Looking Your Best During CPM

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BOOST conference

Goal and Objectives for the day

- Goal: Participants will leave with the knowledge necessary to prepare for and have a successful CPM visit/desk audit
- Objectives: Participants will learn:
  - The 5 W's and How of CPM
  - What is reviewed during an audit
  - How to prepare for a CPM desk audit
  - How to prepare for a CPM site visit
  - How to conduct themselves during a CPM site visit

- Outcome
  Participant will be able to articulate the CPM process, preparation process and value it brings to the organization

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AGENDA

- Welcome and introductions
- Burning CPM questions
- CPM Stories: share out from the field
- Presentation and Group Think Tank
- Question and Answer Period

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The 5Ws and How of CPM?

- **WHY**
  - To verify programs are correctly implemented and all legal/fiscal requirements are met
  - Outcomes are met
- **WHEN**
  - Once every 4 years* [different for desk audits and LAUSD]
- **WHERE**
  - District including site visits to schools or virtually

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The 5 W's and How of CPM cont.

- **WHO**
  - LEA selection: PI status, API scores, number of categorical programs
  - A team of individuals from CDE CPM and ASPO offices
  - LEA participants: Categorical Program Manager (district), BASP Grant Manager, Program Director, Site Coordinator, Principal, front line staff, BASP students and parents, key community partners
- **WHAT**
  - Annual compliance monitoring of 20 categorical programs; BASP is one
  - **COMPLIANCE with the law is focus, not program quality**
- **HOW**
  - Site visit or Desk Audit

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Value of CPM

- Providers legitimacy to the program
- Provides a process for grantees to conduct a self review of grant terms and conditions
- Is a checks and balance process

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What are they looking for? cont.

- Major items
  1. Collaboration
  2. Grade level of students served
  3. Program hours and days
  4. Early release policy
  5. Daily snack
  6. Reporting and maintenance of records
  7. Effective use of public records

What are they looking for? cont.

8. Allocation of funds
9. Fiscal reports and audits
10. Matching funds
11. Evaluation requirements and principles of effectiveness
12. Staff training

What are they looking for? cont.

13. Student to staff ratio
14. Staff qualifications
15. Facility and transportation
16. Equal access
17. Academic and education enrichment activities
18. Family literacy

Preparing for site visit

- Prepare materials for staff to access and/or review that have been submitted via CASIS
- Coordinate with LEA staff who handles CPM for the district
- Have a "info" session with BASP staff, students, parents and administrators
- Hold a "prep" questions/interview session with Site Coordinators, front line staff, administrators and students who will be interviewed
- Schedule a "mock audit" with your Regional Lead

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Question and Answer Session

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Before and After School Programs (BASP) Instrument (Elementary and Secondary Education Act [ESEA], Title IV, Part B: 21st Century Community Learning Centers [21st CCLC]; 21st Century High School After School Safety and Enrichment for Teens [ASSETs]; and After School Education and Safety [ASES]) for 2010-11 Categorical Program Monitoring (CPM)

Desired Outcomes

For After School Education and Safety (ASES): Create incentives for establishing locally driven before- and after-school enrichment programs during school days and summer, intersession, or vacation days that partner public schools and communities to provide academic and literacy support and safe, constructive enrichment activities for students. (California *Education Code (EC)* 8482)

For 21st CCLC, ASSETs: Assist students to meet state and local academic achievement standards in core academic subjects and/or pass the high school exit examination. (*EC* 8421, *EC* 8482, 20 United States Code (U.S.C) 7171[a][1-3])

For 21st CCLC, ASSETs: Provide students with enrichment activities to complement their regular academic programs. (*EC* 8482, 20 U.S.C. 7171[a] [1-3])

For 21st CCLC, ASSETs: Provide families of students with learning opportunities to improve their literacy and educational development. (20 U.S.C. 7171[a] [1-3])

Program Dimensions

Each categorical program is reviewed using the following interrelated seven dimensions:

I. **Involvement.** Parents, staff, students, and community members participate in developing, implementing, and evaluating core and categorical programs.

