

**Update: Consolidated Application, Part I
Handout #1**

**Ernie Thornberg, Consultant, Education Data Office
916-319-0294 ethornbe@cde.ca.gov**

Anticipate a CADS release in mid-may.

- See Handout #1 for changes to specific pages
- Title I, Part A School-level Parent Involvement Policy change: Include descriptions (ONE PER TITLE I SCHOOL) describing how the school involved parents in its parental involvement policy
- **Are you interested in Beta-Testing CADS?** If so, you can contact Ernie.

Where will ESEA Teacher requirements be collected? It's supposed to be in CALPADS. If CALPADS doesn't collect it, CBEDS will be dusted off. It's outside the ConApp this year.

Will the EOY data be populated in both CADS and CALPADS? Not sure, but they don't think it will be in both areas. When will the assurances be available? Not sure, but probably in the next couple of weeks.

**Consolidate Application Support Desk
Handout #2**

**Joy Paull, Associate Governmental Program Analyst, Education Data Office
916-323-5298 jpaull@cde.ca.gov**

New support process: It will collect and track issues through a web form.

What if we have a program related question? With a program related question, contact the person on the specific ConApp page.

For technical support: contact CONAPPSUPPORT@cde.ca.gov.

**Update: Categorical Program Monitoring
Handout #3**

**Robert Gomez, Consultant Categorical Program Monitoring Office
916-319-0954 rgomez@cde.ca.gov**

Fiscal monitors for SFSF and EdJobs Fund reviews have not been able to complete their reviews in time for the rest of CPM reviewers. They have a 30-day extension and a second NOF will contain a new time clock to encompass the results of their review. The CPM Office is working to ensure consistency in how these visits are conducted. Just like on-site reviews, they are supposed to discuss potential findings with the team before the actual NOF is determined.

Frequency of Cycle A Non-Compliant Items by Program: See Handout #3, Slide 3

- **Pay attention to III – CE 18:** Ensure funds are distributed out to sites; it will be an audit exception and also potential of payback of funds if not distributed and SSC hasn't determined use of funds. Make sure amounts align with those on ConApp, Part II.

Cycle C Online Reviews have begun. There are 60 LEAs, with three groups of 20. April 15, May 31, and July 15.

- NOF Report and Exit date are synonymous.
- CDE reserves the right to conduct follow up reviews after the results of the online reviews are known. Because this is the first year, CDE wants and needs LEA patience, particularly as they encounter new situations along the way.

CDE desires transparent results with Cycle C reviews. Each LEA will have the opportunity to question each finding through an exit debrief. This exit phone conference will be conducted **UPON REQUEST of the LEA.**

CPM Key Dates – Slide 9				
June	July	August	August – October	October
Notify LEAs of LEA selection results for Cycle B (On-Site) and D (Online)	Program Instruments finalized	LEA schedules with school sites	LEA Staff Training	On-site reviews begin

Will there be a collaborative relationship, where LEAs will be allowed to add documents before NOF? Staff has been trained to maintain this ongoing dialogue. Allow LEAs sufficient time to address concerns before the NOF date.

What will CDE ask for in terms of current year, projected plans, or prior year documents? General rule is current year, but there are cases (early Fall visits before ConApp II has been submitted.) Each program has its own requirements that will be addressed individually.

If we have suggestions, where do we send them? CAISHelp@cde.ca.gov The system is still evolving. The more you can share problems (including print screens, date and time) the more they can upgrade CAIS.

**Annual Local Educational Agency (LEA) Plan Revisions
Handouts #4**

Shela Seaton, Interim Manager District Improvement Office
916-319-0492 sseaton@cde.ca.gov

Clarify CDE position on updating the LEAP: LEAS are to undertake annual review and update. Maintain evidence to document this activity. The 2003 continues to be the paper template that exists. It doesn't want to revise the template until Reauthorization.

Annually review and update/Periodically review and revise as necessary. There have only been minor edits to the paper template that will stay in place until Reauthorization occurs. **Under Title I, the LEA is supposed to review LEAP outcomes and evaluate its program relative to student achievement with the Local Board. This may be a place to affirm that the LEAP is aligned to results and desired outcomes.**

CE 4 and CE 5 relate; 4 = periodic review and revisions b/c the LEA receives Title I funding. CE 5 relates to Program Improvement.

Some LEAs are interested in using the new LEAP template that is in the pilot. Official CDE Position: Revisions to the plan must reflect the goals required in NCLB. No particular template is required, but the goals must be addressed.

Bottom Line: If your LEA has not been annually reviewing and updating, and if you have not annually been reporting results to the Board, START NOW.

