

Notes from CDE's: Categorical Programs Directors' Meeting

Tuesday, January 17, 2012

Civil Rights, CTE Compliance
Review Letter

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HANDOUT #1

Beginning January through May there will be 34 Civil Rights Reviews. There's no additional information since the last meeting. This is a Civil Rights review which is very different than a Perkins Review. It looks at the service delivery of your program. It's about districts or schools receiving federal funds who also offer CTE programs, and in response to a requirement by OCR to be on-track.

CTE in FPM: The FPM Review is a compliance review to see if the LEA is following state and federal law

- 1) Carl D Perkins CTE Improvement act (Federal)
- 2) State plan for CTE. (Those regulations that apply to Perkins are all found in chapter 5 of this plan.)
http://www.schoolsmovingup.net/cte/downloads/cteplan_122808.pdf
- 3) Sections of EdCode that relate to CTE and come into play with FPM.

What's the difference?

There's a difference between the Perkins review and the ADA review. If an agency receives federal funds for CTE, they ALSO fall under ADA compliance so SWD have the same access to programs as non-SWD. The reviews used to be done in conjunction with FPM compliance reviews, but the Feds had a finding that not enough was being done – too much attention being paid to CPM requirements vs. ADA requirements.

Common Findings

1) Inventory

- a. Paper inventory – an EDGAR section talks about inventory, and it's in Ed Code as well. Are all the elements listed in your inventory?
 - i. EDGAR Sec. 80.32 (Equipment) and 80.33 (Supplies)
<http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.pdf>
- b. Is the inventory done at least every two years?
 - i. Commonly, things are missing, current condition of equipment is not listed, or inventory is not done every other year
 - ii. Reviews include random room visits. The team looks for a sampling of items to ensure they're in proper location
 - iii. Are those items labeled with a proper label identifying them as purchased with Federal dollars?

2) Advisory Committees

- a. Ed Code says the advisory committee must be comprised of reps from the Economic Development Department. In 99% of cases this representation is missing.
 - i. Suggestion – send a letter inviting them to join. If they decline, the burden is not on you.
- b. Non-existent committees

3) Teacher credentialing requirements and experience in the (occupational) sector they represent

- a. There have been some issues where a teacher is receiving Perkins and they may be properly credentialed but lacking documentation that they have experience.
- b. The plan doesn't quantify what occupational experience is. They need to "have occupational experience within that industry sector" but it's not specified for how long or a specific occupation.

QUESTIONS AND ANSWERS

One of our districts just received a letter from the feds that they'd be reviewed for CTE and Perkins. How is this different from an FPM review? They will focus primarily on the Perkins Act itself, but they won't worry about the State CTE Plan or Ed Code. Even though you're required to inventory items \$500 or more, since the LEA is a "custodian of federal dollars" they're now they're looking for "pilferable items" or "attractive to steal but cost less than \$500." This could be computers, Netbooks, Ipads or Ipods, some calculators...

VII - CTE 11: "An LEA must provide at least one CTE sequence of courses that includes at least one district-funded course. Additionally, the district must provide at least one course in each industry sector assisted with the funds." Is this new?

What was happening: ROP was coming in and taking over CTE programs, and the LEA wasn't running CTE. The ROP was. Perkins Act says the money is for LEAs that operate CTE programs. This is in the State Plan to prevent LEA from contracting

out those services. If you're in an LEA where ROP is running everything for you, there's another stipulation that allows you to release your Perkins money to the ROP since they're providing the services anyway.

Please discuss AB1330 – CTE graduation requirement. That's not directly in this office, but in our division. Guidance will be released soon for LEAs. (It's still up in Legal.) Anticipate it within the next few weeks.

