

Categorical Programs Directors' Meeting  
AGENDA

Friday, December 16, 2011  
California Department of Education  
1430 N Street, Room 1101  
Sacramento, California  
9 a.m. to Noon

- |            |  |   |         |
|------------|--|---|---------|
| 9:00 a.m.  | Welcome                                    | Jami Larson, Director of Categorical Programs, Marysville Joint USD<br>530-749-6160<br><a href="mailto:jl Larson@mjusd.k12.ca.us">jl Larson@mjusd.k12.ca.us</a> |         |
| 9:05 a.m.  | Civil Rights, CTE Compliance Review Letter | Sharon Felix-Rochon, Staff Services Manager II, Office of Equal Opportunity<br>916-445-9174<br><a href="mailto:sfleix@cde.ca.gov">sfleix@cde.ca.gov</a>         | #1<br>g |
|            |  | Russ Weikle, Manager<br>Career Tech Ed Admin & Management<br>916-324-5676<br><a href="mailto:rweikle@cde.ca.gov">rweikle@cde.ca.gov</a>                         |         |
| 9:45 a.m.  | SES/Choice 20 Percent Set-aside            | Stephanie Smith, Consultant<br>Title I Policy & Program Guidance<br>916-319-0948<br><a href="mailto:ssmith@cde.ca.gov">ssmith@cde.ca.gov</a>                    | #2      |
| 10:00 a.m. | CARS Update                                | Sonya Edwards, Manager<br>Education Data Office<br>916-327-2014<br><a href="mailto:sedwards@cde.ca.gov">sedwards@cde.ca.gov</a>                                 | g       |
| 10:15 a.m. | Budget Update                              | Amy Tang-Paterno, Fiscal Consultant<br>Fiscal Policy Office<br>916-322-6630<br><a href="mailto:atangpaterno@cde.ca.gov">atangpaterno@cde.ca.gov</a>             | g       |
|            | Budget Update Trigger                      | Heather Carlson, Fiscal Consultant<br>Fiscal Policy Office<br>916-323-2591<br><a href="mailto:hcarlson@cde.ca.gov">hcarlson@cde.ca.gov</a>                      | e       |

- 10:30 a.m. FPM Update  
Cindy Cunningham, Manager  
Federal Program Monitoring Office  
916-319-0357  
[ccunningham@cde.ca.gov](mailto:ccunningham@cde.ca.gov) #3
- 10:45 a.m. Break
- 11:00 a.m. 21<sup>st</sup> Century Community  
Learning Center Applications  
Chuck Nichols, Manager  
After School Programs Office  
916-319-0215  
[cnichols@cde.ca.gov](mailto:cnichols@cde.ca.gov) #4
- 11:15 a.m. Open Enrollment  
Barbara Pomerantz, Manager  
Education Options, Student Support, and  
American Indian Education Office  
916-319-0729  
[bpomerantz@cde.ca.gov](mailto:bpomerantz@cde.ca.gov) #5
- 11:30 a.m. Legislative Update  
Chris Reeve, Legislative Representative  
Government Affairs Division  
916-319-0590  
[creeve@cde.ca.gov](mailto:creeve@cde.ca.gov)
- 11:45 a.m. Adjourn

The next meeting of the Categorical Program Directors is at the California Department of Education, Room 1101 on **TUESDAY, January 17, 2012**, from 9 a.m. until 12:30 p.m.

# Civil Rights Review CTE Compliance

## Perkins



Handout #1

# Perkins IV

## Carl D. Perkins Career and Technical Education Improvement Act of 2006

### FACT SHEET

#### Requirements of Local Educational Agency CTE Programs Assisted with Perkins IV Funds

Each CTE program assisted with Section 131 or 132 funds must incorporate the nine requirements established in Section 135(b) of Perkins IV, including a sequence of courses that provides students with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills, and the following planning, organization, and instructional elements determined by the state to be critical to high-quality CTE programs:

