

QEIA Webcast
QEIA Technical Assistance with Planning & Implementation
August 16, 2007

Questions and Answers

Q. What is the “resource” number for these funds?

Resource code is 7400; Revenue object code is 8590

Q. Is funding based on last years CBEDS or some average of several years?

Funding will be based on prior-year enrollment, but there will be a one-year lag based on timelines for reporting enrollment and distribution of funds.

Q. For high schools with alternative program, if they begin implementation in 2007-08, are they held accountable for that year? In other words, what are the benchmarks for alternative program and how are they monitored?

No. All QEIA schools will begin to be monitored in 2008-09. However, part of the planning completed in 2007-08 will be to clarify each school’s benchmarks for implementation of its alternative plan.

Q. What about the professional development for teachers of severely handicapped students and their instructional assistants?

All teachers of the academic subjects are expected to complete 40 hours of appropriate professional development per year.

Q. As staff enters/leaves the site, what happens to their staff development?

Program requirements include an expectation of at least 40 hours per year. Teachers assigned to QEIA schools must meet this requirement as long as they are assigned to those schools for the duration of the program.

Q. Can QEIA funds be used to pay part of an administrator's salary (not the principal) who is working on planning and implementing QEIA?

Yes, if necessary. It is important to ensure that QEIA funds are clearly used to support implementation of program requirements and other elements of the schools' comprehensive improvement plan.

Q. In regards to professional development, what about institutes in the areas of science and history?

Yes, assuming the teachers are assigned to teach these subjects.

Q. Will there be a list of consultants or providers that are endorsed by the California Department of Education (CDE)?

No.

Q. (1) When will the CDE provide the Teacher Experience Index for districts?

(2) Has anyone created a user-friendly e-method (Excel, etc.) for doing this calculation?

(1) CDE anticipates posting Teacher Experience Index district targets within the next week or two, so only school-level averages will need to be calculated locally.

(2) We are not aware of an e-method.

- Q. Class size reduction (CSR) for high school – by course or by grade – as math and science students are grouped by course?**

The Legislature requires by grade. All courses in the noted subjects are to be grouped by grade level, and then averaged.

- Q. In 4-5-6 class size reduction, is the average calculated as a group at the school or separate by grade level?**

The average is to be calculated at each grade level; so 4th grade classes will be averaged as their own group, 5th grade classes will be averaged as their own group, etc.

- Q. For class size reduction for schools that are grades 7 and 8 only, which CSR rules apply? Subject specific or self-contained?**

That depends on the way the classes are organized. If the content of the class is in a single subject, such as math, the subject-specific rules will apply.

- Q. What is the baseline year for determining whether API targets are being met?**

Meeting API targets requirement will begin to be monitored in 2008-09. That year's target will be based on performance in 2007-08. However, note that for the first years of funding, this requirement is based on grade average of performance over the years 2008-09, 2009-10, and 2010-11.

- Q. Is that an error on the second PowerPoint slide, #53, to have the asterisk next to the 20 for K-3 CSR? We had been told that K-3 CSR is simply 20:1 as opposed to 5 less**

Yes. K-3 requires 20 students per class, not 5 less than the prior average.

Q. In order to meet the Teacher Experience Index requirements, can the district transfer or displace teachers?

Yes, provided contractual issues are addressed.

Q. Does team teaching count for CSR under QEIA as long as the combined ratio meets the lower ratio requirements?

The CDE is still considering the answer to this question, but at this point it is unlikely that team teaching will count.

Q. Is there a deadline for the revised single site school plan to include the QEIA funding and expectations?

Should be ASAP. No specific deadline.

Q. Please clarify regarding the 40 hours of professional development per year per teacher versus the slide that indicates one-third teacher participation per year, or is it 40 hours over the course of three years?

Both. One third of teachers each year and 40 hours/year on average.

Q. Has someone created a way to electronically score the APS so that the results can be scanned into Excel?

We are not aware of any work in this area.

Q. (1) Has work begun on the county office's role of monitoring QEIA schools, standard templates, and forms—or is there a timeline, etc.?

(2) Will there be an attempt to align this with the county office's Williams Act work?

The work will begin this fall. Coordination will occur where possible.

- Q. Is the student-to-counselor ratio only for high schools or are middle schools included in that also?**

The counselor requirement applies to high schools only.

- Q. Is there a minimum number for class size reduction?**

The State does not establish a minimum. Even relatively small classes must be reduced further in order to meet program requirements.

- Q. On slide #9 of the PowerPoint presentation, it says, "Districts must meet the following CSR requirements" Are we correct in assuming that this refers only to QEIA schools, not the entire district?**

Yes. Only QEIA funded schools are required to meet QEIA program requirements.

- Q. If we implement some of the components, such as class size reduction, as well as staff development, what type of monitoring will the county office require?**

County offices will monitor schools and districts to ensure that the specific QEIA requirements are met. Additional activities undertaken using QEIA funding must comply with general program requirements but will not be the focus of county office monitoring activities.

- Q. Will there be a monitoring or evaluation tool provided?**

Yes. The Sacramento County Office of Education will work with CDE and other county offices to clarify the monitoring process and expectations.

- Q. For CSR, is it an average across all classes at the grade level, or is the 2006-07 average class size the number per class?**

Average for all classes at the grade level.

- Q. In small rural schools it may be impossible to hire experienced teachers. Since our average index currently is 9.5, anybody we likely will be able to hire will LOWER our existing average. How flexible is this requirement?**

The Teacher Experience Index calculations were developed to be as district-friendly as possible, while honoring the intent of the law. This is, however, a specific program requirement and must be met to sustain funding eligibility.

- Q. What about physical education teachers in professional development?**

QEIA professional development is expected to pertain to academic subjects

- Q. Can the administrator's professional development requirements also be met by collaboration meetings and other workshops, or do they need different coaching requirements?**

There is some flexibility for meeting this requirement, but all activities should actively build the administrator's capacity to be an instructional leader able to support the school's faculty in providing standards-based instruction of high quality.

- Q. Can we use time with county office personnel who will assist with analysis of data as part of the 40 hours?**

Yes.

- Q. Many of our teachers have attended 40 or more hours of (formerly) AB 466 ELA and math trainings. Can this be counted towards the professional development requirement?**

The requirement applies to training completed during the years of QEIA program implementation. Training shouldn't be

redundant, but prior training does not apply to program requirements.

Q. Will QEIA receive COLA? If not, potential salary advances and COLA should be part of the planning.

No COLA. Absolutely. Funding levels may change in later program years if some schools lose funding due to not meeting program requirements. This is no guarantee. Also, funding amounts for each school will change as the school's enrollment levels change. These adjustments should be considered in the planning process.

Q. Does the money carry over?

Carryover is permitted, but not encouraged.

Q. Can all the 2007-08 money be used for facilities only?

Yes, if necessary. The funds may only be spent on QEIA funded schools.