Can you speak to the funding outlook in the future for federal dollars? What happened this year for the first time every Perkins took a mid-year cut (1.5%.) Prior to this it was \$139M; for 11-12, it was reduced to \$119M and then to \$117M. Fortunately for LEAs, there were enough carryover funds that CDE recalculated the funds and filled the gap with carryover so the LEAs didn't take a hit. (The CDE took a hit on the admin funds side.) Right now it's a guess for next year – Rumors indicate a decrease to \$105M up to flat funding it. No rumors about increases in Perkins. We've also not heard rumors about Tech Prep (CA lost \$12M last year). Prediction – somewhat of a decrease in next year's funds.

Looking further down the road: The Perkins Act is authorized until 2012. June of 2013 would be end of the Act. It doesn't sunset, so in order for Perkins to stop, Congress has to vote to stop it. Congress either reauthorizes it, or it continues in its existing state. Last time Perkins was reauthorized in 2006, there was only one dissenting vote. CDE views Perkins as having the same kind of Congressional support as in the past.

New Act: Perkins has always been an allocation, and a funding formula has been written in the act. If you want the money, you apply for it and you get it. There's discussion in making it competitive grant rather than an allocation. (CA does not support this.) There's a stipulation that allows LEA to pool funds with another agency to do innovative projects. Suggestion: why not allow states to use a portion of funds for competitive grants.

Perkins 5: Looking at funding consortiums only. In order to receive funding, have at least one post-secondary agency and probably multiple secondary agencies within the consortium (like IHE's).

Another issue: Accountability issues within Perkins – look at AYP, proficiency on CAHSEE ELA and Math. If ESEA changes its academic indicators, Perkins indicators mirror that. Perkins is looking at changing this section to align with ESEA for academic performance, but also changing some for non-traditional enrollment in certain programs.

When can we look forward to rewriting the 5 year plan? Not next year, but probably the year after. (2013-14 would be the transition year, then 2014-15 the Local Plan year.)

Equipment: Is your equipment removal form program specific? Yes. There is an inventory removal form to get rid of equipment. The law says if you have a piece of equipment under \$5000, the federal gov't feels they have no further interest in that equipment, but you do have to remove it from your inventory. That's why inventory is a historic inventory, not a single year inventory. If you do have equipment that's usable by other LEAs, call the CDE and they will make that equipment available to other agencies. **NOTE:** It's up to the receiving district to pick up delivery costs. You can also use equipment for trade-in (like replacing a table saw), but indicate it on the equipment form.

Where's the form? <http://www.cde.ca.gov/ci/ct/pk/forms.asp> About 1/3 way down, forms and files: Equipment Manual, pg. 12. There's also an evaluation tool that has been found to be effective in many districts, designed with knowing what's required in FPM, State law, EdCode. If you can answer yes to all of those questions, you shouldn't have problems with FPM. If you have no's, work on those items.

School Improvement Grant (SIG) Update
NO HANDOUT

Chad Portney, Acting Manager, School Turnaround Office
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- **Cohort #1 – 2009 (FY 2010-11):** At the last meeting, we left off with them submitting Corrective Action Plans. CDE went back to some LEAs to request additional info.
- **Cohort #2 – 2010 (FY 2011-12):** Grant award notifications have gone out to most Cohort #2 LEAs. CDE expects most funds will be put to Controller soon.
- **Cohort #3 – 2011 (FY 2012-13):** Not anticipated

Once CDE releases Y2 money, the first report will be a first and second quarter report. Since reports are cumulative, so you'll just submit your second quarter report. Like QEIA online reporting, SIG too will have a similar online reporting system (not through CAIS) where you can automate requests. CDE is hoping to have this system in place in a few months.

ED released its application for funding (for second year of Cohort #2, Y2 funding). There won't be a release of apps for a new cohort (#3). Looking at Y3 renewals. There will be more information taken into account. For Y3 there will be data to look at to see how SIG schools are doing. Looking at component implementation and student outcomes.

ED has released a waiver for teacher and principal evaluation for those using the Transformation model. CA hasn't gotten approval for its waiver, thus there is no process for LEAs to apply for a waiver. If you are implementing Transformation Model, you are still required to have the teacher and principal evaluation process.