- Be staffed by qualified CTE teachers, meaning teachers who:
  1. possess a standard secondary, single-subject or designated-subject credential which authorizes the teaching of the CTE course(s) to which assigned, and
  2. can document employment experience, outside of education, in the career pathway addressed by the program or other evidence of equivalent proficiency. The minimum qualifications for community college CTE teachers are established in Title 5 of the CA Administrative Code.
- Focus on current or emerging high skill, high wage or high demand occupations.
- Be aligned with the state's CTE Model Curriculum Standards and Framework.
- Have extensive business and industry involvement, as evidenced by not less than one annual business and industry advisory committee meeting and planned business and industry involvement in program activities as described in the Guidelines for the 2008–2012 Local Plan for Career Technical Education and instructions for the annual application for funds.
- Provide for certification of students who achieve industry-recognized skill and knowledge requirements.
- Be aligned with applicable feeder and advanced-level instruction in the same career pathway.
- Integrate the development of CTE and academic skills in order to prepare students for immediate employment upon graduation and for further education or training.
- Provide practical applications and experiences through actual or simulated work-based learning assignments.
- Provide for equitable access and needed support services of all students, including special populations and those preparing for nontraditional occupations.
- Include planned career awareness and exploration experiences.
- Provide for the development of student leadership skills through an established career technical student organization or an alternate strategy that incorporates this instruction in all of the courses that make up the sequence.
- Use annual evaluation results, including achieved core indicator performance levels, to determine needed program improvements, modifications, and professional development activities for staff.
- Have a systematic plan for promoting the program to all concerned groups, including, but not limited to, students, parents, counselors, site and district administrators, and postsecondary educational agencies.

## **Requirements of Sequences of Courses**

Sequences of courses for CTE programs assisted with Perkins IV funds must:

- Consist of not less than two full-year CTE courses with a combined duration of not less than 300 hours; or a single, multiple-hour course which provides sequential units of instruction and has a duration of not less than 300 hours.
- Be coherent, meaning that the sequence may only include those CTE courses with objectives and content that have a clear and direct relationship to the occupation(s) or career targeted by the program.
- Include sufficient introductory and concentration CTE courses to provide students with the instruction necessary to develop the skill and knowledge levels required for employment and postsecondary education or training.

## **Requirements of Courses Assisted with Perkins IV Funds.**

Courses assisted with Perkins IV funds must:

- Be integral to an approved CTE sequence of courses.
- Be explicitly designed to prepare students with career skills that lead to employment. (Employment could be at the completion of high school, community college, apprenticeship, or 4-year College or university.)
- Have no less than 50 percent of course curriculum and content directly related to the development of career knowledge and skills. (The California CTE Model Curriculum Standards and Framework can be useful tools in ensuring and validating that there is sufficient CTE content (embedded in the curriculum.)
- Have ongoing business and industry involvement in the development and validation of the curriculum.
- Be staffed by a qualified CTE teacher, meaning a teacher who
  - 1) possesses a standard secondary, single-subject or designated-subject credential which authorizes the teaching of the CTE course(s) to which assigned, and
  - 2) can document employment experience, outside of education, in the career pathway addressed by the program or other evidence of equivalent proficiency.
- Contributes to the effort to provide students with an understanding of all aspects of the industry, the sequence of courses is preparing them to enter.



# Perkins IV

## Carl D. Perkins Career and Technical Education Improvement Act of 2006

### FACT SHEET

#### Requirements of Courses Assisted with Perkins IV Funds.

CTE is dynamic (See *2008-2012 California State Plan for Career Technical Education*) and can no longer be easily defined or encapsulated. While CTE is grounded in traditional vocational education, it must have the flexibility to adapt to a changing workforce in a changing technological world. In an effort to bring some clarity to the "What is..." discussion, use the following check list when determining "What is/What isn't a CTE course?"

- The course is **based on the California Career Technical Education Model Curriculum Standards** and incorporates both the foundation standards and pathway (content) standards.
- The course is integral to a **CTE sequence of courses** and ascribable to one of the fifteen industry sectors and 58 career pathways. (See the *California Career Technical Education Model Curriculum Standards*.)
- The course **has no less than 50 percent of course curriculum and content** directly related to the development of career knowledge and specific industry skills that are used in the workplace. The course provides students with an understanding of **all aspects of the industry** in which they are preparing to enter, in addition to theoretical and/or background knowledge about the industry.
- The course is being/will be **taught by an appropriately credentialed teacher** as determined by the California Commission on Teacher Credentialing. The teacher:
  1. possesses a standard secondary, single-subject or designated-subject credential which authorizes the teaching of the CTE course(s) to which s/he is assigned, (a Single Subject, Designated Subject, Single Subject with Subject matter Authorization, New Career Technical Education Credential by industry sector), AND
  2. has employment experience, outside of education, in the career pathway addressed by the CTE program or other evidence of equivalent proficiency.
- Business and industry** representatives have been involved in the development and validation of the course curriculum as they work with educators to shape the overall design, instruction, and assessment of the CTE program.
- The course develops **student leadership, career management, and entrepreneurial skills**. These skills can be developed through the course curriculum or through a Career Technical Student Organization (CTSO).

