

**Categorical Programs Directors' Meeting
AGENDA**

Friday, November 18, 2011
California Department of Education
1430 N Street, Room 1101
Sacramento, California
9 a.m. to 2:30 p.m.

9:00 a.m.	Welcome	Wanda Chang Shironaka San Juan USD 916-979-8049 Wanda.shironaka@sanjuan.edu
9:05 a.m.	Consolidated Application and Reporting System (CARS) Demonstration	Joy Paull, Associate Governmental Program Analyst, Education Data Office 916-319-0629 jpaull@cde.ca.gov
Noon	Break	
1:00 p.m.	Civil Rights, CTE Compliance Review Letter	Sharon Felix-Rochon, Staff Services Manager II, Office of Equal Opportunity 916-445-9174 sfleix@cde.ca.gov
1:20 p.m.	Homeless Education RFA & Title I Set-aside	Jeff Breshears, Manager Title I Policy & Program Guidance 916-319-0745 jbreshears@cde.ca.gov
1:40 p.m.	QEIA Update	Bob Storelli, Consultant <i>Sandy Ridge</i> School Turnaround Office 916-319-0482 bstorelli@cde.ca.gov
1:50 p.m.	Non-Compliance Items Update	Monique Moton, Consultant Title I Monitoring & Support 916-319-0733 mmoton@cde.ca.gov
2:00 p.m.	LEAs in PI Corrective Action Update	Shela Seaton, Manager District Innovation & Improvement 916-319-0599 sseaton@cde.ca.gov

**2:15 p.m. ESEA Flexibility Waiver
Update**

**Christine Swenson, Director
Improvement and Accountability Division
916-319-0926
cswenson@cde.ca.gov**

2:30 p.m. Adjourn

The next meeting of the Categorical Program Directors is at the California Department of Education, Room 1101 on Friday, December 16, 2011, from 9 a.m. until 12:30 p.m.

Homeless Education RFA and Title I Set Asides

Homeless Education Overview

The McKinney-Vento Homeless Assistance Act (Subtitle B—Education for Homeless Children and Youth), reauthorized in January 2002, ensures educational rights and protections for children and youth experiencing homelessness. This overview explains the legislation and offers strategies for implementing it in a school district.

Definition of Homeless: The term homeless children and youth means individuals who lack a fixed, regular, and adequate nighttime residence. This definition also includes:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason
- Children who may be living in motels, hotels, trailer parks, shelters, or awaiting foster care placement
- Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; or
- Migratory children who qualify as homeless because they are children who are living in similar circumstances listed above

LEA Requirements:

- Requires LEAs to designate an appropriate staff person as a local educational agency liaison for students in homeless situations
- Requires LEAs to immediately enroll students in homeless situations, even if they do not have required documents, such as school records, medical records, proof of residency, or other documents
- Requires liaisons to ensure that homeless children and youth are identified; that they enroll in, and have full and equal opportunity to succeed in, the schools of the LEA; and that they and their families receive educational services for which they are eligible
- Requires LEAs to keep homeless students in their schools of origin, to the extent feasible, unless it is against the parent or guardian's wishes
- Students are also permitted to remain in their school of origin for the duration of their homelessness, and until the end of any academic year in which they move into permanent housing
- Requires LEAs to provide transportation to and from the school of origin, at the request of the parent or guardian, or, in the case of an unaccompanied youth, at the request of the district's homeless liaison
- Requires LEAs to develop, review, and revise their policies to remove barriers to the enrollment and retention of children and youth in homeless situations

Homeless Education Resources

Leanne Wheeler, State Homeless Coordinator
California Department of Education
Telephone: 916-319-0383, Toll-free: 866-856-8214
e-mail: lwheeler@cde.ca.gov, web site: www.cde.ca.gov/sp/hs

Title I, Part A Reservation Funds for Homeless Education

- Homeless children are automatically eligible for Title I services, regardless of their current academic performance
- LEAs must reserve funds, as necessary, to provide comparable services to homeless students regardless of their school of attendance
- Homeless students at non-Title I schools are entitled to academic support comparable to students attending Title I schools
- Title I does not have a formal definition of comparable services
- Only 15 percent of Title I funds can be carried over to the next year
- Title I, Part A Reservation Funds for Homeless Education can be used to support homeless students

LEAs can use Title I, Part A Reservation for Homeless Education to:

