

CEP & LCFF

*Universally Free School Meal Program is Closely
Aligned with California's Education Funding*

Hosted by:



In partnership with:



Webinar Logistics

- Telephone or speakers
- Everyone's muted
- Please submit questions
- Webinar recording & materials will be posted at: www.cfpa.net
- Subscribe to stay up to date:
www.cfpa.net/subscribe

The screenshot displays a webinar control panel. At the top, the 'Audio' section is expanded, showing 'Computer audio' selected with a signal strength indicator and 'Phone call' as an alternative. Below this are volume sliders for the microphone and output, both set to 'Built-in'. A 'Talking:' section is visible, with 'Webcam' and 'Questions' options. The 'Questions' section is expanded, showing a table with columns for 'Question' and 'Asker'. A checkbox for 'Show Answered Questions' is checked. Below the table is a text input field labeled 'Type answer here' and two buttons: 'Send Privately' and 'Send To All'.

| Question | Asker |
|----------|-------|
| | |
| | |
| | |
| | |

Agenda

- ✧ Overview of CEP
- ✧ CEP & Title I
- ✧ CEP & LCFF
- ✧ Panel Discussion: How did your district make CEP and LCFF work?
- ✧ Frequently Asked Questions with CA Department of Education



Community Eligibility: Basics and Title I

Alison Maurice
Child Nutrition Policy Analyst
Food Research & Action Center
FRAC.org

How Community Eligibility Works

- Allows high-poverty schools to provide free breakfast and lunch to all students without collecting applications
- Schools are reimbursed based on the proportion of low-income children in the school or district
- Any school district can use this option if at least one of its schools has 40% or more students certified for free meals without an application (called “Identified Students”)
- A district may implement community eligibility in one school, a group of schools or district-wide.

Benefits



- Less administrative work
- Participation increases
- Facilitates implementation of breakfast after the bell
- Improves the financial viability of school nutrition department
- No unpaid meal fees

How Districts Participate

- 1) Individual school** with 40% or more Identified Students
- 2) Group or multiple groups**
Districts may group schools in any way; no limit on number of groups
Must have combined 40% or more Identified Students
- 3) Entire school district** can participate as a single group as long as it has 40% or more Identified Students

Who Are “Identified Students”?

Children certified for free meals without a school meal application

Directly certified children in households that participate in:

- Supplemental Nutrition Assistance Program (SNAP)
- Temporary Assistance for Needy Families Cash Assistance (TANF)
- Food Distribution Program on Indian Reservations (FDPIR)
- Medicaid, in certain states.

Children who are certified for free meals without application because:

- in foster care
- in Head Start
- homeless
- migrant



Reimbursement Formula

Identified Student Percentage (ISP) x 1.6 = % meals reimbursed at “free” rate. The rest are reimbursed at “paid” rate.

| Percentage Identified Students | Percentage Free | Paid |
|--------------------------------|-----------------|------|
| 40% | 64% | 36% |
| 45% | 72% | 28% |
| 50% | 80% | 20% |
| 55% | 88% | 12% |
| 60% | 96% | 4% |
| 65% | 100% | 0 |

Grouping Example

In this example, three schools are grouped together by their LEA:

| | Identified students | Enrollment | ISP |
|-------------------------|---------------------|------------|------------|
| School 1 | 60 | 120 | 50% |
| School 2 | 38 | 100 | 38% |
| School 3 | 150 | 200 | 75% |
| Group of schools | 248 | 420 | 59% |

Total identified students for group (248)

Total enrollment for group (420)

Community Eligibility and Title I

What are the areas of intersection between CEP and Title I?

- Several aspects of Title I require the use of poverty data at the school or individual student level:
 - within-district allocations;
 - equitable services for eligible private school students;
 - within-State allocations;
 - and accountability.
- NSLP data are often used as an indicator of poverty to help carry out Title I programs; therefore, the decision to participate in CEP could also affect an LEA's poverty data for Title I purposes.

Community Eligibility and Title I

When using NSLP data as a poverty measure for Title I, which types of NSLP data may be included?

- Different combinations of available NSLP data may be used as a poverty measure for Title I purposes.
 - NSLP data might include a combination of data from household applications in addition to direct certification data.
 - NSLP data might also include only free meals data identified through household applications and/or direct certification data.
 - Data might only encompass direct certification data for all schools, even non-CEP schools.