**If the course meets all of the above criteria, it should be considered a CTE course and is eligible for Perkins funding,**



# Perkins IV

## Carl D. Perkins Career and Technical Education Improvement Act of 2006

### FACT SHEET

#### Section 134, Local Plan for Career Technical Education Programs

- (a) **Local Plan Required:** Any eligible recipient desiring financial assistance under this part shall, in accordance with requirements established by the eligible agency (CDE) (in consultation with such other educational training entities as the eligible agency determines to be appropriate) submit a local plan to the eligible agency. Such local plan shall cover the same period of time as the period of time applicable to the State plan submitted under section 122.
- (b) **Contents:** The eligible agency shall determine the requirements for local plans, except that each local plan shall--
- (1) describe how the career and technical education programs required under section 135(b) will be carried out with funds received under this title;
  - (2) describe how the career and technical education activities will be carried out with respect to meeting State and local adjusted levels of performance established under section 113;
  - (3) describe how the eligible recipient will--
    - (A) offer the appropriate courses of not less than 1 of the career and technical programs of study described in section 122(c)(1)(A);
    - (B) improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in--
      - (i) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and
      - (ii) career and technical education subjects;
    - (C) provide students with strong experience in, and understanding of, all aspects of an industry;
    - (D) ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students; and
    - (E) encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965);

- (4) describe how comprehensive professional development (including initial teacher preparation) for career and technical education, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development);
- (5) describe how parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia (if applicable), representatives of the entities participating in activities described in section 117 of Public Law 105-220 (if applicable), representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title, including career and technical programs of study;
- (6) provide assurances that the eligible recipient will provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs;
- (7) describe the process that will be used to evaluate and continuously improve the performance of the eligible recipient;
- (8) describe how the eligible recipient will
  - (A) review career and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations;
  - (B) provide programs that are designed to enable the special populations to meet the local adjusted levels of performance; and
  - (C) provide activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency;
- (9) describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations;
- (10) describe how funds will be used to promote preparation for non-traditional fields;
- (11) describe how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities; and
- (12) describe efforts to improve--
  - (A) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and
  - (B) the transition to teaching from business and industry.



# Perkins IV

## Carl D. Perkins Career and Technical Education Improvement Act of 2006

### FACT SHEET

#### Section 135, Local Uses of Funds

- (a) **General Authority:** Each eligible recipient that receives funds under this part shall use such funds to improve career and technical education programs.
- (b) **Requirements:** for Uses of Funds: Funds made available to eligible recipients under this part shall be used to support career and technical education programs that—
- (1) strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study described in section 122(c)(1)(A), to ensure learning in—
    - (A) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and
    - (B) career and technical education subjects;
  - (2) link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study described in section 122(c)(1)(A);
  - (3) provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;
  - (4) develop, improve, or expand the use of technology in career and technical education, which may include—
    - (A) training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;
    - (B) providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or
    - (C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;
  - (5) provide professional development programs that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, and career

guidance and academic counselors who are involved in integrated career and technical education programs, including—

- (A) in-service and preservice training on—
    - (I) effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;
    - (II) effective teaching skills based on research that includes promising practices;
    - (III) effective practices to improve parental and community involvement; and
    - (iv) effective use of scientifically based research and data to improve instruction;
  - (B) support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
  - (C) internship programs that provide relevant business experience; and
  - (D) programs designed to train teachers specifically in the effective use and application of technology to improve instruction;
- (6) develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;
- (7) initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;
- (8) provide services and activities that are of sufficient size, scope, and quality to be effective; and
- (9) provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.



# Perkins IV

## Carl D. Perkins Career and Technical Education Improvement Act of 2006

### FACT SHEET

#### Guidelines for Expenditure of Perkins Funds

- a) Perkins funds may only be used to (1) improve "qualified" CTE programs, meaning programs that meet the Act's Section 135 requirements and the State-established CTE program quality criteria and indicators; and (2) provide needed mentoring and support services to students enrolled in these CTE programs. It would not be appropriate to use Perkins funds to provide support or services for students not enrolled in qualified CTE programs. Nor would it be appropriate to expend Perkins funds in all courses (i.e. academic courses) taken by CTE students. Only those courses that have career or occupational preparation as their primary focus can be assisted with the Perkins funds.