II. **Governance and Administration.** Policies, plans, and administration of categorical programs meet statutory requirements.

II. **Funding.** Allocation and use of funds meet statutory requirements for allowable expenditures.

IV. **Standards, Assessment, and Accountability.** Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program.

V. **Staffing and Professional Development.** Staff members are recruited, trained, assigned, and assisted to ensure the effectiveness of the program.

VI. **Opportunity and Equal Educational Access.** Participants have equitable access to all programs provided by the local educational agency (LEA), as required by law.

VII. **Teaching and Learning.** Participants receive core and categorical program services that meet their assessed needs

Note: Because the methodology of the California Department of Education monitoring team includes sampling, the monitoring process cannot produce an all-inclusive assessment of items in this instrument. The LEA is responsible for operating its categorical programs in compliance with all applicable laws and regulations.

I Involvement

Parents, staff, students, and community members participate in developing, implementing, and evaluating core and categorical programs.

I-BASP 1. (ASES, 21st CCLC, ASSETs) The LEA/grantee agency actively collaborates, during both initial program development and ongoing program implementation, with the schools the students attend. (20 U.S.C. 7174[b][2][D]; *EC* 8482.5[b], 8422[b], 8483.3[c][6], 8484.6[a])

1.1. (ASES, 21st CCLC, ASSETs) The LEA/grantee agency plans collaboratively with parents, youth, representatives of participating public schools (e.g., school site principals and staff), governmental agencies, such as city and county parks and recreation departments, local law enforcement, community organizations, and the private sector. (*EC* 8482.5[b], 8422[b], 8483.3[c][6])

1. 2. (ASES, 21st CCLC, ASSETs) The program was developed and will be carried out in active collaboration with the schools the students attend and integrated with the regular school day and other extended learning opportunities. (*EC* 8483.3[c][5]; 20 U.S.C. 7174[b][2][D])

1. 3. (ASES, 21st CCLC, ASSETs) Offsite programs align the educational and literacy/academic assistance element of the program with participating students' regular school programs. (*EC* 8484.6[a])

Evidence Reviewed

Document

- ☐ Grant application
- ☐ Planning documents
- ☐ Program plan
- ☐ Letters, e-mails, memos, Internet posting, newsletters and handbooks, or other materials sent to appropriate entities regarding program collaboration
- ☐ Regular day and after school staff meeting agendas and/or minutes
- ☐ Collaborative partner meeting agendas and/or minutes
- ☐ Student surveys
- ☐ Single Plan for Student Achievement
- ☐ Flyers/brochures
- ☐ Other: _____

Interview

- ☐ Grant coordinator
- ☐ Site coordinator
- ☐ After school program staff
- ☐ District staff
- ☐ School site staff
- ☐ Students
- ☐ Parents
- ☐ School principal
- ☐ Others: _____

Findings:

Conclusion: ☐ Meets requirements ☐ Does not meet requirements ☐ Not reviewed

I-BASP 2. (21st CCLC, ASSETs) The LEA/grantee agency consulted with appropriate private school officials during the development of the program concerning:

(a) Identification of students' needs. (20 U.S.C. 6320[b][1][A], 7881[c][1][A])

(b) What services will be offered. (20 U.S.C. 6320[b][1][B], 7881[c][1][B])

(c) Service delivery options, including services through a contract with a third-party provider. (20 U.S.C. 6320[b][1][C][G], 7881[c][1][C])

(d) Assessment and improvement of services. (20 U.S.C. 6320[b][1][D], 7881[c][1][D])

(e) The size and scope of services and the proportion of funds allocated. (20 U.S.C. 6320[b][1][E], 7881[c][1][E])

(f) Program delivery options (*20* U.S.C. 6320[b][3], 7881[c][4])

(g) Reasons for not using a contractor preferred by private school officials. (20 U.S.C. 6320[b][1][H], 7881[c][2])

Evidence Reviewed

Document	**Interview**	**Observation**
☐ Records of private school affirmation	☐ Private school staff	☐ Meetings
☐ Meeting agendas, minutes	☐ Others: _____	☐ Other: _____
☐ Consolidated Application		
☐ LEA Plan		
☐ LEA fiscal records		
☐ BASP Program Plan		
☐ Dated notice to private schools of NCLB eligibility		
☐ Other: _____		

Findings:

Conclusion: ☐ Meets requirements ☐ Does not meet requirements ☐ Not reviewed

II Governance and Administration

Policies, plans, and administration of categorical programs meet statutory requirements.