Source: [THE COMMUNITY ELIGIBILITY PROVISION AND SELECTED REQUIREMENTS UNDER TITLE I, PART A OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, AS AMENDED](#)

Community Eligibility and Title I

If an LEA includes a CEP school for the purpose of NSLP, must the LEA use NSLP data (including CEP) for Title I purposes?

- No. An LEA may use another poverty data source for Title I purposes as long as that source is permitted by section 1113(a)(5) of the ESEA.

May an LEA use CEP data to allocate Title I funds to school attendance areas and schools?

- Yes. To allocate Title I funds to school attendance areas and schools, section 1113(a)(5) of the ESEA requires an LEA to select a poverty measure from the following options:
 - Children ages 5-17 in poverty as counted in the most recent Census data approved by the Secretary.
 - Children eligible for free and reduced-price lunches under the Richard B. Russell National School Lunch Act.
 - Children in families receiving assistance under the State program funded under Title IV, Part A of the Social Security Act (TANF).
 - Children eligible to receive medical assistance under the Medicaid program.
 - A composite of any of the above measures.

Community Eligibility and Title I

How does an LEA allocate Title I funds to schools when it has CEP and non-CEP schools?

1. Multiply the number of students identified by direct certification in a CEP school by the 1.6 multiplier.
 - To account for the difference in poverty rates when using free and reduced-price meals data for non-CEP schools and direct certification data for CEP schools, the multiplier of 1.6 is intended to approximate the free and reduced-price meals count for a CEP school.
2. Use the number of students directly certified through SNAP (or another direct certification measure available annually) in both CEP and non-CEP schools.
 - All schools, not just CEP schools, must directly certify students through SNAP, an LEA should have direct certification data for each of its schools.
3. Apply the 1.6 multiplier to the number of students in CEP and non-CEP schools who are directly certified through SNAP (or another direct certification measure available annually).
 - This approach would not change the order in which schools are ranked based on direct certification data alone, but, due to the inclusion of the multiplier, would result in a higher poverty percentage for each school compared to using direct certification data alone for the purpose of within-district Title I allocations.

CDE Title I Information

<https://www.cde.ca.gov/ls/nu/sn/cep.asp>

Title I Information

Title I funding is provided to some schools to help disadvantaged students meet state academic content and performance standards.

For questions related to Title I, please contact Title I Policy and Program Guidance by phone at 916-319-0917 or by e-mail at TITLEI@cde.ca.gov.

Deadline to Opt into Community Eligibility

June 30th

- Interested and eligible LEAs must notify their State agency of their intent to participate in CEP

Application Process

To adopt the CEP, the LEA must:

- Complete Form SNP-19 to amend their original Meal Count and Collection Procedures form on file. You can find this form in the CNIPS Download Forms section.
- After completing Form SNP-19, please mail it to:
Nutrition Services Division
California Department of Education/SNPU
1430 N Street, Suite 4503
Sacramento, CA 95814
- Complete Form SNP-55 in order for the CDE to ensure accuracy of the ISP. This form is also available in the CNIPS Download Forms section.
- After completing Form SNP-55, upload Form SNP-55 into the CNIPS.

Additional Resources

- [FRAC's Community Eligibility Page:](#)
 - Database of eligible and participating schools
 - FRAC/CBPP Advocates Guide to Community Eligibility
 - Policy resources and outreach materials

- [USDA's CEP Resource Center:](#)
 - Implementation Guide, policy and guidance
 - Federal Reimbursement Estimator
 - Webinar series



FRAC.org

Alison Maurice | 202.986.2200 x 5056 | amaurice@frac.org

Please reach out to me with any questions!