Though academic courses are aligned to support the career goal of the school, the primary focus is on the development of general education skills in reading, writing, mathematics, science and social studies hence are not eligible for assistance with the Perkins funds.

- b) It is the responsibility of the local board of education to sustain CTE programs. Section 311(a) of the Perkins Act state, "Funds made available under this Act for career and technical education activities shall supplement, and shall not supplant, non-Federal funds expended to carry out career and technical education activities and tech prep program activities. The following is based on information found in the American Vocational Association's "Audit Handbook" (Ch. 4, Pg. 19) which states:

"The meaning of the phrase "improve vocational education programs" is not defined in the regulations. The Secretary does not believe that it is possible to develop a definition of 'program improvement' that would apply in all cases (57 FR 36827). It is clear you may not use federal funds to maintain the status quo.


AVA Audit Handbook (Ch. 4 pg. 19)

You are encouraged to apply these rules for allowable expenditures as defined in the Education Department General Administrative Regulations (EDGAR):

- (1) The cost must be directly related to a CTE program targeted for assistance with the funds in the LEA's local plan and annual application;
- (2) The activity must be intended to improve the targeted CTE program;
- (3) The cost must be "necessary" and "reasonable" for proper and efficient administration of the CTE program; and
- (4) The cost must be specific to the targeted program--as opposed to a general expense required to carry out the agency's overall responsibilities.

Finally, the real test comes in comparing this use of the district's allocated funds to other potential program improvement uses.

# SES/Choice 20 % Set Aside



**Supplemental Educational Services (SES) and School Choice (Choice) Funding Requirements**

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**Title I Policy and Program Guidance Office**  
**Jeff Breshears, Administrator**  
**Stephanie Smith, Coordinator**

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

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**Funding Requirements**

- The law establishes joint funding for choice-related transportation and SES [Elementary and Secondary Education Act (ESEA), Section 1116(b)(10)].
- In addition to paying for choice-related transportation and SES, a local educational agency (LEA) may spend up to 1 percent of its 20 percent obligation on parent outreach and assistance [34 Code of Federal Regulations (CFR) Section 200.48(a)(2)(iii)(C)].

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**Funding Requirements (Cont.)**

- An LEA that does not meet its 20 percent obligation and does not meet the reallocation criteria in a given school year must spend the unexpended amount in the subsequent school year on choice-related transportation, SES, or parent outreach and assistance (in addition to the funds it is required to spend to meet its 20 percent obligation in the subsequent school year).

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State Department  
of Public Instruction

### Reallocation Criteria

To spend less than the amount needed to meet its 20 percent obligation and to use the unexpended amount for other allowable activities in a given school year, an LEA must meet, at a minimum, all of the following criteria [34 CFR Section 200.48(d)(2)(i)]:

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### Reallocation Criteria (Cont.)

Partner, to the extent practicable with outside groups such as faith-based organizations, other community-based organizations, and business groups to help inform eligible students and their families of the opportunities to transfer or to receive SES.

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### Reallocation Criteria (Cont.)

Ensure that eligible students and their parents have a genuine opportunity to sign up to transfer or to obtain SES, including by:

- (a) providing timely, accurate notice to parents;
- (b) ensuring that sign-up forms for SES are distributed directly to all eligible students and their parents and are made widely available and accessible through broad means of dissemination, such as the Internet, other media, and communications through public agencies serving eligible students and their families; and

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### Reallocation Criteria (Cont.)

- (c) providing a minimum of two enrollment windows, at separate points in the school year, that are of sufficient length to enable parents of eligible students to make informed decisions about requesting SES and selecting a provider.

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### Reallocation Criteria (Cont.)

Ensure that eligible SES providers are given access to school facilities, using a fair, open, and objective process, on the same basis and terms as are available to other groups that seek access to school facilities.

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### Reallocation Criteria (Cont.)

In addition, an LEA that spends less than the amount needed to meet its 20 percent obligation and does not intend to spend the unexpended amount in the subsequent school year must maintain records that demonstrate it has met the above criteria [34 CFR Section 200.48(d)(2)(ii)];

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### Reallocation Criteria (Cont.)

