

**Categorical Programs Directors' Meeting
AGENDA**

**Friday, February 18, 2011
California Department of Education
1430 N Street, Room 1101
Sacramento, California
9:30 a.m. to Noon**

- 9:30 a.m. Welcome** **Jorge Cuevas-Antillon, Executive Director, San Francisco USD/COE**
415-487-6866
cuevasantillonj@sfnusd.edu
- 9:35 a.m. Consolidated Application and Reporting System Update** **Sonya Edwards, Manager Education Data Office** #1
916-327-2014
sedwards@cde.ca.gov
- 10:15 a.m. Title III Services to Private School** **Carlos Rivera, Manager School Students Language Policy and Leadership Office** #2
916-319-0247
crivera@cde.ca.gov
- Lily Roberts, Manager CELDT & Title III Accountability/CHSPE/GED Programs**
916-319-0569
lroberts@cde.ca.gov
- 10:30 a.m. Accountability Update** **Rachel Perry, Director Assessment and Accountability Division** #3
916-319-0634
rperry@cde.ca.gov
- 11:00 a.m. Change in Kindergarten Age** **Phil LaFontaine, Director English Learner and Curriculum Support Division** #4
916-323-6440
plafonta@cde.ca.gov

Continued next page

11:15 a.m. Data Collection for Title III

Karl Scheff, Manager
Educational Demographics
916-327-0192
kscheff@cde.ca.gov

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11:30 a.m. ~~Adjourn~~

Alignment letter, Titles I, II, III
Laura Wagner

The next meeting of the Categorical Program Directors is at the California Department of Education, Room 1101 on Friday, March 18, 2011.

August 10-12 - Sacramento
CAASPEP CONFERENCE

Consolidated Application and Reporting System Update



Consolidated Application and Reporting System – CARS

**Presented to: Categorical Program Directors
February 18, 2011**



CARS

Purpose of Presentation

What is CARS?

CARS Project Team

Topics for Discussion

New Terminology

Benefits of CARS

What is out of CARS scope

Data Policies

What's Next?



CARS

Purpose of Presentation

- To facilitate change management.
- To communicate the benefits of the new application.
- To communicate relevant data policies.
- To prepare for the next steps.



CARS

What is CARS?

- An online application that will replace the current desktop CADS application.
- A tool to collect:
 - Application and fiscal categorical program funding data
 - Track categorical program expenditures
 - Track categorical program activities



CARS

CARS Project Team

- Sonya Edwards – Project Lead
- Joy Paull – Business Analyst
- Kelley Falk – Application Developer
- Linda Parker – Project Team Member
- Cecelia Wilson – Project Team Member
- Ting Wang – Project Team Member
- Anne Daniels – Project Team Member



CARS

Data Collection: LEA specific information collected about a program. Examples are Title I Part A School Allocations or Protected Prayer Policy.



CARS

Data Collection Releases - May, October and December

- Schedule mirrors current CADS releases
 - May – mid May through July
 - October – month of October
 - December – mid December through January
- Data collections for each release is the same as the current ConApp
- **New** - October release incorporates Title III expenditure reporting previously collected outside of the ConApp
- **New** - Includes CDE program staff review period