**Update: Online LEA Plan Template
Handout #5**

Janice Morrison, Consultant District Improvement Office
916-319-0259 jmorrison@cde.ca.gov

There is an Online LEA Plan Pilot in CAIS. 9 LEAs volunteered to participate. Questions have arisen about the "old" LEAP template vs. what's in CAIS. The goals that are in the old LEAP were put into CAIS database. Under the goals are strategies. Under those are Action steps, and under that are tasks. CDE renamed "Required activities" to "Strategies." It left out Goal #4 because it is no longer funded. Because they are working with an assistance provider, they are putting in their own Goal 4 around school safety.

Point from the field: Many of these requirements are met via CMIS, LEAP addendum, Title III Plan, etc. The only thing that would have to be written addresses Goal 5.

Wouldn't it make sense to simply link those plans or cut and paste? CDE is taking this under advisement. They have a desire to reduce duplication, and at the same time have plans that are coherent. If you have ideas about ways to link this, please send to Chris Swenson @ CDE.

**Update: Budget
Handout #6**

Carol Bingham, Senior Fiscal Policy Advisor Fiscal Policy Office
916-324-4728 cbingham@cde.ca.gov

State budget

- Gov faced \$26B deficit. The proposal was half cuts, half tax extensions.
- Legislature took early action – they passed Education bills and trailer bills, but not the Budget Bill. The ball is still in the Legislature's court.
- The deadline has passed for putting extensions on the ballot.
- Everyone's waiting on the May Revise.
- Senate will hold hearings this week looking at what an "All Cuts" budget would look like. The LAO did a report speculating what that would look like.
- The governor assumed in his budget that revenue enhancements would take place. What happens to Prop 98 w/o enhancements? Revenue goes down by \$2B. The governor and LAO are talking about greater cut. LEAs who have issued notices already could be in trouble if they suspend Prop 98.
- EIA funding is still in the budget. No COLA.

Carol highlighted the following:

- Realignment: Funding source is tied up in tax extensions
- COLA: None. A deficit factor will be applied to revenue limits.
- Deferrals: \$9.4B total
- Basic Aid Districts: Reductions in categorical programs to make comparable to "revenue limit reductions experienced by other districts."
- Special Education: One-time funding to supplement IDEA money going out; 2011-12 providing Prop 63 for mandate costs, supposedly reinstating the mandate but with no clear plan.

- Child Development: reduced by \$500M instead of \$716M
- New School Categorical Funding: Provides \$3M, but it's not enough. \$15M is needed.
- School Facilities Emergency Repairs (Williams): Zeroed out.
- Categorical Program Flexibility: Extended for 2 years.

Federal Budget

- **Continuing Resolutions** – have not enacted a final FY 2011 budget. Starts October 2010 through September 30, 2011. Luckily for education, when they appropriate funding, it affects the school year in July.
- Final budget just a few years ago. Major changes:
 - Funding levels available and reductions are still uncertain b/c ED doesn't have exact instructions from Congress about how to enact cuts. There's a general outline for now.
 - **Striving Readers:** Zeroed out for 2011-12. We're working on a planning grant that enables CA to apply for available funding for current FY.
 - **Even Start** has been zeroed out
 - **Teacher Quality State Grants** – cut by \$500M
 - **Ed Tech State Grants** were eliminated
 - **New money in RTTT:** \$700M nationwide. They are likely to dust off applications from the previous process so states that just missed may end up being funded.
 - **Safe and Drug Free reduction:** not sure of local level implications
 - **Tech Prep** grants were zeroed out. \$102M nationwide.

Use of Economic Impact Aid/Limited-English Proficient and Title III Funds	Mark Klinesteker, Consultant, English Learner Accountability Unit 916-319-0420 mklinesteker@cde.ca.gov
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2010-11 Cycle A Common English Learner Findings of Noncompliance: Findings are shared in brief wording, directly derived from the Instrument.