QUESTIONS AND ANSWERS

What's the timeline for Y3 renewal process? CDE already has the existing data (2010-11). Most of the work will occur with internal analysis. Monitoring is occurring out in the field regarding implementation. All 41 LEAs will be covered in the next 1 ½ years. Those LEAs have been notified already. The delay this year was for definition of "increased learning time" – feds said they'd release guidance and they didn't. Since there's none coming, CDE doesn't anticipate this happening next year.

Cohort #2: SBE Agenda, Item 5: <http://www.cde.ca.gov/be/ag/ag/yr12/documents/jan12item05.doc>

**Consolidate Application and Reporting System (CARS) Update
HANDOUT #2**

Sonya Edwards, Manager, Education Data Office
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Guidance: CDE would like some feedback on it. Is it useful? Not useful? It's not intended to be procedural, but program oriented. Response from the field: We'll know if it's useful when CARS is released....

CARS Newsflashes are posted: <http://www.cde.ca.gov/fg/aa/co/cars.asp>

The first CARS Webinar was held on 1/10/2012. Instructions are being written on how to access the recorded webinar. They're hoping to have that out this afternoon (1/17/2012). IT WILL NOT BE POSTED ON CDE'S WEBSITE. CARS Quick Start Webinar: Anticipated just prior to release of CARS.

CDE staff is working on answers in the form of FAQs and also in revising the Instructions and Guidance Documents. CDE is in the process of finalizing the Instructions, but since they are procedural, they won't be maximally useful until the system is released. **CARS User Guide: Also in the process of revision.**

Students Eligible for FRLP data: See slide #5. On Provision 2 and 3 schools, CDE will pull the base year data and calculate for LEAs. CDE will meet today to discuss source of the base year data.

QUESTIONS AND ANSWERS

Is it editable if the LEA doesn't agree with the CDE calculation? Not known at this point.

When will CARS be released? Plan on February 2012. **When will it be due?** Set the due date 5-6 weeks after release.

What if I changed my mind on program participation in ConApp, Part I? There's nothing preventing you from going into ConApp, Part I to change that. Know that CARS will be accurate as of whatever was submitted on November 5, 2011. If you make a change to Application for Funding, call Leslie Sharp (Title I) or Karen Almquist (Title II)...

When can we assign roles in CARS? Not until the system is rolled out. The only thing you can do now is go into CAS and register your users. The first day the LEA Administrator can enter, you can assign roles.

**ConApp and CALPADS Transition
HANDOUT 2, START WITH SLIDE 10**

Paula Mishima, Manager, Educational Data Management
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May: End of Year Collections

EOY 2: Program participation data for federal programs

EOY 4: Student level discipline data

CALPADS collections have been posted in CALPADS File Specifications. Look for program participation and student discipline for elements. There's only one certification report for program participation in CALPADS.

QUESTIONS AND ANSWERS

Is it possible to have CALPADS 101 for Categorical Directors? Rationale: As it has evolved, it's hard to keep up with changes and most SIS directors are not program people. Paula will take this idea will come back to the CSIS group and they'll look at this. The data Guide on the CALPADS webpage is organized by data topics, and it's compartmentalized (ex: if

you're looking just for EL data). **Data Management Division – Has a newsletter with a table that shows data collections in one place: CALPADS, CARS. (SEE PAGE 6 OF THESE NOTES.)**

Common Core Rollout Handouts #3 and 4	Cynthia Gunderson, Consultant, Curriculum Frameworks Unit 916-319-0431 cgunderson@cde.ca.gov
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New Implementation plan was presented to SBE on Thursday, January 12th. The first draft was presented to SBE. It was not adopted as presented. Suggestions for improvement/enhancement were made.
<http://www.cde.ca.gov/be/ag/ag/yr12/documents/jan12item09a01.doc>

Four stages: Awareness and Dissemination, Transition, Implementation, and Transformation. These don't necessarily represent years, but stages.