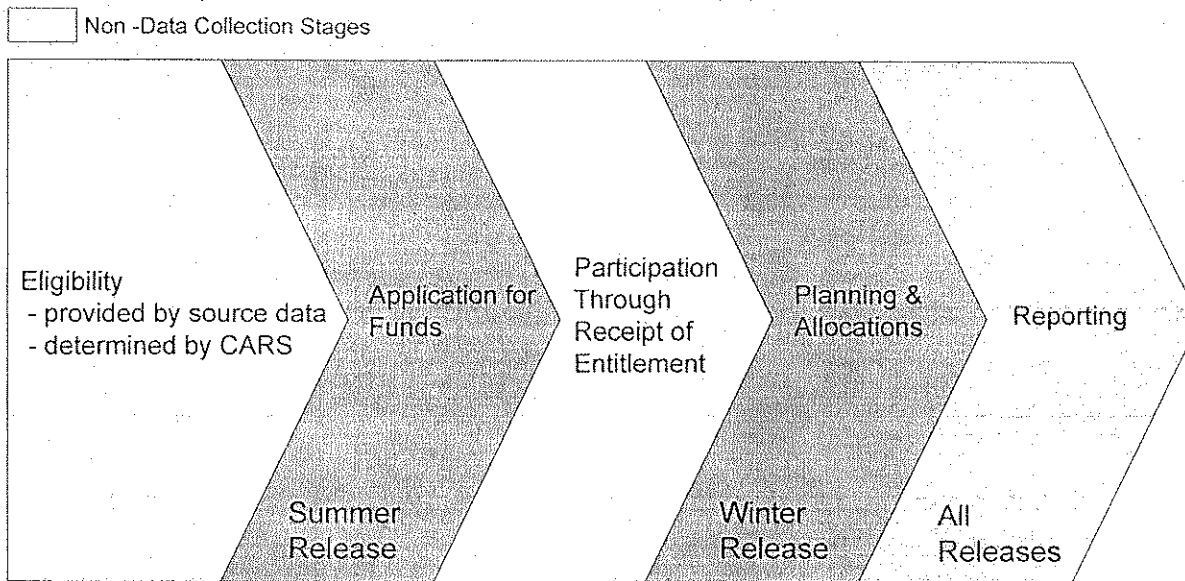
CARS

Participation through receipt of entitlement:
Participation in program planning, allocations, and reporting will be driven by the receipt of an entitlement by the LEA. Application for funds does not drive CARS participation and reporting. If an LEA did not receive an entitlement for a specific fiscal year, it will not be required to submit a "Not Applicable" data collection.



CARS

Fiscal Year Funding Stages





CARS

Certification of assurances and collection of signatures: An annual process of certifying acceptance of the legal assurance and submitting the names, titles and approval dates of various governing and authorizing representatives.

- LEA is still required to print and keep a signed copy locally.



CARS

Data Certification and Submission: The process of certifying and submitting data collections containing program information.

- LEA will be able to submit an error free data collection independent of other data collections.



CARS

LEA Roles and Descriptions

LEA Roles	Definitions
Authorized Representative	The LEA superintendant or their designated person responsible for certifying the legal assurance. Also responsible for certifying and submitting data collections.
Data Entry Representative	A user who has the ability to enter and save draft data.



CARS

Draft data: Any data that has been entered into CARS by an LEA user and saved to the database.

- Note: draft data is not visible to CDE program staff or the public.
- It is considered unofficial and uncommitted (not submitted) and can be saved with some data entry related errors associated with it.



CARS

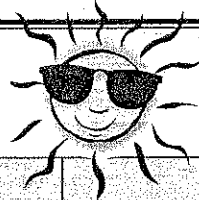
Official data: Any data collection that has been certified and submitted by an LEA Authorized Representative. Official data is synonymous with certified data.

- A data collection can not be certified and submitted as official until all data entry related errors have been addressed and resolved by the LEA.
- Official data collections are visible to CDE program staff and will be used for public, state and federal reporting.



CARS

The future is so bright



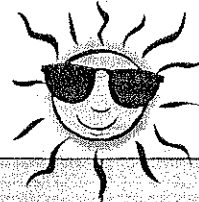
you gotta wear shades.

CADS – Today	CARS - Future
All or nothing submission. >Not applicable data submissions. >All errors, in all data collections for the year, must be cleared before any data can be submitted.	Individual data collection submissions. >Only submit a data collection if an entitlement was received. >An error free data collection can be submitted even if another separate data collection is incomplete or has errors.
Participation selections drive most program reporting submission.	Entitlements drive program reporting submission. >Applying for funding does have some data collections tied to it.
Single user access to a desktop application. >Must download and install each new release.	Multiple user access to a web application >Workload can be distributed to multiple users. > Can be accessed anywhere. >Access determined by user roles. >Updates to the application should be invisible to the user.
Business rules are enforced with error messages.	Business rules can be enforced by warnings or error messages.



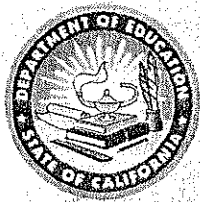
CARS

The future is so bright



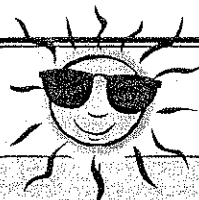
you gotta wear shades.