- The LEA must notify the state educational agency (SEA) that it has met the criteria and intends to spend the remainder of its 20 percent obligation on other allowable activities [34 CFR Section 200.48(d)(2)(iii)].
- The LEA must include in its notice to the SEA the amount of that remainder [34 CFR Section 200.48(d)(2)(iii)].

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### Questions?

Please submit questions to the SES mailbox at \_\_\_\_\_ or by phone at 916-319-0948.

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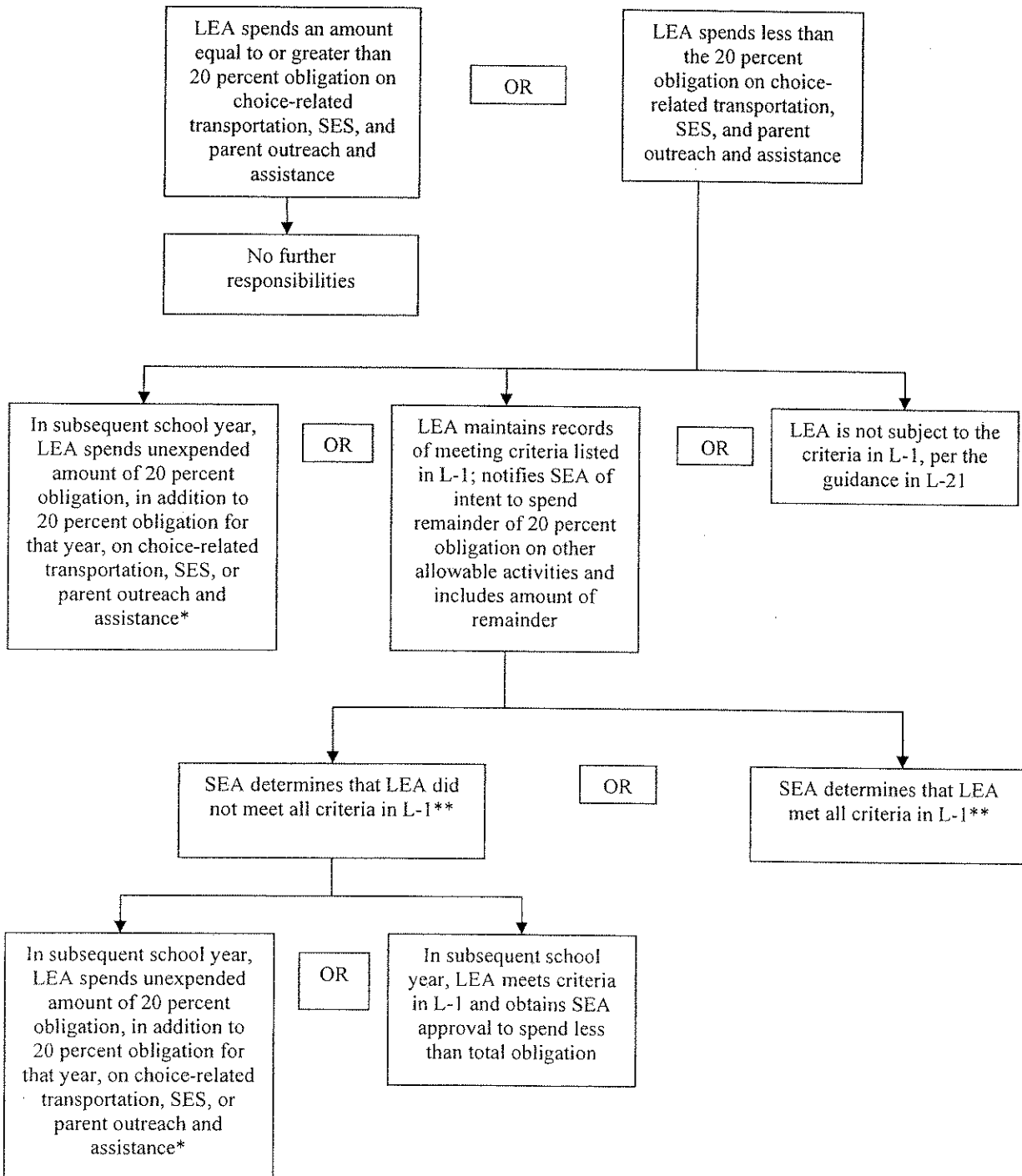
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**Appendix C:**

**Flowchart: Requirements and Responsibilities for Meeting the 20 Percent Obligation**



\*An LEA is able to count costs for parent outreach and assistance toward meeting its unexpended obligation in the subsequent school year, but **only** if it did not reach the 1 percent cap in the first year (based on the LEA’s Title I, Part A allocation that year). (See L-24.)

