sure there is some action- not just</i>

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<p>that it has been developed with parents</p> <ul style="list-style-type: none"> • CE 6 (LEA with schools in PI) You need to have evidence that the LEA is providing assistance to all students at PI schools. Even if you have 2 or 3 students in a subgroup, there should be demonstration of LEA working with school to assist with these subgroups • CE 28- annual evaluation of the site plan, they are looking for evidence- be descriptive in the information • SW Program non-regulatory guidance needs to be used 	<p>presentation materials. What happened as a result of the annual evaluation? What steps were taken as a result of the annual analysis of the program?</p> <ul style="list-style-type: none"> • <i>Do you have to do a new compact every year and present it to the board?</i> Compacts are not necessary to revise each year, as long as they are still relevant and are being used by the parents/teachers/ students.
<p>LEAS in PI Corrective Action</p>	<p>Shela Seaton, Manager District Innovation and Improvement 916-319-0599 sseaton@cde.ca.gov</p>
<p>Shela Seaton spoke about the latest cohort of Program Improvement Districts:</p> <ul style="list-style-type: none"> • Last (State) board meeting recommendations for the Fifth Cohort were made • Difference- increase in student academic achievement in this cohort- so corrective action 6 is being applied, but with an addition of allowing the LEAS to implement the new Common Core Standards as materials become available • Most LEAs are moving in the direction of the Common Core Standards • All LEAS in Cohort Three had to complete a quarterly report- the first report was submitted recently, and it was quite large- SBE board reacted with there's too much to look at- so now they are being posted to local website 	<p>Questions:</p> <ul style="list-style-type: none"> • <i>What about realignment of the state tools?</i> They are already working on this- they anticipate that in meetings with key stakeholders they will start working on the EPCs- what are the critical characteristics of a high performing schools. But

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- This resulted in a discussion about usefulness of having LEAs fill out the quarterly reports
- Recommendation of the board was to end the quarterly reporting, but there was a desire to keep the accountability without extra reporting
- A further recommendation to submit annual evidence through electronic means that document progress was put forward to the board
- There needs to be some clarity on this, and it's anticipated that the accountability would be late in the school year. There will be an annual report- in a narrative template, possible a mid and end of the year narrative, that requires some evidence
- There have been some updates to the APS- specifically the 40/80 hours of professional development has been removed from the APS- most of this has been sun-setted and flexed- language is still focused on teachers and admins are "engaged" in PD
- Another potential update might be response to instructional materials because of CCS; currently the descriptions follow the old adoptions
- Cohort 3 no longer has to do the quarterly reports, everyone will be doing an annual report- Shela will update the FPM office on this information- the only one they are required to have is the September report
- Cohort 5- Moderate level- required to contract with DAIT or Technical Assistance provider of their choice,
- Cohort 5 assigned as moderate will receive \$100,000 per PI school, and those assigned light will receive \$50,000 per PI school
- Title I LEA plans won't be uploaded in CAIS like Title III, they do have a pilot going on
- LEA plan template not aligned to the EPCs, and that won't be revised until reauthorization

expectation now is that
Cohort 5 uses current tools

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ESEA Flexibility Update	Christine Swenson Director, Improvement and Accountability Division 916-319-0926 CSwenson@cde.ca.gov
Christine Swenson summarized the state of the ESEA flexibility waiver: <ul style="list-style-type: none">• Every LEA would have a net cost- not being required to have SES would not cover the costs- without being able to attach all the numbers, the cost was somewhere between 2 and 3 billion dollars• SIG awardees- if you are working on the one option, you've found that it's difficult to put evaluation elements in place because of collective bargaining• Race to the Top States have already implemented many of the elements of the waiver• The eleven states who submitted apps, many are RTT states• For the January Board meeting- CDE is preparing a timeline- January 2012 tasks through quantification and development of guidelines of evaluations, redevelop accountability systems, priorities for identifying priority and awards schools and their interventions- all of these activities require stakeholder input. The timeline would outline these activities• Reauthorization is out in the future, but the 5% lowest performing schools is common to both the waiver and reauthorization plans. Whatever system is coming, CDE is preparing• Although it seems easy, (identify the 5% lowest achieving schools within the state) but what we don't know if there are any filters? Do we exclude court and community, small schools? In what? ELA and math? Other subjects might be important.	Questions: <ul style="list-style-type: none">• <i>What about the possibility of a personalized CA waiver?</i> The legal firm of Brustein and Manasevit surmised that in six months when only 6 or so states have applied, maybe then the feds will become more flexible. There is no flexibility in the request- it was quid pro quo. Waivers often have conditions, but we'll see what happens in the election year. Maybe by June we'll submit something, but it will be what CA thinks will fit our state• <i>EIA and DAC? Is it required?</i> If you take EIA, it is required- that is the guidance that had been out there already. Most recent opinion is that you must have a DAC and an SAC. There will be some kind of guidance forthcoming; you

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	<p>need to do it. It's not okay to assign the responsibilities of the DAC to the DELAC</p> <ul style="list-style-type: none">• SAC is less prescriptive than the SSC- and the SAC can convene annually, agenda needs to turn over the function of the SAC to SSC• <i>Should DAC sign the winter ConApp?</i> Yes, they will give us ample lead-time if there is a change!
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