Timeline					
2010 SBE Adoption of CCSS	2007 Math adoption	2008 ELA Adoption	2014-15 New Assessments	2016 Proposed next Math adoption	2018 Proposed next ELA adoption

QUESTIONS AND ANSWERS

Until when can districts use their 2003 adoptions? If you use IMFRP funds, your adoptions have to be SBE adopted. If you use general fund, you can use anything you want. You still have to meet sufficiency, and Williams still applies. Legislation suspended adoptions until 2015; this bridge will apply a Category 1 that applies to most recent materials, with a Category 2 that applies to older materials. CDE hasn't seen materials yet, so there's still uncertainty on what it looks like and how it will work in the field.

In listening to the SBE meeting, the term supplemental was used in two ways; however, "supplemental materials" means something particular to categorical people.

Main things to know:

- 1) Publishers don't have to participate
- 2) Districts don't have to either

Intent: provide bridge materials for districts that need/want it. Costs are unknown. What is known is that it is OPTIONAL.

Common Core: Assessment HANDOUT #5	Kristen Brown, Consultant, Assessment Development and Administration Division 916-319-0334 kbrown@cde.ca.gov
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Cost discussion for Interim: who bears this cost? Districts? States? Estimate of \$7.50
Summative Assessments: Estimate of \$19.81 per test.

Testing window – Grant application specified 12 weeks. That is being discussed by the Executive team, the sustainability task force, and the states.

Students will have up to two opportunities to test in order to demonstrate proficiency. No cost for computer adaptive. There will be a cost for paper-pencil tests, and for retakes.

What cost? That's still under discussion.

Performance Tasks: 3-5 in ELA and up to 3-5 in math. Annual.

Technology Readiness Tool: Spring 2012. CDE is reaching out to LEAs and Superintendents to participate.

CONTENT SPECIFICATIONS

ELA – went from 5 claims to 4 claims, the final document will be out in a few weeks.

Math is still being worked on.

Title III Compliance Issues Handout #5	Carlos Rivera, Manager, Language Policy & Leadership Office 916-319-0247 crivera@cde.ca.gov
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Most Common Findings: ELAC and DELAC.

CDE updated definition of Socio-Economically Disadvantaged – this was updated in 2009, but not in regs. Students who are eligible (not necessarily participating) in FRLP. Still includes parent education component.

5 year Cohort Rate – Establish a base in 2011-12 (for 2012 AYP) but will not be used for AYP determinations until 2013.

Alternative Education Results in API

Jenny Singh, Consultant

Definition of Continuous Enrollment: See page #2. When you consider students enrolled in Alternative Education Program (AEP), remember this relates to students who are referred to an AEP - Exit code T167

Is there an exclusion for reasons when students are transferred out? If transferred by a judge or probation officer, then yes. Keep in mind that there's still the 30 day enrollment, so if the student is only gone for 20 days, it will roll back.

Attribution of Dropout Data – See Handout

Budget Update

Amy Tang-Paterno, Consultant, Fiscal Policy Office

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NO HANDOUT

Governor's Budget

Good: Proposed increase education funding based on tax increase passage.

Bad: Education reduced, if tax proposals don't pass. If they fail, anticipate a reduction of \$4.8B.

Proposals:

- 1) Prop 98 re-benching and maintenance factor recalculation.
- 2) Proposed Categorical Program flexibility to include K-3 CSR and EIA permanent flex.
 - a. Remember: Flexibility was extended until 14-15, except for CSR. This (new proposal) would override that. We're waiting for trailer bill language to see what it will look like. Perhaps there will be a "hold harmless year" but it's not clear yet.
 - b. EIA is not flexed in the traditional sense, but only rolled into it in the extent of 5 year time span of revenue limits. It's not a stand-alone flex like we're used to.
- 3) Revenue calculation with a weighted student formula. (This component is unclear.)