\*\*An SEA determines whether an LEA has met the criteria through its regular monitoring process, except that an SEA must review for compliance any LEA that has spent a significant portion of its 20 percent obligation on other allowable activities and has been the subject of multiple credible complaints, and must complete any such review by the start of the next school year.

# FPM Update



2011–2012  
Federal Program Monitoring

*Implementation*

Categorical Programs  
Directors' Meeting

Cindy Cunningham, Administrator  
Federal Program Monitoring Office

December 16, 2011

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



TOM TORLAKSON  
State Superintendent  
of Public Instruction

## Updates

- New CAIS Web site address  
<https://www.cais.ca.gov/>
- New resolution process in CAIS
  - LEA Training PowerPoint on CDE Compliance Monitoring Web page
- New CAIS County Leads Web page  
<http://www.cde.ca.gov/ta/cr/caisleads.asp>
- Cycle B: 41 Reviews Completed

Compliance Monitoring - Testing & Accountability (CA Dept of Education) - Windows Internet Explorer

http://www.cde.ca.gov/ta/tg/ta/Contact

File Edit View Favorites Tools Help

Home > Testing & Accountability > Compliance Monitoring

selected for review and the programs being reviewed. These programs are required to comply on the 15th and 30th. For the most current information visit the [Federal Program Monitoring & Reporting Page](#) (Outside Sources) Note: Cycle D information will not be available in CAS until approximately the beginning of October.

2011-12 schedule for FPM is available here: [Updated 01/06/2011 FPM 277AE Page 1](#)  
 2011-12 schedule for FPM is available here: [Updated 01/06/2011 FPM 247AE Page 1](#)

**Training**

Information related to FPM training

Resolution Process  
 Update Training  
 PowerPoint

[Presentation materials from the December 2011 LEA resolution process update training.](#)

[LEA Regional Training](#)  
 Presentation materials from the LEA regional trainings held in September 2011

[Back to Lists](#)

**Program Instruments**

The FPM instrument for each categorical program contains federal and state legal requirements organized into statutory, core items and supporting items arranged under seven general CDE dimensions. FPM team members use Program Instruments to determine whether an LEA is meeting requirements of each item.

Program Instruments are developed and reviewed by the CDE on an annual basis and may change from year to year to respond to changes in federal or state law, regulations, or court cases.

**Current Year Program Instruments**

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CAIS County Leads - Compliance Monitoring (CA Dept of Education) - Windows Internet Explorer

http://www.cde.ca.gov/ta/tg/ta/leads/leads.asp

File Edit View Favorites Tools Help

Home > Testing & Accountability > Compliance Monitoring > CAIS County Leads

**Curriculum & Instruction**    **Professional Development**  
**Finance & Grants**    **Data & Statistics**    **Learning Support**    **Specialized Programs**

Home > Testing & Accountability > Compliance Monitoring > CAIS County Leads    [Printer-Friendly Version](#)

**CAIS County Leads**

The primary role of the CAIS County Lead is to provide support to LEAs involving CAIS during the FPM process.

New CAIS  
 County  
 Leads Web  
 page

CAIS County Leads in partnership with the CAIS (as Department of Education) provide support to local educational agencies (LEAs) in the Federal Program Monitoring process and the use of CAIS in the process. Support activities may include providing CAIS technical assistance and training to LEAs. CAIS County Leads are expected to coordinate in training of travel sequences, coordinate regional clients' support with other counties, respond and contribute to user forums to share ideas, provide feedback, and facilitate communication.

**Contact information**

[CAIS Contact Information](#)  
 The primary role of the CAIS County Leads is to provide support to LEAs during CAIS during the FPM process.

**Meeting Dates**

CAIS County Leads are invited to participate in the following meetings which are designed to provide an opportunity for a discussion related to the Federal Program Monitoring (FPM) process. The use of CAIS and the FPM process and CAIS County Leads are not required.