II-BASP 3. (ASES, 21st CCLC, ASSETs) The LEA/grantee agency serves pupils in appropriate grade levels at participating schools. (*20 U.S.C.* 7173[a][3][A][iii]; *EC* 8482.3[a], 8484.8[e][1], 8421[a])

3.1 (ASES) The LEA/grantee agency serves students in kindergarten and grades one through nine, inclusive, at participating public schools. (*EC* 8482.3[a])

3.2 (21st CCLC) The LEA/grantee agency serves students in elementary and middle grades of eligible public and/or private schools. (20 U.S.C. 7173[a][3][A][ii]; *EC* 8484.8[e][1])

3.3 (ASSETs) The LEA/grantee agency serves students in grades nine through twelve, inclusive, of eligible public and/or private schools. (20 U.S.C. 7173[a][3][A][ii]; *EC* 8421[a])

Evidence Reviewed

Document	Interview
☐ Grant application	☐ Grant coordinator
☐ Program plan	☐ Site coordinator
☐ Single Plan for Student Achievement	☐ After school program staff
☐ School report card	☐ District staff
☐ Other: _____	☐ Categorical programs director

Findings:

Conclusion: ☐ Meets requirements ☐ Does not meet requirements ☐ Not reviewed

II-BASP 4. (ASES, 21st CCLC, ASSETs) The LEA/grantee agency operates its program the required number of hours per day and days per week on every regular school day. (*EC* 8483, 8483.1[a][1], 8483.2, 8421[c])

4.1 (ASES, 21st CCLC) The after school program component commences immediately upon the conclusion of the regular school day and operates a minimum of 15 hours per week and at least until 6 p.m. on every regular school day. (*EC* 8483)

4.2 (ASES, 21st CCLC) Before school programs operate for no less than one and one-half hours each regular school day. (*EC* 8483.1[a][1])

4.3 (ASES, 21st CCLC) The LEA/grantee agency that operates both a before and after school program during summer, intersession, or vacation periods operates these programs a minimum of four and one-half hours per day. (*EC* 8483.2)

4.4 (ASSETs) The LEA/grantee agency operates a minimum of 15 hours per week, which may include after school and any combination of before school, weekends, summer, intersession, and vacation. (*EC* 8421[c], 8422 [d] [1,2])

Evidence Reviewed

Document		Interview
☐ Grant application	☐ Evaluation reports	☐ Grant coordinator
☐ Program plan	☐ Annual performance review	☐ Site coordinator
☐ Expenditure reports	☐ Other: _____	☐ District staff
☐ Attendance reports		☐ Other: _____
☐ Brochures		
☐ Schedules		

Findings:

Conclusion: ☐ Meets requirements ☐ Does not meet requirements ☐ Not reviewed

II-BASP 5. (ASES, 21st CCLC) The LEA/grantee agency has established policies for reasonable early release of pupils in the after school program and reasonable late daily arrival of pupils in the before school program. (*EC* 8483[a][1], 8483.1[a][1])

Evidence Reviewed

Document	Interview
☐ Program brochures/schedules	☐ Grant coordinator
☐ Operation policies and documents	☐ Site coordinator
☐ Web-based Information	☐ After school program staff
☐ Attendance reports	☐ School principal
☐ Roll/sign-in sheets	☐ Students
☐ Staff pay records (hrs/wk)	☐ Parents
☐ Program plan	☐ Other: _____
☐ Other: _____	

Findings:

Conclusion: ☐ Meets requirements ☐ Does not meet requirements ☐ Not reviewed

II-BASP 6. (ASES, 21st CCLC, ASSETs) The program provides a daily nutritious snack/meal for attending students. (*EC* 8423[c][3], 8483.3[c][8], 8483.1[c])