A lot of changes to child care. If you're interested, contact llewis@cde.ca.gov

<http://www.ebudget.ca.gov/pdf/BudgetSummary/Kthru12Education.pdf>

QUESTIONS AND ANSWERS

Will the program rules will stay in effect? The details are not clear. They believe it will look like flex programs now, with the assumption that you've abided by all the rules. Waiting on the trailer bill to see what the phase in period will look like. Everything currently in flex will be folded into revenue limit.

ESEA Waiver Update
HANDOUT #7

Laura Wagner, Manager, Improvement and Accountability

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Flexibility is not like a waiver in the traditional sense, but contains conditions in exchange for a state-wide system.

What you didn't hear: If CA doesn't have a submission in Feb, you won't get a waiver for 2012-13. They haven't announced the third date, but it will be over the summer.

The SBE is interested in it, but it's under careful consideration.

The next meeting of the Categorical Program Directors is at the
California Department of Education, Room 1101 on
FRIDAY, February 17, 2012,
from 9 a.m. until 2:30 p.m.

Matrix of Major CDE Data Collections 2011-2012

Collection System	Census Day	Primary Data Collected	Collection Window	First Deadline
CALPADS				
Fall 1	Oct 5, 2011	<ul style="list-style-type: none"> 2011-12 Enrollment 2010-11 Grads & Dropouts 	Oct 5, 2011 – Feb 22, 2012	Dec 14, 2011
Fall 2	Oct 5, 2011	<ul style="list-style-type: none"> Staff assignments Student course enrollments English Learner services Highly Qualified Teacher 	Oct 5, 2011 – Feb 29, 2012	Jan 18, 2012
Spring 1	Mar 1, 2012	<ul style="list-style-type: none"> Immigrant Counts English Language Acquisition Status 	Mar 1, 2012 – April 18 2012	Mar 28, 2012
End of Year	n/a	<ul style="list-style-type: none"> Course Completion Program Participation Discipline Student Waivers 	May 14, 2012 – Aug 18, 2012	July 18, 2012
CBEDS-ORA				
CBEDS-ORA	Oct 5, 2011	<ul style="list-style-type: none"> County District Information Form (CDIF): counts of classified staff, estimated teacher hires, graduation requirements School Information Form (SIF): counts of classified staff, select educational options enrollment, technology, education calendars, parental exception waivers, bilingual paraprofessionals Update Coordinator contact information Update List of Expected Schools 	Oct 5, 2011 – Jan 13, 2012	Oct 28, 2011
CARS				
CARS Winter (formerly ConApp Part II)	n/a	The Winter release will usually occur in December. It contains the district entitlements for each funded program. Out of each state and federal program entitlement, the system collects data related to how districts will reserve and/or allocate funds. It also includes mid-year activity reporting and year-to-date expenditure reporting. See http://www.cde.ca.gov/fq/aa/co/carsschedule.asp for a list of the data collections in this release window.	Feb 2012	5-6 weeks after release
CARS Spring (formerly ConApp Part I)	n/a	The Spring release occurs in May. It collects the LEAs' new fiscal participation data in categorical programs and provides assurances that the LEA will comply with the legal requirements of each program in the coming fiscal year. It also collects end-of-year activity reporting and year-to-date expenditure reporting. See http://www.cde.ca.gov/fq/aa/co/carsschedule.asp for a list of the data collections in this release window.	May 1 – June 30	June 30, 2012
CARS Fall	n/a	The Fall release occurs in October. It collects year-to-date expenditure reports for Title II and Title III. See http://www.cde.ca.gov/fq/aa/co/carsschedule.asp for a list of the data collections in this release window.	Sept 1, 2012 – Oct 31, 2012	Oct 31, 2012

Categorical Programs County Office Meeting After Notes
Tuesday, January 17, 2012

Sharing documents with each other: Kris Flynn (WestEd) circulated a one-pager from CAASFEP connection with resources that have been submitted thus far. If you have things to share that would be helpful to the field, please email Kris: kflynn@wested.org