CADS – Today	CARS - Future
Must view or print pages that are not applicable to the LEA.	Will only display or print items that are applicable to the LEA.
Two data collection windows.	Three data collection windows.
Fixed inflexible data collection windows.	Data collection windows are driven by program requirements.
LEA can change and submit data after a close date without program staff knowledge.	Data collection will remain viewable but not editable after a close date.
Historical certified data not stored, making audit trail difficult.	Historical certified data is stored, making audit trail easier.



CARS

The future is so bright



you gotta wear shades.

CADS – Today	CARS - Future
LEA can edit their local version, causing a discrepancy between their desktop application and what was submitted to CDE.	Clear visibility of draft versus submitted data.
Desktop application replicated the format of the paper forms. ➤ Limited space available.	Forms, both screen and print versions, will not be replicated in CARS. ➤ Web pages have greater flexibility, will build based on decisions made or historical data entered.
	During the data collection window, LEA home page will display each data collection currently due, and its status: blank, draft or certified. ➤ System will guide the LEA on data submission needs.



CARS

Out of CARS Scope

- Information that is currently scheduled to be collected by CALPADS (pending restoration of funding):
 - Federal Gun-Free Schools Act (GFSA) student expulsion information
 - School Reporting Form for Uniform Management Information and Reporting System (UMIRS) Data
 - Title I Part A public school student demographics
 - Title I Part D student demographics and academic and vocational outcomes
 - Homeless enrollment and residency data
 - Exceptions:
 - Title I Part A private non-profit school student demographics
 - Title I Part A TAS service area student counts
 - Title I Part D student performance data



CARS

Out of CARS Scope

- Spanish language version of the printed Consolidated Application forms.
- Recreating the current form format.



CARS

Data Policies

- **Support for older versions of CADS**
 - The Education Data Office will retain five years of historical CADS FoxPro versions.
- **CARS retention policy**
 - CDE will not purge historical LEA certified data from CARS.
 - The LEA still needs to keep a printed, signed version of the Consolidated Application at their site.
 - LEAs should maintain three years of support records related to funding activities after the final year those funds are expended.



CARS

Data Policies

- **CDE staff access to data**
 - CDE will only use data that is official (i.e., LEA has certified and submitted the data).
 - Draft data (saved uncertified data) will not be visible to CDE program staff or the public.
 - Exceptions:
 - CARS service desk staff will be provided access in order to allow them to troubleshoot issues.
 - The LEA authorizes read only access to a CDE program staff person.



CARS

Data Policies

- **Modifying program data**
 - Only LEAs can modify their data.
- **Revising historical data**
 - Once an LEA has submitted certified data for a data collection, and the final deadline has passed, the LEA will no longer be allowed to revise the data within CARS.
 - A process will be defined for re-opening a data collection that will include an impact assessment and appropriate approval from CDE program directors and the Data Management Division.



CARS

What's next?

- Identifying users and roles
- User Acceptance Testing
- Training
- Statewide Roll Out




CARS

Questions

- Sonya Edwards, sedwards@cde.ca.gov
- Joy Paull, jpaul@cde.ca.gov

Title III Services to Private Schools




Title III Services to Private Schools

Carlos Rivera, Administrator
Categorical Program Director's Meeting
February 18, 2011
Sacramento, CA

CALIFORNIA DEPARTMENT OF EDUCATION
Tom Torlakson, State Superintendent of Public Instruction

Context - review w/ recommendations
Federal ~~meeting~~ that
CA needs to do a
better job in their
relationships with
private schools.




Title III Services to Private School Students

Are private school students eligible to receive Title III programs, services, and products?

Yes, when meaningful and timely consultation have occurred, and when an memorandum of understanding (MOU) has been developed between the local educational agency (LEA) and the eligible private school

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Ongoing responsibility



Title III English Learner Programs, Services, and Products

- Private school English learner (EL) and Immigrant students eligible for services
- MOU for services
- LEA geographic jurisdiction

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Identification

- Private schools identify EL students eligible for Title III
- Administer language survey completed by parent or guardian
- Administer language assessment (*CELDT* may not be used) to those students

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Identification (Cont.)

- LEA is responsible for costs and oversight of initial language assessments
- List: _____ (Outside Source); _____ (Outside Source); _____ (Outside Source)

See: _____

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Identification (Cont.)