6.1 (ASES, 21st CCLC, ASSETs) The nutritious snack conforms to the nutrition standards in Article 2.5 of Chapter 9 of Part 27. (*EC* 8482.3[d])

6.2 (ASES, 21st CCLC) The before school program offers a breakfast meal for attending students as described by Section 49553. (*EC* 8483.1[c])

Evidence Reviewed

Document	Interview
☐ Receipts	☐ Grant coordinator
☐ Menus	☐ Site coordinator
☐ Nutrition information	☐ After school program staff
☐ Budget	☐ District staff
☐ Program plan	☐ School principal
☐ Other: _____	☐ Students
	☐ Other: _____

Findings:

Conclusion: ☐ Meets requirements ☐ Does not meet requirements ☐ Not reviewed

II-BASP 7. (ASSETs) The program includes a physical activity element. (*EC* 8423[c][3])

Evidence Reviewed

Document	Interview	Observe
☐ Grant application	☐ Grant coordinator	☐ Program site
☐ Program schedule/brochure	☐ Site coordinator	☐ Other: _____
☐ Lesson plans and activities	☐ After school program staff	
☐ Curriculum materials	☐ School principal	
☐ Program plan	☐ Students	
☐ Other: _____	☐ Other: _____	

Findings:

Conclusion: ☐ Meets requirements ☐ Does not meet requirements ☐ Not reviewed

II-BASP 8. (ASES, 21st CCLC, ASSETs) The LEA/grantee agency submits data and reports and maintains records as required. (*EC* 8484.8[b][3], 8482.3[f][5], 8482.3[f][10][A-C])

8.1 (ASES, 21st CCLC, ASSETs) The LEA/grantee agency reviews its after school program plan every three years including, but not limited to, program goals, program content, outcome measures, and other information requested by CDE. (*EC* 8482.3[g][1])

8.2 (ASES, 21st CCLC, ASSETs) The LEA/grantee agency maintains documentation of the after school program plan for a minimum of five years. (*EC* 8482.3[g][1][F])

8.3 (ASES, 21st CCLC, ASSETs) The LEA/grantee agency submits program attendance data semiannually and regular school day attendance data annually. (*EC* 8482.3[f][10][A-C], 8483.55[c][4], 8484.8[e][5], 8426[d])

Evidence Reviewed

Document	Interview	Observe
☐ Program brochures/schedules	☐ Grant coordinator	☐ Program site
☐ Operation policies and documents	☐ Site coordinator	☐ Entry and exit protocols
☐ Program plan	☐ After school program staff	☐ Other: _____
☐ Web-based information	☐ School principal	
☐ Attendance reports	☐ Students	
☐ Roll/sign-in sheets	☐ Parents	
☐ Staff pay records (hrs/wk)	☐ Other: _____	
☐ Other: _____		

Findings:

Conclusion: ☐ Meets requirements ☐ Does not meet requirements ☐ Not reviewed

II-BASP 9. (21st CCLC, ASSETs) The LEA/grantee agency coordinates with other federal, state, and local programs to make the most effective use of public resources. (20 U.S.C. 7174[b][2][c]; *EC* 8484.8[e][4], 8421[f][5])

Evidence Reviewed

Document	Interview	Observe
☐ Program brochures/schedules	☐ Grant coordinator	☐ Program site
☐ Operation policies and documents	☐ Site coordinator	☐ Entry and exit protocols
☐ Program plan	☐ After school program staff	☐ Other: _____
☐ Single Plan for Student Achievement	☐ School principal	
☐ Web-based information	☐ Students	
☐ Attendance reports	☐ Parents	
☐ Roll/sign-in sheets	☐ Other: _____	
☐ Staff pay records (hrs/wk)		
☐ Other: _____		

Findings:

Conclusion: ☐ Meets requirements ☐ Does not meet requirements ☐ Not reviewed

II-BASP 10. (ASES, 21st CCLC, ASSETs) The LEA/grantee agency maintains an inventory record for each piece of equipment, with an acquisition cost of $500 or more per unit, that is purchased with state and/or federal funds. The record describes the acquisition by:

