

>> Fred Balcom: Good morning. I'm Fred Balcom, director of the Accountability and Improvement Division. We are pleased that you are viewing this web-cast on Categorical Program Monitoring. The CDE must ensure that the students who were entitled to be served by a specific program are, in fact, receiving those services to support a better education. Through the CPM process, the CPM team can meet this assurance and reinforce district program activities that meet legal requirements. Conversely, any areas that do not meet the legal requirements can be identified and remedied. This will create an opportunity for the team and the district to explore student-centered solutions together. My division has adopted a new way to bring LEAs, school sites and school site council members important information regarding the CPM process. Today and tomorrow, we are going to bring you training presentations of the individual CPM review instruments that will be used during the 2008-2009 CPM review cycle. Whether you join us at the October 9th and 10th web-cast or you view the web-cast information sometime between October and June 2009, welcome to our avenue for bringing you and your colleagues timely information about CPM. The bottom line is, it's all about serving students and families with the education and support services they need. It's about accountability and improvement. And now, the CPM overview. I'm Fred Balcom.

>> Pat McMenemy: And I'm Pat McMenemy, Administrator of the Categorical Program Monitoring Office. Welcome to Categorical Program Monitoring, an overview. The first of our presentation, the first presentation of our two-day California Department of Education Web-cast about Categorical Program Monitoring during the 2008-2009 CPM review cycle.

>> Fred Balcom: You know, Pat, we are glad to have representatives from LEAs throughout California joining us today, and hope the information we provide will be helpful. This presentation is a high-level overview of the Categorical Program Monitoring process. Our goal is to give you a working knowledge of the essential components of the CPM process, explain what CPM is and share internet-based resources related to the CPM process overall. Pat will now walk us through the presentation content.

>> Pat McMenemy: Thanks, Fred. We begin our presentation with an explanation of the State and Federal basis for Categorical Program Monitoring and then discuss how the entire CPM process is anchored in law and legal requirements. Then we review our and your basic responsibilities related to the CPM process. We also highlight key things Superintendent O'Connell wants us to remember about the CPM process.

>> Fred Balcom: You mean, Jack?

>> Pat McMenemy: Yes. From there, we move to an overview of the CPM program instruments and op-sets and then we provide basic information about the CPM site selection process.

>> Fred Balcom: As many of, you know, the Federal law requires that the California Department of Education monitor the implementation of categorical programs operated by local education agencies. The Code of Federal Regulations [indistinct] gives CDE the authority to monitor categorical programs operated by LEAs. So, we conduct on-site school and district monitoring reviews of categorical programs and school plans. Meaning, the single plan for student achievement or SPSA. It's required and

reviewed as part of these on-site visits and compliance reviews. The State Superintendent of Public Construction, you know, Jack, shall establish the process for conducting CPM reviews. As we identify how the Superintendent has established the process for conducting the reviews, Pat will explain how the overall CPM process is as we put it anchored in law or legal requirements.

>> Pat McMenamain: One of the concepts that we talk about on a daily basis is the principle that each CPM review is anchored and statured per legal requirements.

>> Fred Balcom: We call it the law. When we say this, we mean the purpose of a CPM review as to ensure that LEA is meeting its legal requirements of a specific categorical program. It also means the CPM review team uses subjective measures based on State or Federal law to determine whether LEA is meeting the legal requirements of a categorical program.

>> Pat McMenamain: The legal requirements of a specific categorical program are cited in the program instrument for that program. A CPM review team will use the objective requirements stated in the program instrument to determine whether LEA is meeting the legal requirements. We will give you more details about the program instruments later in this presentation. The CPM team will help LEA by stating in the CPM findings what an LEA must do to meet the statutory requirements of the specific categorical program. Our goal is that all LEAs will operate within legal requirements. We mean that CPM findings must pertain directly to a statutory requirement of a categorical program and findings must be based on factual evidence derived from data, documents, interviews, and observations related to a statutory requirement. In summary, throughout each CPM review, the CPM process will be anchored in law. Fred is now going to talk about the respective responsibilities of CDE, each LEA, and schools relative to the CPM process. Fred?

>> Fred Balcom: Yes. Throughout the CPM process, the CDE, each LEA and each school have specific responsibilities. Let's begin by reviewing CDE's responsibilities. We are responsible for establishing the process for conducting CPM reviews. Our instruments are tied directly to a law for each program. As we have seen in our references to Federal law and State earlier in this presentation, we have a responsibility to monitor and to determine whether LEA uses categorical funds for the purposes for which the funds were granted. In addition, we have a responsibility to determine whether you are complying with all of the statutory requirements identified in the program instrument for a specific categorical program. Now, let's turn to your responsibilities relative to the CPM process. You should also develop your own ongoing monitoring process to assure that each categorical program you operate meets the legal requirements. Each LEA must develop a local educational agency plan, the LEA plan, also known as a district-wide plan. Guidance for developing LEA plan is available on the local educational agency plan guidelines' web page shown on the slide. A description of the coordination of categorical programs operated by a district including leadership initiatives and other efforts should be included within an LEA plan. In addition to the LEA plan, each school must develop a single plan for student achievement. The SPSA must be reviewed and revised annually by the school site council. Each single plan for student achievement should include a description of the categorical programs operated at the school and how the school will use the categorical funds to improve student academic achievement. The SPSA should align with the LEA plan and describe needs, activities, and funds to be used to meet student needs. District support for school plans is critical. Guidance and additional information pertaining to the development of a single plan for student achievement is available on the single plan for student achievement web page at the URL shown on the slide. Next, Pat will review several key points

Jack O'Connell asks us to remember about CPM. Pat will then talk about CPM program instruments and the ongoing program self-evaluation tools or op-sets. Pat?