CARS

- We want to see the chart with CARS, CAIS, CALPADS mentioned today
 - o <http://www.cde.ca.gov/ds/sp/cl/wntrnwsltr12.asp#MajorCDE>
- Training in CALPADS would be crucial (so we can at least say the data that's being certified is accurate)
 - o We need someone who understands programs to do the training, rather than a technical training
 - o This goes two-way – the people inputting the data should understand what programmatic implications there are for accurate data entry.
 - o Make sure districts communicate training all the way through cafeteria managers.
 - Example: FRLP applications may sit on a registrar's desk, and although Food services is feeding a child, the child isn't marked in the system and the district loses out on potential EIA funds
 - Make connection: head count = \$
- Webinar Training: If you missed it, you didn't miss much. It was like demonstrations we've seen before, and during the webinar they couldn't make parts of the system work.
 - o Archive is available: Linda Parker's email went out this afternoon:

Steps to view recording:

CA Dept of Education has invited you to view a Microsoft Office Live Meeting recording.

- Click on the link:
<https://www.livemeeting.com/cc/cadepteducation/view?id=wo46885&pw=Attend46885>
- Enter your name
- Click View Recording
- Enter your email and company name
- Click View Recording

MORE STEPS INCLUDED IN LINDA'S EMAIL...

- Assigning roles in CARS
 - o Contact Sonia do to make sure you are listed
 - o Table of Deadlines: send to Sonia
 - Purpose: to help CDE staff be aware of the multiple deadlines LEA staff will face throughout the rollout of CARS

January 23	Now through mid-March	February	March 13 –
Title III Plans	Cycle D FPM	SIG Monitoring	PI, Year 3

Budget

- Don't panic. Too soon to worry about combining funds, etc.
- Keep folks updated and ensure they are able to provide feedback to the state
- School Services Listserve: Can use to send fiscal updates to school sites and send out monthly.
- ACSA updates are good too, since they include a summary at the end.

**Categorical Programs County Office Meeting After Notes
Tuesday, January 17, 2012**

Title I Funds – Use for Supplemental (Transitional) Materials

- Core supplemental materials can't be funded with T1
- CDE staff has stated in an SBE meeting that Title I can be used for supplemental materials, when it can't. When people in the districts hear this inaccurate message, it creates problems for directors.
- Vanessa will email the CAASFEP contacts to request an email to Chris Swenson to address this immediately with key CDE staff

ESEA Waiver Discussion

- Is this feasible?
- Do people understand the conditions? Cost?
- SBE meeting was interesting. A number of Superintendents spoke passionately about the need for flexibility from requirements.
 - o Do they understand the tradeoffs?

Common Core

- Disparity amongst districts in implementation: some are jumping in, and some are not
- SCCOE has an ongoing curriculum council – looking at rolling out the CCSS, with a trainer-of-trainer model. PD is open to anyone to attend.
 - o You can see what they're doing on their website:
- How to balance current curriculum/assessment with what's coming?
- Check out Crosswalks on Sacramento County Office of Education website (difference between current standards and Common Core
- What does it mean to do a performance task?
- Importance of PD: Shift from textbooks to using other resources (including technology)
- Use term BRIDGING materials (NOT Supplemental Materials)
- Use online resources
- How to deal with the "accountability gap" in the transition year between CST and SBAC assessment

Title I Program Guidance, Parent Involvement

- Carol Dickson introduced Nancy Bodenhausen, the new Parent Involvement lead contact

COE Representatives in Attendance:

Jill Hoogendyk	SFUSD
MaryAnn Burke	SCCOE
Lindy Khan	CCCOE
Kris Flynn	WestEd
Kristen Condit	SJCOE
Tracey McCully	Madera COE
Judy Cunningham	Kings COE
Ray Dinkel	Tehama County
Martie Hagarty	Siskiyou COE
Chris Jurenka	OCDE
Vanessa Galey	OCDE
Robert Craig	SFUSD
Carol Dickson	CDE
Nancy Bodenhausen: NBodenhausen@cde.ca.gov	CDE