(a) Type

(b) Model

(c) Serial number

(d) Funding source

(e) Acquisition date

(f) Cost

(g) Location

(h) Current condition

(i) Transfer, replacement, or disposition of obsolete or unusable equipment

(*EC* 35168; 5 *CCR* 3946; 34 *CFR* 80.32[d][l])

10.1 The school district has conducted a physical check of the inventory of equipment within the past two years and has reconciled the result with inventory records. (34 *CFR* 80.32[d][2])

Evidence Reviewed

Document	Interview	Observation
☐ Inventory records	☐ Staff	☐ Equipment location
☐ Evidence of physical check of inventory	☐ Others: _____	☐ Other: _____
☐ BASP Program Plan		
☐ Other: _____		

Findings:

Conclusion: ☐ Meets requirements ☐ Does not meet requirements ☐ Not reviewed

III Funding

Allocation and use of funds meet statutory requirements for allowable expenditures.

III-BASP 11. (ASES, 21st CCLC) The LEA/grantee agency allocates no less than 85 percent of total grant amount to school sites for direct services to pupils. (*EC* 8483.9 [c])

11.1 (ASES, 21st CCLC, ASSETs) The LEA/grantee agency spends no more than 15 percent of the amount of the grant for administrative costs, which includes any indirect costs. (*EC* 8483.9[b], 8484.8[e][3][B])

11.2 (ASSETs) The LEA/grantee agency spends no more than the greater of 6 percent of the grant amount or seven thousand five hundred dollars ($7,500) to collect outcome data for evaluation and for reports as required by the CDE. (*EC* 8426 [g][2])

Evidence Reviewed

Document	Interview
☐ Expenditure reports	☐ Grant coordinator
☐ Line-item budgets	☐ Site coordinator
☐ Time sheets, including time accounting	☐ After school program staff
☐ Position duty statements	☐ District staff
☐ Contracts	☐ Other: _____
☐ Other: _____	

Findings:

Conclusion: ☐ Meets requirements ☐ Does not meet requirements ☐ Not reviewed

III-BASP 12. (ASES, 21st CCLC, ASSETs) The LEA/grantee agency follows all fiscal and auditing standards required by the CDE. (*EC* 8482.3[f][5], 8484.8[b][3,4])

12.1 (ASES, 21st CCLC, ASSETs) The LEA/grantee agency submits annual budget reports and quarterly expenditure reports. (*EC* 8482.3[f][5], 8484.8[b][3,4])

12.2 (21st CCLC, ASSETs) The LEA/grantee agency conducts an annual fiscal audit. (*EC* 8484.8[b][3])

Evidence Reviewed

Document	Interview
☐ Expenditure reports	☐ Grant coordinator
☐ Line-item budgets	☐ Site coordinator
☐ Fiscal and/or state audit	☐ After school program staff
☐ Time sheets, including time accounting	☐ District staff
☐ Position duty statements	☐ Other: _____
☐ Contracts	
☐ Other: _____	

Findings:

Conclusion: ☐ Meets requirements ☐ Does not meet requirements ☐ Not reviewed

III-BASP 13. (ASES) The LEA/grantee agency operating an ASES program has obtained a local contribution of cash or in-kind local funds equal to not less than one-third of the total grant amount. Facilities or space usage may fulfill not more than 25 percent of the required local match.

(*EC* 8483.7[a] [5], 8483.75[a] [4])

Evidence Reviewed

Document		Interview
☐ Expenditure reports	☐ Position duty statements	☐ Grant coordinator
☐ Line-item budgets	☐ Contracts	☐ Site coordinator
☐ Time sheets, including time-accounting methods	☐ Other: _____	☐ After school program staff
☐ Memorandum of Understanding (MOU)		☐ District staff
		☐ Other: _____

Findings:

Conclusion: ☐ Meets requirements ☐ Does not meet requirements ☐ Not reviewed

III-BASP 14. (ASES, 21st CCLC, ASSETs) The LEA/grantee agency uses categorical funds only to supplement, and not supplant, state and local funds.