- Immigrant children and youth are individuals who:
 - 1) Are aged 3 through 21;
 - 2) Were not born in any state; and
 - 3) Have not been attending one or more schools in any one or more states for more than three full academic years.
- The Elementary and Secondary Education Act defines "State" as:
 - Each of the 50 states;
 - The District of Columbia; and
 - The Commonwealth of Puerto Rico.

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Identification (Cont.)

- The Student National Origin Report (SNOR) is the annual count of immigrant students
- The SNOR collects the annual count of eligible immigrant students Based on the total number of eligible immigrant students enrolled in public and private schools in California

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Identification (Cont.)

Please note:

Private school SNOR data contribute to the total number of eligible immigrant students of the LEA within their geographic jurisdiction and therefore directly affect the LEA's funding eligibility

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Funding

- The LEA applies for EL Student Sub-grant funding on ConApp I (2011-12) and indicates which private schools it intends to serve with Title III funds
- Private school identifies those pupils being considered for participation in the Title III LEP Student Sub-grant program and administers a language survey

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Funding (Cont.)

- Assistance to students in private schools should be "comparable"
- Comparable products and services for private school students served
- Note: Private schools may not receive funds directly

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Memorandum of Understanding

- Between LEA and private school
- Number of students identified in the private school
- LEAs and private schools within the jurisdiction of the LEA engage in meaningful consultation regarding Title III services to ensuring they are equitable provided to private school students

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Memorandum of Understanding (Cont.)

- Types of programs, services, or products to be provided
- Timelines for the provision of programs, services, and products
- See:

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Title III Contacts

- For fiscal questions regarding the EL Student Sub-grant program, please contact Patty Stevens, Associate Governmental Program Analyst, by phone at 916-323-5838 or by e-mail at pstevens@cde.ca.gov.
- For programmatic questions, please contact Michele Anberg-Espinosa, Bilingual/Migrant Education Programs Consultant, by phone at 916-323-4872 or by e-mail at manbergespinosa@cde.ca.gov.



Title III Contacts (Cont.)

- For fiscal questions regarding the Immigrant Student Sub-grant program, please contact Clifton Davis, Jr., Associate Governmental Program Analyst, by phone at 916-323-5808 or by e-mail at cdavis@cde.ca.gov.
- For programmatic questions, please contact Erin Koepke, Education Programs Consultant, by phone at 916-323-5467 or by e-mail at ekoepke@cde.ca.gov.



Resources

- Title III LEP: Private Schools at [Title III LEP: Private Schools](#)
- Title III Immigrant: Private Schools at [Title III Immigrant: Private Schools](#)
- CDE Title III FAQs for Private Schools at [CDE Title III FAQs for Private Schools](#)
- For more information about the provision of equitable services to private schools, please see the Elementary and Secondary Act Equitable Services resource at [Elementary and Secondary Act Equitable Services](#)

Accountability Update

#3

Assessment and Accountability Update

Categorical Program Director's Meeting
February 18, 2011

Assessment Consortium

- California is a participating member of the Partnership for the Assessment of Readiness in College and Careers (PARCC). In 2010 a Memorandum of Understanding (MOU) was signed by the Governor, the State Superintendent of Public Instruction and the State Board of Education (SBE) President. Our commitment must be renewed within five months because of recent elections.
- Each assessment consortium will be providing a presentation at the March SBE meeting – PARCC and the Smarter Balanced Assessment Consortium.
- The U.S. Department of Education in their competitive bid for the assessment consortium work required that the new assessments be operational in 2014-15.
- Recently a Federal Register Notice was released for another assessment consortium specializing in an English language proficiency assessment.

Other Assessment News

- At the February SBE meeting the SBE approved the Standardized Testing and Reporting (STAR) Program regulations to go back out for public comment. Those regulations will not affect spring 2011 testing.
- Two items around the California Modified Assessment or CMA will be heard at the March SBE meeting. The first item asks for final approval on the performance levels for the CMA (from 2010 testing) and the second item asks for approval of the performance level descriptors.
- The final roll-out of the CMA will occur this spring – English-language arts (ELA) in grades ten and eleven and geometry.
- Assembly Bill (AB) 250 (Brownley) proposes to extend the STAR sunset date by one year from July 1, 2013 to July 1, 2014 and proposes to expand the students eligible to take the Standards-based Test in Spanish (STS).
- At the March SBE meeting the SBE will also be asked to make a recommendation on alternative means to the California High School Exit Examination (CAHSEE). At this meeting they will also hear a recommendation from the Advisory Commission for Special Education.
- 2010 Physical Fitness Test (PFT) results are expected soon.