- Provide activities other than direct instruction, provided that the activity promotes student achievement
- Provide academic support as well as non-academic support to homeless students in non-Title I schools
- Meet basic needs (clothing, supplies, health) of homeless students so that they can participate in school
- Support homeless liaison position
- Hire special teachers, aides, and tutors to provide supplemental instruction
- Reach out to parents in homeless situations
- Provide after-school and/or summer programs
- Collect data on homeless students
- Provide emergency food while the student is in school, including breakfast, lunch, and snacks
- Defray medical and dental expenses
- Pay fees associated with obtaining birth certificates
- Pay fees associated with obtaining immunizations
- Pay the cost of GED for homeless students
- Pay the cost of GED to improve literacy skills of homeless parents
- Provide transportation to and from after-school programs
- Provide transportation to and from the school of origin once the child becomes permanently housed
- Provide the cost of cap and gown to wear at graduation
- Pay for school projects and/or field trips

LEAs can not use Title I, Part A Reservation for Homeless Education to:

- Provide rental assistance for homeless families
- Provide clothing assistance for parents
- Pay for the cost of prom dresses, sports, physicals, or yearbooks
- Transport homeless students
- Pay for physical exams to participate in sports

QEIA Update

Quality Education Investment Act (QEIA) Update

The end of the 2010–11 school year marks the third full year of funding that was received by schools participating in the program. This means that full implementation of QEIA program requirements is required in order to continue in the program. Those requirements include:

- Teacher Experience Index
- Class Size Reduction
- Highly Qualified Teachers
- Williams Settlement
- Academic Performance Index
- Student Counselor Ratio

County Offices of Education staff are performing their monitoring of QEIA schools and will be completing their analysis shortly. Schools that are notified of failure to make QEIA program requirements will receive funding termination letters from the California Department of Education in January and 2011–12 is the last year these schools will receive funding.

LEAs in PI Corrective Action Update

LEAs in Corrective Action Update

The motion for the November 2011 SBE Item 7 was as recommended in the item with the addition of SBE direction to "align the tools to focus on the most needy LEAs and subgroups to assure that the technical assistance focuses on the unique needs of the identified subgroups."

The recommendations were as follows:

- Assign Corrective Action 6 and technical assistance resources to each of the 55 LEAs in Cohort 5 of PI Year 3 as indicated in Attachments 3 and 4, consistent with federal requirements to provide technical assistance to support implementation of any corrective action, and direct those LEAs to proceed with the steps outlined in California *EC* sections 52055.57 and 52059. (See Attachment 1.)
- End the requirement for LEAs in Cohorts 1, 2, and 3 that were subject to report quarterly on the implementation of their LEA Plan. (Attachment 2 will be provided as an Item Addendum.)
- Require each LEA in Cohorts 1–5 of PI Year 3 to demonstrate progress of LEA Plan implementation and monitoring through annual electronic submission of local evidence to the CDE. (Attachment 3 will be provided as an Item Addendum.)
 - A mid-year and end-of-year summary description of the LEA's progress towards implementation of the strategies and actions in the LEA plan.
 - Documentation of a mid-year and end-of-year data analysis of the LEA's progress towards student achievement goals in the LEA Plan based on local assessment data.
 - Documentation of annual communication with the local governing board regarding the LEA's progress toward student achievement goals in the LEA Plan.

Corrective Action 6 was assigned to each of the 55 LEAs in Cohort 5 of PI Year 3. The light category of technical assistance was assigned to 16 LEAs and the moderate level was assigned to 39 LEAs. The 39 LEAs assigned the moderate category are required to contract with a DAIT or technical assistance provider of their choice. There was interest and discussion by the SBE regarding utilizing corrective action funds to focus on the needs of the specific student groups that are most in need. Revised LEA Plans are due March 10, 2012.

We are currently working initially with the CA CC to develop an interface for electronic submission of evidence to demonstrate progress of LEA Plan implementation and monitoring. As we move closer to defining the details of this third requirement for Cohorts 1 through 5, we will work closely with key partners and stakeholders. The following is an addition to the definition of Corrective Action 6 that was part of the motion.

- Provide professional development related to the CCSS as materials are available, such as LEA-wide professional development to increase awareness and understanding of the main concepts of the SBE-adopted CCSS, potential areas of integration of CCSS concepts and skills with current curriculum materials, and implications for improved rigor in effective instruction, student engagement and depth of knowledge.

The following is a link to the November SBE meeting agenda:

<http://www.cde.ca.gov/be/ag/ag/yr11/agenda201111.asp>

California Department of Education
Improvement and Accountability Division
District Innovation and Improvement Office
November 18, 2011