<p>#1 finding: ELAC</p> <ul style="list-style-type: none"> - Members must be trained (so that they know they are an advisory committee). (Materials are not sufficient. Document evidence of ELAC training.) - Provide advice to the principal and staff, as well as advice to the SSC on the development of SPSA.
<p>#2 finding: DELAC</p> <ul style="list-style-type: none"> - Systematic approach where DELAC has an opportunity to advise the governing board.
<p>#3 finding: SSC develop and review SPSA</p> <ul style="list-style-type: none"> - Does the SSC have knowledge of the plan and a role in writing it vs. just signing off on a plan someone else wrote? - SSC should be able to articulate the plan and describe its role in developing the budget.
<p>#4: Supplement supplant issues.</p> <ul style="list-style-type: none"> - Are EIA-LEP funds used to supplement only English Learner programs to support English fluency? (Should not usurp General Fund obligations.) - Are Title III funds being used to support CELDT testing? (Not allowable.)
<p>#5: Disbursing Categorical Funds in accordance with Approved ConApp</p> <ul style="list-style-type: none"> - EIA-LEP budget in SPSA needs to match ConApp site allocation - SPSA must include EIA-LEP budget pages - When the EIA funds are carried over, and funds are then put back in the ConApp to be redistributed, all of the funds must go back in and be reallocated to schools.
<p>#6: Process, not results issue</p> <ul style="list-style-type: none"> - Is there a process to annually review the program
<p>#7: Reclassification</p> <ul style="list-style-type: none"> - Monitor a student a minimum of two years. If the students are not succeeding, there should be additional support.
<p>#8: Professional Development</p> <ul style="list-style-type: none"> - What should be seen in the classroom as a result of extensive PD that has been documented in CAIS? CDE works with LEA submitter to get a picture of "This is the money we've put into PD, this is what you should see in the classrooms."
<p>#9: ELD</p> <ul style="list-style-type: none"> - Look at student schedules, master lists, placement, where they receive ELD. Ensure that students who have IEPs receive their ELD instruction, with a notation of who is providing the ELD instruction.
<p>#10: Access to the Core Curriculum</p> <ul style="list-style-type: none"> - Looking at results: Benchmark, CST, data school can provide to determine the programs are being reviewed for effectiveness and a trend of increased improvement and achievement of academic grade level standards.

Other Issues

Can title I, Title III, EIA-LEP be used for translations?

- Title I, Parent involvement reservation
- EIA-LEP: Requirement is for reports, statements, communications that would normally be sent to parents to inform of progress. If you have established core reports that need to go home, and then ELAC and SSC discuss that additional information might be helpful on a basis that is supplemental (beyond core requirements). Translations for languages that do not meet the 15% requirement, or translation/interpretation for parent conferences and home visits.

Can LEAs use EIA-LEP to pay for administering CELDT?

- EIA may be used to **supplement** that. Substitutes, paraprofessionals, etc.

Can a parent opt their child out of ELD? No, they cannot.

- The LEA does have discretion for a child in K or 1, if a parent states there was a mistake on the HLS. That doesn't remove the LEA responsibility to ensure services aren't needed for the child. Even if parent puts English in all four areas of HLS, but LEA

Is the Primary Language Proficiency Assessment required?

- No. It's an optional item.

May EIA-LEP be included in a School-Based Coordinated Program or Schoolwide Program?

- There is no statutory clarity about this. The law is complicated because of sunset issues and board advisories from the 80's and applications that include EIA.

CDE is Maintaining past practice: CDE just wants to see where the money is spent. If it's in the SBCP SACS code, CDE just wants to verify what the money is spent for. Leaning more toward how the site evaluates effectiveness of how money is spent.

Allowable Uses of Federal Funds for Title III – Language Instruction for Limited English Proficient and Immigrant Students	Erin Koepke, Education Programs Consultant, Language Policy Leadership Office 916-323-5467 ekoepke@cde.ca.gov
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Premise: Title III is supplementary to what is provided for core curriculum. ELD is part of core curriculum.

Authorized Activities: Slide 4

Funding for Translation of Documents: Never use Title III. Sometimes use Title I.

US Department of Education Webinar: Supplement, not Supplant. May 4, 9AM PST. For information about the webinar, contact Erin Koepke at the email address above.

Update: Legislation	Chris Reefe, Legislative Representative Legal Affairs and Fiscal Policy Division 916-319-0590 creefe@cde.ca.gov
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Many bills deal with accountability and the future of the API. (AB 224, SB 547, SB 789) FYI: SB 789 will be amended to indicate the PSAA advisory will do the work, not a new committee.

Many bills preparing to deal with Common Core State Standards (CCSS) – EL, STAR, development of assessments. Many are trying to anticipate implementation and how to deal with challenging populations.

Adding CTE to requirements: propose FL, VPA or CTE

SB930: Primary language assessments, three different measures: 753 and 532 under ELL: substantial fiscal implications

Transitional K: bill to eliminate TK as a program, but to leave the date change

***The next Categorical Program Directors meeting is scheduled for Friday, May 20, 2011,
located at the California Department of Education, 1430 N Street, Room 1101, Sacramento, CA, from 9:30 a.m. until noon.***