>> Fred Balcom: Superintendent O'Connell asked us to remember several key points about CPM. We would like to quickly review them as we introduce the CPM program instruments. The first is, CPM provides an opportunity for CDE staff and the district to work Collaboratively on behalf of the students. Second, through CPM, the team and the district can engage in an educationally rich and meaningful dialogue around statutory requirements. Third, the CPM team can reinforce that a district's program activities meet legal requirements. And fourth, together, the CPM team and the district can explore student-centered solutions to any program activities that do not meet the requirements of law. Now, let's turn to the CPM program instruments. Program monitoring instruments are used to objectively determine whether LEA meets the legal requirements pertaining to a specific categorical program. About twenty program instruments will be used for the 2008-2009 CPM review cycle. Each instrument pertains to a specific categorical program and identifies the specific legal requirements LEA must meet if it receives funding for that categorical program. The CPM program instruments are a common ground through which we can achieve the four key activities superintendent O'Connell asks us to remember. Using each CPM program instrument as common ground, we can work collaboratively, we can engage in an educationally rich and meaningful dialogue, the CPM team can reinforce that your program activities meet legal requirements and together we can explore student-centered solutions to any program activities that do not meet the requirements of law. For each categorical program area for which a school district receives funds, CDE has developed a program instrument. Some requirements are the same for many categorical programs. Rather than each program separately checking for each of these, we have developed a cross-program instrument that includes legal requirements pertaining to multiple categorical programs. CPM program instruments are organized around seven dimensions that provide an organizational structure around key elements important for success in meeting the legal requirements. They are: one, involvement; two, governance and administration; three, funding; four, standards, assessment and accountability; five, staffing and professional development; six, opportunity for equal educational access; and seven, teaching and learning. We have made the program instruments for the 2008-2009 CPM review cycle available on the CDE website shown on the slide. The program instruments that will be used during the 2008-2009 CPM review cycle are shown here. In addition to the CPM program instruments, the ongoing program self-evaluation tools, or op-sets, parallel the content of the CPM program instruments and include resources and information about how a school district can meet the legal requirements of the specific categorical program. The op-sets are organized around the same seven dimensions as the CPM program instruments. The resources and the information contained in the op-sets help answer the question, what must a school district do to meet the legal requirements of a categorical program? Op-sets for the 2008-2009 CPM review cycle are available on the CDE website at the URL shown on your slide. Fred is now going to talk about CPM selection criteria. Fred?

>> Fred Balcom: The selection criteria used to determine which LEAs will receive a CPM on-site visit are objective and grounded in law. We have additional criteria that may be used, but the primary selection criteria that we use for determining CPM on-site visits are: one, Academic Performance Index (API) and evidence of district compliance with State and Federal law. Detailed information regarding CPM selection criteria are available on the CDE website shown here. Well, let's move on to the essential components of an on-site monitoring visit. Prior to an on-site visit, the CPM review team prepares by reviewing data and documents pertaining to the specific categorical programs operated by

LEA. Before, during, and after the CPM review, the CPM regional team leader is the primary contact person for each LEA participating in a CPM review. Several weeks before the on-site visit, the team leader contacts the school district's categorical director with feedback regarding a preliminary review of data and documents. During an on-site visit, a CPM review team reviews evidence that would show LEA is meeting statutory requirements stated in a CPM program instrument. The evidence they look at may include data documents, interviews, and observations. The CPM review team focuses exclusively on legal requirements stated in a CPM program instrument and reviews factual evidence pertaining to those legal requirements. A review of program quality is beyond the scope of a CPM on-site monitoring visit. We look for just the facts. We focus on whether you have met specific legal requirements pertaining to one or more categorical programs. We do not review for how far beyond or how well you've met the requirement. At any time during the visit, we inform your school district representatives of any monitoring issues. That is, any areas where they're not meeting requirements. Our goal is that you meet all requirements. Also, the team interviews students, staff, parents, and community members associated with the school district's categorical programs and observe categorical program activities. Near the end of the visit, a notification of findings of noncompliance is prepared, presented, and discussed with LEA representatives prior to a CPM review team's exit from the district. Prior to the review team's exit from the school district, all of the CPM review team members and LEA representative sign a notification of findings of noncompliance. The signed notification of findings becomes the central document that records the CPM review, the team's determinations of whether or not the school district met a requirement for a specific categorical program and next actions. Within days of receiving the notification of findings of noncompliance, the LEA sends CDE a proposed resolution of findings of noncompliance that addresses the resolution of each of the findings identified in the notification. We will work together to help you understand what you need to do to meet the legal requirements. We appreciate your participation in our web-cast presentation and hope you have a better understanding of the essential components of the CPM process. On behalf of all of us at CDE, we want to express our gratitude to all of you who participated in the implementation of categorical programs at the school, district, or county level. We appreciate your contributions to student academic achievement and the difference you are making to help close the student achievement gap. We would also like to remind you to check the CDE's Categorical Monitoring main web page on a regular basis throughout the year. We are frequently adding new resources, announcements and correspondence that maybe beneficial to you and your district team. In closing, Pat and I wish you a positive experience during your CPM review. If there is anything we can do to help you and your district team with your CPM review, please feel free to contact us or your CPM regional team leader.