(*EC* 8483.5[e]), (20 U.S.C. 7174[b][2][G])

Evidence Reviewed

Document	Interview
☐ Position duty statements	☐ Administrators
☐ BASP Program Plan	☐ Others: _____
☐ Single Plan for Student Achievement	
☐ LEA fiscal records	
☐ Equipment inventory/placement/use	
☐ Other: _____	

Findings:

Conclusion: ☐ Meets requirements ☐ Does not meet requirements ☐ Not reviewed

IV Standards, Assessment, and Accountability

Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program.

IV-BASP 15. (21st CCLC, ASSETs) The program developed by the LEA/grantee agency meets evaluation requirements and principles of effectiveness:

(a) Program is based upon an assessment of objective data regarding the need for before and after school programs (including during summer recess periods) and activities in schools and communities;

(b) Program is based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment activities;

(c) Program is based upon scientifically based research that will help the students meet state and local academic achievement standards (if appropriate);

(d) Program undergoes a periodic evaluation to assess progress toward providing high-quality opportunities for academic enrichment;

(e) The results of evaluations are used to refine and improve the program and its performance measures; and

(f) The results of evaluations are made available to the public upon request with public notice of such availability provided.
(20 U.S.C. 7175[b][1-2])

Evidence Reviewed

Document

- ☐ Grant application
- ☐ Program plan
- ☐ Program schedule/brochure
- ☐ Collaborative partners' meeting minutes
- ☐ Lesson plans and activities
- ☐ Curriculum materials
- ☐ California Healthy Kids Survey data
- ☐ School accountability report card
- ☐ Evaluation report
- ☐ Documentation of how evaluation results were used to refine, improve, and strengthen the program
- ☐ Evaluation plan
- ☐ Notice of public availability of evaluation results
- ☐ Program plan
- ☐ Attendance and truancy reports
- ☐ Reports to board
- ☐ Other: _____

Interview

- ☐ Grant coordinator
- ☐ Site coordinator
- ☐ After school program staff
- ☐ District staff
- ☐ Teachers
- ☐ Other: _____

Findings:

Conclusion: ☐ Meets requirements ☐ Does not meet requirements ☐ Not reviewed

IV-BASP 16. (ASES, 21st CCLC, ASSETs) The LEA/grantee agency submits required annual outcome-based data for evaluation. (*EC* 8484, 8427[a])

Evidence Reviewed

Document

- ☐ Grant application
- ☐ Program plan
- ☐ Program schedule/brochure
- ☐ Collaborative partners' meeting minutes
- ☐ Lesson plans and activities
- ☐ Documentation of how evaluation results were used to refine, improve, and strengthen the program
- ☐ Program plan performance indicators
- ☐ Evaluation plan
- ☐ Notice of public availability of

Interview

- ☐ Grant coordinator
- ☐ Site coordinator
- ☐ After school program staff
- ☐ District staff
- ☐ Teachers
- ☐ Other: _____

- ☐ Curriculum materials
- ☐ California Healthy Kids Survey data
- ☐ School accountability report card
- ☐ Evaluation report
- ☐ evaluation results
- ☐ Program plan
- ☐ Attendance and truancy reports
- ☐ Reports to board
- ☐ Other: _____

Findings:

Conclusion: ☐ Meets requirements ☐ Does not meet requirements ☐ Not reviewed

V Staffing and Professional Development

Staff members are recruited, trained, assigned, and assisted to ensure the effectiveness of the program.

