

>> Sandra Frank: Welcome to the California Department of Education presentation on Categorical Program Monitoring for the Gifted and Talented Education Program. I'm Sandra Frank.

>> Jim Greco: I'm Jim Greco. We are with the Mathematics and Science Leadership Office.

>> Sandra Frank: The purpose of this presentation is to provide local educational agencies with knowledge and understanding of the State and Federal Laws and Regulations related to implementation of the GATE Program and Categorical Program Monitoring requirements.

>> Jim Greco: The Gifted and Talented Education Program is authorized by California Education Code Sections 52200 through 52212 and California Title 5 Regulation Sections 3820 through 3970. Information about the GATE Program is available on the California Department of Educational website indicated on the slide.

>> Sandra Frank: The major purposes of the GATE Program are: to provide state funding for local educational agencies, to develop unique educational opportunities for high achieving and underachieving elementary and secondary students who have been identified as gifted and talented, to provide differentiated opportunities for learning according to GATE students' abilities and talents, to provide learning environments for GATE students to acquire skills at advanced levels, to develop students' sensitivity and responsibility to others, to provide for identification of gifted and talented students by individual school districts in a variety of different ways, to ensure that students from economically disadvantaged and varying cultural backgrounds are provided with full participation in the program.

>> Jim Greco: The desired outcomes of the GATE Program include the following: the LEA provides opportunities for high achieving and underachieving gifted and talented pupils, including pupils from economically disadvantaged and varying cultural backgrounds; the LEA improves the quality of existing programs for gifted and talented pupils, the LEA provides differentiated opportunities for learning commensurate with the gifted and talented pupils' abilities and talent.

>> Sandra Frank: The GATE Program Categorical Monitoring instrument and ongoing program self-evaluation tool are the key instruments used in CPM monitoring. They are available on the CDE website indicated on the slide.

>> Jim Greco: The GATE Categorical Program Monitoring Process is organized into the following seven dimensions: one, involvement; two, governance and administration; three, funding; four, standard assessments and accountability; five, staffing and professional development; six, opportunity and equal educational access; and seven, teaching and learning.

>> Sandra Frank: Evidence for compliance is determined through the following: review of documents including the LEA GATE plan; the single plan for student achievement, parent advisory meetings, notices and agendas; student assessment data; staff, parent and student surveys; GATE teacher and administrator specifications and needs assessments, records and professional development, GATE student identification criteria and GATE student demographic data; interviews with GATE coordinators and administrators, teachers, parents and students; and classroom observations.

>> Jim Greco: The first GATE CPM item is dimension one, involvement. Item G1, the LEA GATE Plan includes procedures for continuous participation of GATE parents in recommending policy for the planning, evaluating and implementing of the GATE Program. Program requirements for involvement include the following: the district has established a GATE advisory committee that involves parents on the on-going planning and evaluation of the GATE Program; two, parents from diverse socio-economic, linguistic, and ethnic backgrounds are represented; three, the district's GATE plan is disseminated and made easily accessible to parents and the community.

>> Sandra Frank: The second GATE CPM item is dimension two, governance, and administration. Item G2, the LEA GATE Plan describes the appropriately differentiated curricula for identified GATE pupils. The program requirements for governance and administration include the following: the district has developed a method to identify GATE students in one or more of the following categories, intellectual, creative, specific academic ability, leadership ability, high achievement, and performing and visual arts; two, district GATE Program service options include one or more of the following, special day classes, part-time groupings, cluster groupings, honors, advanced placement, acceleration, post-secondary opportunities, and enrichment; three, the GATE Program services are organized as integrated, differentiated learning experiences within the regular school day; four, the district has designated a GATE coordinator who is responsible for all aspects of the program.

>> Jim Greco: The third GATE CPM item is dimension three, funding. Item G3, GATE Program funds are used solely for the purposes of the program. The program requirements for funding include the following: one, records of GATE expenditures indicate that the funds are used for the program services described in the district's approved GATE plan; two, carry over funds are used for GATE Program services; three, indirect cost are no more than three percent; four, the district maintains auditable records.

>> Sandra Frank: The fourth GATE CPM item is dimension four, standards assessment and accountability. Item G4, evaluation of the GATE Program includes an annual review of pupil progress and administration of the program. The program requirements for standards assessment and accountability include the following: one, districts are required to conduct an annual evaluation of the GATE Program, that includes a review of student academic progress and the administration of the program; two, the annual evaluation should include procedures for modifying the GATE Program based on the annual review.

>> Jim Greco: The fifth GATE CPM item is dimension five, staffing and professional development. Item G5, the LEA staff development plan is based on a needs assessment that includes the specification of requisite competencies of teachers and supervisory personnel. The program requirements for staffing and professional development include the following: one, the district has developed competencies for the GATE teachers and supervisory personnel; two, special day class teachers have preparation, experience, personal attributes and competencies for teaching gifted children; three, the staff development plan is based on a teacher and administrator needs assessment; four, professional development opportunities are provided for GATE teachers and supervisory personnel.

>> Sandra Frank: The sixth GATE CPM item is dimension six, opportunity and equal educational access. Item G6, the LEA provides equal opportunities for pupils to be identified for participation in the GATE Program. The program requirements for opportunity and equal educational access include the following: one, the LEA seeks out and identifies gifted and talented pupils that require special services and programs; two, the LEA seeks out and identifies gifted and talented pupils from varying socio-economic, linguistic and cultural backgrounds; three, all identified gifted and talented pupils have the opportunity to participate in the program.

>> Jim Greco: The final GATE CPM item is from dimension seven, teaching and learning. Item G7, the LEA provides differentiated learning opportunities commensurate with the gifted and talented pupils' abilities and talent. The program requirements for teaching and learning include the following: one, GATE students have opportunities to acquire skills at an advanced levels that meet or exceed the state academic content standards; two, academic components are included in all program offerings; three, support services are provided for underachieving, linguistically diverse and economically disadvantaged GATE students; four, programs that facilitate realistic healthy self-concepts are provided for GATE students.

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recommending policy for the planning, evaluating and implementing of the GATE Program. Program requirements for involvement include the following: the district has established a GATE advisory committee that involves parents on the on-going planning and evaluation of the GATE Program; two, parents from diverse socio-economic, linguistic, and ethnic backgrounds are represented; three, the district's GATE plan is disseminated and made easily accessible to parents and the community.

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>> Sandra Frank: This concludes the Categorical Program Monitoring presentation on gifted and talented education. Thank you.