Assessment and Accountability Update

Categorical Program Director's Meeting
February 18, 2011

Accountability

- 2010 Adequate Yearly Progress (AYP) reports will be updated in March after the SBE takes action on the CMA performance levels.
- In January 2011 the SBE approved two amendments that would affect 2011 AYP calculations. One of the amendments was around graduation rate data for the calculation of safe harbor; the other was around the use of the CMA for determining English learner (EL) accountability. Both of these amendments can be found on the January 2011 SBE Agenda Web page - <http://www.cde.ca.gov/be/ag/ag/yr11/agenda201101.asp> (see Item 29).
- The 2011 AYP reports will include two graduation rates. The reports will include the current rate based upon the National Center for Educational Statistics (NCES) completion rate (to measure change from 2010) and the future four-year longitudinal cohort graduation rate (baseline for 2011).
- At the February SBE meeting, the SBE approved the calculation methodology for the 2010-11 Academic Performance Index or API.
 - LEAs with students in grade eight and above are currently being asked to review their CMA orders for ELA in grades ten and eleven and geometry so that the CDE has an accurate number to perform the 2010 Base API adjustment. A letter was sent to Accountability Coordinators earlier this week. Access to the site is password protected; LEAs received the Web site address and password in their letters.
 - Release is tentatively scheduled for late April/early May
 - The news story with the Base API release is local. Encourage schools to focus on their state and similar schools ranks. Remember there is no improvement or growth to report with this release.
- Future of accountability?
 - 2011-12 API may include middle school dropouts, graduation rates, and assigning scores of students enrolled in Alternative Education Programs back to the comprehensive high school (see Ed Code Section 52052(4)(A) and Section 52052.1(a)(1) and (3)).
 - Superintendent Torlakson's Transition Team is examining accountability and school improvement with a focus on proposing changes to the accountability system to make it more comprehensive focused on educating the whole child and integrates multiple elements of performance in areas other than standardized testing.
 - Measures of individual student growth are still being investigated.

Change in Kindergarten Age




SB 1381
Kindergarten Readiness Act of 2010

Categorical Coordinator's Meeting
 February 18, 2011

Mary Murray Autry, Consultant
 English Learner and Curriculum Support Division


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Kindergarten in California
Current Law

- To be eligible for kindergarten, a child must reach the age of five on or before **December 2** of the current school year
 (California Education Code (EC) Section 48000(a)).



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 State Superintendent
 of Public Instruction

Kindergarten in California
Current Law

- Each person between the ages of six and eighteen is subject to compulsory full-time education (EC Section 48200).
- Parents and guardians are currently not required to enroll children in kindergarten (EC Section 48200).



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Kindergarten in California

Current Law

- Each elementary or unified school district **must** offer kindergarten classes for all children eligible to attend.
- Once enrolled, children in kindergarten **must** attend on the same basis as children ages six through eighteen.
- Districts **may admit** to kindergarten those children whose birthdays occur after December 2.



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What SB 1381 Does

- **Changes** the required birthday for admission to **kindergarten** and **first grade**
- Allows parents and guardians the **option** to enroll children in kindergarten
- Establishes **transitional kindergarten** classes



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Why SB 1381?

- California was one of only four states to have a **cut-off** date between December 1 and January 1.
- The bill ensures kindergartners will be aged **5 or older** at or near the beginning of the school year.
- California children will be **compared** to children from other states on a more **equal** basis as most states have a September 1 cutoff.



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What SB 1381 does for Kindergarten

The bill will change the required birthday for admission to kindergarten.

A child must be five by:

- December 2 for the 2011–12 school year
- November 1 for the 2012–13 school year
- October 1 for the 2013–14 school year
- September 1 for the 2014–15 school year and each school year thereafter



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State Superintendent
of Public Instruction

What SB 1381 does for First Grade

The bill will change the required birthday for admission to first grade.