Connect With FRAC



@fractweets



@fracgram



Facebook.com/foodresearchandactioncenter



Linkedin.com/company/food-research-and-action-center

LCFF: The Basics

- ✧ Aims to improve academic outcomes by providing more money to school districts that serve high-need students
- ✧ High needs students:
 - ✧ English-learners
 - ✧ Foster youth
 - ✧ Low-income students
- ✧ A student's "low-income" status is determined by their income or categorical eligibility for free or reduced-price school meals



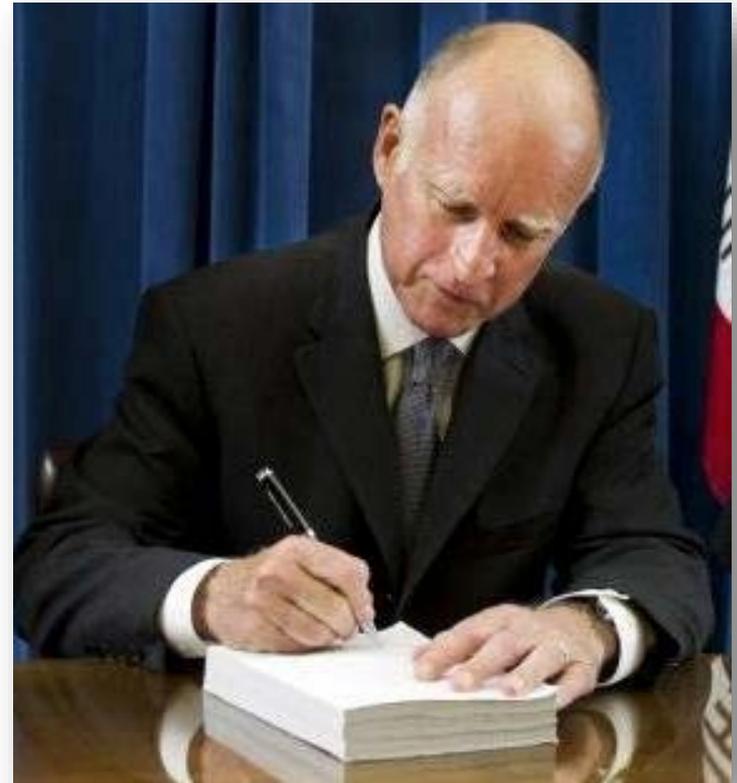
Heart of Funding Formula is High Needs Students

- ✧ **Base grant:** All districts receive a uniform base amount per pupil, varying based on grade level
- ✧ **Supplemental grant:** Additional funds based on the number of high-need students
- ✧ **Concentration grant:** When high-needs students make up 55% of district enrollment



Aligned to Work with School Meal Provisions

- 2014 Budget, [Ed Code Sec 42238.01](#)
- Schools that utilize a school meal provision (e.g., CEP) can establish a 4-year baseline for the purposes of LCFF
- School meal eligibility collected in base year can be used as the basis for annual LCFF program records
- Annual Adjustments for incoming and outgoing students
- Prevents schools from having to collect income data for each student each year



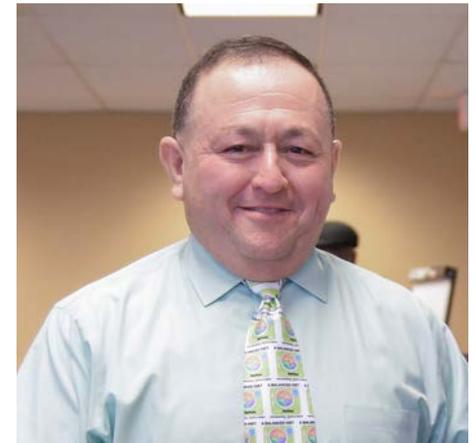
Nutrition Service Panel



Jennifer Marrone
Business Manager
San Diego Unified
School District



Mark Chavez
Director of
Nutrition Services
Santa Ana Unified
School District



Jose Alvarado
Food Services
Director
Fresno Unified
School District

What is your district's process for distributing and collecting alternative household income forms?

**How much detail do you, as
nutrition services, really need to
know about LCFF?**

What are your suggestions about working across departments in your district to make sure that CEP and LCFF work well together?

What are your best practices for maximizing direct certification for base year?

Frequently Asked Questions with the California Department of Education



Question 1: What are the basic guidelines for alternative household income forms?

Question 2: Will alternative household income forms be audited?

Question 3: How do alternative household income forms integrate with CALPADS?

Question 4: Can districts use a single alternative household income form for both Title I and LCFF?

Questions?

*Enter your question in the
GoToWebinar Control Panel
and click submit.*

Thank you!

Connect with us...



elyse@cfpa.net



[@CAFoodPolicy](https://twitter.com/CAFoodPolicy)



www.cfpa.net