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*- FINDINGS:  
\* Take  
Notes\**



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### 2011-12 Frequency of Non-Compliant Items by Program Item

Program	Item Title	Item #	Frequency
Compensatory Education	CE SSC Approves SPSA	II-CE 08	24
English Learner	SSC Develops and Approves SPSA	II-EL 06	24
English Learner	ELAC	I-EL 02	23
Compensatory Education	CE School Site Council (SSC)	II-CE 07	17
Compensatory Education	CE LEA disburses funds consistent with ConApp	III-CE 18	16
English Learner	Adequate General Funding for English Learners	III-EL 09	16
Compensatory Education	CE Supplement not supplant with CE \$	III-CE 19	16
English Learner	EIA Funds Disbursed to School Sites	III-EL 11	15
Compensatory Education	CE LEA/SSC annually evaluate SPSA services	IV-CE 28	15
Compensatory Education	CE P1 Notification to Parents Required Elements	II-CE 11	14
English Learner	Reclassification	IV-EL 14	14
Compensatory Education	CE School Parent Involvement Policy	I-CE 02	14
English Learner	Identification, Assessment, and Notification	II-EL 04	14



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### 2012-13 Reviews

- Selection Criteria: New Data Reporting Component
- February: Master Cycle List Update
- Spring: LEA Notifications
- Summer: LEA Training



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## Contact Information

### Compliance Monitoring Web page

<http://www.cde.ca.gov/ta/cr/>

### Federal Program Monitoring Office

916-319-0935

[fpmoffice@cde.ca.gov](mailto:fpmoffice@cde.ca.gov)

### CAIS Help Desk

[caishelp@cde.ca.gov](mailto:caishelp@cde.ca.gov)

# 21<sup>st</sup> Century Community Learning Applications

Handout # 4

Categorical Program Director's Meeting  
December 16, 2011

After School Program Grant Funding Available  
For FY 2012-13

*\*sites must  
be SMP  
EUG/BUS*

Grant Type RFA Web address	Funds Available	Application Due Date	Competitive Process	Awards Announced
<b>Federal 21<sup>st</sup> Century High School Assets</b> <a href="http://www.cde.ca.gov/fg/fo/r8/cclcassets12rfa.asp">http://www.cde.ca.gov/fg/fo/r8/cclcassets12rfa.asp</a>	Approx \$30M Max \$250K per site	January 11, 2012	Based upon quality of program plan	April/May 2012
<b>Federal 21<sup>st</sup> Century Elem/Middle School Grants</b> <a href="http://www.cde.ca.gov/fg/fo/r8/cclcelem12rfa.asp">http://www.cde.ca.gov/fg/fo/r8/cclcelem12rfa.asp</a>	Approx \$30M \$112.5K per site, adjusted	January 11, 2012	Based upon quality of program plan	April/May 2012
<b>State After School Education and Safety (ASES) Universal Grants</b> <i>NEW SITES + EXPANDING</i> <a href="http://www.cde.ca.gov/fg/fo/r8/ases12rfa.asp">http://www.cde.ca.gov/fg/fo/r8/ases12rfa.asp</a>	Approx \$10-15M \$112.5K, adj.	January 13, 2012	Based upon FRPM Percent	April 2012
<b>State After School Education and Safety (ASES) Renewal Grant (Cycle C)</b> <a href="http://www.cde.ca.gov/fg/fo/r8/ases12rfa.asp">http://www.cde.ca.gov/fg/fo/r8/ases12rfa.asp</a>	Approx \$175M	January 13, 2012	Agree to Assurances	April 2012

*"Pro-forma"*

**Required Program Activities**

**State Programs (ASES K-9)**

- Educational and literacy element including tutoring or homework assistance
- Educational enrichment element.
- Nutritional snack


**Federal 21<sup>st</sup> Century Elementary/Middle Programs**

- Must primarily serve students from schools eligible for Title I schoolwide programs
- Program activities same as ASES, plus family literacy activities

**Federal 21<sup>st</sup> Century (High School)**

- Must primarily serve students from schools eligible for Title I schoolwide programs
- Program activities same as 21<sup>st</sup> Century elementary/middle, plus a physical activity requirement

# Open Enrollment



**OPEN ENROLLMENT ACT**

SBX5 4, Chapter 3, 5<sup>th</sup> Extraordinary Session 2010  
(Romero)

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

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**Overview**

- Introduced by Senator Romero
- Signed into law on January 7, 2010
- Became effective on April 14, 2010
- Provides students enrolled in one of the 1,000 low-achieving schools the option to enroll in a school with a higher Academic Performance Index (API) than the pupil's school of residence