A child must be six by:

- December 2 for the 2011–12 school year
- November 1 for the 2012–13 school year
- October 1 for the 2013–14 school year
- September 1 for the 2014–15 school year and each school year thereafter



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What SB 1381 Does

Establishes transitional kindergarten as a condition of receipt of apportionment



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What is transitional kindergarten?

- First year of a two year kindergarten program
- Uses a **modified** kindergarten **curriculum** that is age and developmentally appropriate
- Not a new program or higher level of service



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State Commissioner
of Public Instruction

Who is eligible for transitional kindergarten?

A child will be eligible for **transitional kindergarten** if they have their 5th birthday between:

- **November 2 and December 2** for the 2012–13 school year
- **October 2 and December 2** for the 2013–14 school year
- **September 2 and December 2** for the 2014–15 school year and each school year thereafter



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State Commissioner
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Questions?



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State Superintendent
of Public Instruction

Contact Information


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Child Development Division
916-322-6233

Mary Murray Autry, Consultant
English Learner and Curriculum Support Division
916-323-4629

Phil Lafontaine, Director
English Learner and Curriculum Support Division
916-323-6440

Data Collection for Title III


#5



**Data Collection for Title III
(R30 Language Census)**


Kari Scheff, Manager
Educational Demographics Office

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Original Language Census Data Sections

1. Counts of EL and FEP students by school, language, and grade level
2. Counts of ELs students by school and type of instructional services received
3. Counts of EL students reclassified to FEP since prior year census day by school
4. Counts of Parental Exception waivers requested and approved by school
5. Counts of teachers and bilingual paraprofessionals providing services to English learners by type of instruction and language by school



Transition of Language Census

Data Description	Long Term Transition	2010-2011 Transition
1. Counts of EL and FEP students by school, language, and grade level	CALPADS Spring 1 data collection (March) - student-level data	Same as long term
2. Counts of ELs students by school and type of instructional services received	CALPADS Fall 2 data collection (October) - from course- and student-level records	Additional parallel aggregate LCEN collection
3. Counts of EL students reclassified to FEP since prior year census day by school	CALPADS Spring 1 data collection (March) - student-level data	Additional parallel aggregate LCEN collection
4. Counts of Parental Exception waivers requested and approved by school	CREDS - online reporting application (October)	Same as long term
5. Counts of teachers and bilingual paraprofessionals providing services to English learners by type of instruction and language by school	(1) Teachers - CALPADS Fall 2 data collection (October) - from teacher- and course-level records (2) Bilingual paraprofessionals - CREDS - online reporting application (October)	(1) Teachers - additional parallel aggregate LCEN collection (2) Same as long term

CALPADS will do
VAT in the next week

Intent is to aggregate
to generate school level
counts

CAASFEP SCHOLARSHIP APPLICATION FORM

California Association of State and Federal Education Programs

California Association of Administrators of State and Federal Education Programs (CAASFEP) honors past presidents, Ron Fontaine and Elizabeth Pinkerton, for their lifelong dedication to the education of students by awarding two \$1,500 scholarships to graduating seniors. One of the scholarships will go to a student interested in a career in education.

The two recipients of the CAASFEP Scholarships will automatically be eligible to compete for the two National Association of Federal Education Program Administrators (NAFEPA) Scholarships at \$1,500 each.

Purpose:

The purpose of these scholarships is to financially support the post-secondary education for qualifying seniors. The recipient of the scholarship will be a student who:

1. exemplifies the following characteristics:
 - a. leadership with school or community activities
 - b. involvement in extra curricular activities
 - c. evidence of positive character, integrity, and leadership traits
2. has achieved the following:
 - a. an overall academic record of 3.0 GPA on a 4.0 scale
 - b. a demonstrated commitment to learning
 - c. a successful experience working with children/young people

Eligibility:

1. An eligible student must be a high school senior who plans to enroll in an accredited college or university.
2. An eligible student must demonstrate a commitment to school, academics and community activities.
3. An eligible student must meet all criteria outlined in the purpose section of this document.

Selection Process:

Scholarship winners will be selected based upon the following areas of equal point value:

- extracurricular activities/leadership activities within the community or church (25 points)
- 3 letters of recommendation, including one letter from a faculty member (25 points)
- demonstration of financial need (25 points)
- a 300 word (maximum) essay outlining his/her leadership and future goals (25 points)

The student's application and companion forms must be received on or before April 15, 2011.