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**Methodology**

- Requires the Superintendent to annually create a list of 1,000 schools ranked by their API
- List shall have the same ratio of elementary, middle, and high schools as existed in state decile rank 1 for the 2008-09 school year (i.e., 2009 Base API)

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TOM TORLAKSON  
State Superintendent  
of Public Instruction

## Methodology (continued)

- Determining the ratio of elementary, middle, and high schools
- Schools excluded from the Open Enrollment List per SBX5 4
- Identifying 10 percent of schools in each local educational agency (LEA)
- Creating the list of 1,000 schools

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TOM TORLAKSON  
State Superintendent  
of Public Instruction

## Education Code

- California *Education Code (EC)* sections 48350–48361

*EC Section 48351:* The purpose of this article is to improve pupil achievement, in accordance with the regulations and guidelines for the federal Race to the Top Fund, authorized under the federal American Recovery and Reinvestment Act of 2009 (Public Law 111-5), and to enhance parental choice in education by providing additional options to pupils to enroll in public schools throughout the state without regard to the residence of their parents.

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State Superintendent  
of Public Instruction

## Regulations

- California *Code of Regulations*, Title 5 (5 CCR), Section 4700 et seq., effective date January 1, 2011

Section 4700. Purpose

Section 4701. Identification of Open Enrollment Schools

Section 4702. Application for Transfer Pursuant to Open Enrollment Act

Section 4703. Approval and Rejection of Applications

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TOM TORLAKSON  
State Superintendent  
of Public Instruction

## Frequently Asked Questions

- General
  - General questions the public may have regarding the laws and purpose of the Open Enrollment Act, schools that are excluded from the list, etc.
- Local Educational Agency (LEA)
  - Specific questions LEAs may have regarding timelines, notification letters, etc.
- Parents or Guardians
  - Questions that address concerns parents or guardians may have regarding the transfer process, finding a school with a higher API, etc.

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State Superintendent  
of Public Instruction

## Resource Links

### California Department of Education Web pages

- Open Enrollment  
[www.cde.ca.gov/so/fo/oe/](http://www.cde.ca.gov/so/fo/oe/)
- Overview of Methodology  
<http://www.cde.ca.gov/so/fo/oe/overview.asp>
- Title 5, CCR Open Enrollment Act  
<http://www.cde.ca.gov/so/fo/oe/title5reqs.asp>
- Frequently Asked Questions  
<http://www.cde.ca.gov/so/fo/oe/faq.asp>
- Open Enrollment List Waivers  
<http://www.cde.ca.gov/re/rl/vn/hottopics.asp#Openenrollment>

### Outside Sources

- California Education Code sections 48350-48361  
<http://www.leginfo.ca.gov/>

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# SchoolsMovingUp WestEd

## YOU ARE INVITED TO A WEBINAR

WestEd's SchoolsMovingUp will feature a free webinar, "Effective District Planning: Insights from Successful Districts" on Wednesday, January 26, 2012, from 10:30 a.m. - 12:00 p.m. Pacific Time (1:30 p.m. - 3:00 p.m. Eastern Time).

This webinar will provide an overview of WestEd's upcoming report, "*Effective District Planning and the Required LEA Plan: Insights from Successful Districts*," which provides data on how 18 California school districts have developed and implemented improvement plans that have led to increased student achievement. The webinar will specifically highlight how these districts successfully manage their own locally developed goals and practices, while following state and federal mandates, to create a coherent process that results in an effective plan for improving student achievement. The presenters for this webinar include Sharon Tucker, Patti Crotti, Kris Flynn, and Eric Haas - all members of WestEd's research team for this study, along with senior staff from selected districts that participated in the study.

While the study is based on California school districts, the strategies discussed can apply to schools and districts across the nation.

See the webinars page on SchoolsMovingUp for further information, including specific topics to be addressed by this webinar, at <http://www.schoolsmovingup.net/webinars>.

## REGISTRATION

To sign up for this event, please visit <http://www.schoolsmovingup.net/webinars/districtplan> and select "Sign Up for this Webinar." You will then be prompted to login or register for free on the site as needed. Registered participants will receive an email notification when the presentation PPT/PDF is posted. The message will also contain further instructions for participating.

## CONTACT

We look forward to your participation. Should you have any questions, contact us at [schoolsmovingup@wested.org](mailto:schoolsmovingup@wested.org).

## STAY INFORMED

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