V-BASP 17. (ASES, 21st CCLC, ASSETs) The LEA/grantee agency provides staff training and development. (*EC* 8483.3[c][4])

Evidence Reviewed

Document	Interview
☐ Training sign-in sheets	☐ Grant coordinator
☐ Personnel records	☐ Site coordinator
☐ Training schedule	☐ After school program staff
☐ Professional development/training materials	☐ District staff
☐ Other: _____	☐ Other: _____

Conclusion: ☐ Meets requirements ☐ Does not meet requirements ☐ Not reviewed

V-BASP 18. (ASES, 21st CCLC, ASSETs) The LEA/grantee agency ensures that programs maintain a student-to-staff ratio of no more than 20 to 1. (*EC* 8483.4)

Evidence Reviewed

Document	Interview	Observe
☐ Attendance records	☐ Grant coordinator	☐ Program site
☐ Personnel records	☐ Site coordinator	☐ Other: _____
☐ Other: _____	☐ After school program staff	
	☐ District staff	
	☐ Other: _____	

Findings:

Conclusion: ☐ Meets requirements ☐ Does not meet requirements ☐ Not reviewed

V-BASP 19. (ASES, 21st CCLC, ASSETs) The LEA/grantee agency ensures that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide according to the policies of the school district. (*EC* 8483.4)

Evidence Reviewed

Document	Interview
☐ District policy	☐ Grant coordinator
☐ Recruitment and training documents	☐ Site coordinator
☐ Personnel records	☐ After school program staff
☐ Other: _____	☐ District staff
	☐ Other: _____

Findings:

Conclusion ☐ Meets requirements ☐ Does not meet requirements ☐ Not reviewed

VI Opportunity and Equal Educational Access

Participants have equitable access to all programs provided by the LEA as provided by law.

VI-BASP 20. (ASES, 21st CCLC, ASSETs) The LEA/grantee agency provides services in a safe and easily accessible facility that ensures students travel safely to and from the program site and home. (20 U.S.C. 7174[2][A]; *EC* 8484.6[a])

20.1 (21st CCLC, ASSETs) If the program is located in a facility other than an elementary or secondary school, the LEA/grantee agency has ensured that the program will be at least as accessible to the students to be served as if the program were located in an elementary or secondary school. (20 U.S.C. 7174[c])

20.2 (ASES, 21st CCLC, ASSETs) If an LEA/grantee agency locates a program off school grounds, safe transportation is provided to the pupils enrolled in the program. (*EC* 8484.6[a])

Evidence Reviewed

Document	Interview	Observe
☐ District policy	☐ Grant coordinator	☐ Location surroundings
☐ Parent notification materials	☐ Site coordinator	☐ Program site
☐ Training materials related to student access	☐ After school program staff	☐ Posted health and safety information
☐ Collaborative partner meeting agendas and minutes	☐ District staff	☐ Other: _____
☐ Local maps with student travel routes	☐ Principal	
☐ Program plan	☐ Special education specialist	
☐ School safety plan	☐ Teachers	
☐ Other: _____	☐ Students	
	☐ Parents	
	☐ Others: _____	

Findings:

Conclusion: ☐ Meets requirements ☐ Does not meet requirements ☐ Not reviewed

VI- BASP 21. (ASES, 21st CCLC, ASSETs) The LEA/grantee agency makes services equally accessible to all students and families of students targeted for services regardless of their ability to pay. (*EC* 8482.6)

21.1 (21st CCLC, ASSETs) If the LEA/agency does charge fees, it uses a sliding scale of fees and scholarships for those who cannot afford to participate. (20 U.S.C. 7174[d] [2])

Evidence Reviewed

Document	Interview
☐ Parent notification materials	☐ Grant coordinator
☐ Training materials related to student access	☐ Site coordinator
☐ Letters, newsletters, handbooks, e-mails, or other materials	☐ After school program staff
☐ IEPs (individualized education programs) for students in BASP	☐ District staff
☐ Outreach documents	☐ Teachers
☐ Program plan	☐ Parents
☐ District policies	☐ Students
☐ Fee schedule	☐ School administrator
☐ Other: _____	☐ Other: _____

Findings:

Conclusion: ☐ Meets requirements ☐ Does not meet requirements ☐ Not reviewed

VI-BASP 22. (ASES, 21st CCLC, ASSETs) The LEA/grantee agency provides parents with information on school and parent activities in a format and, to the extent practicable, in a language the parents can understand. (*20* U.S.C. 6318[e][5])

22.1 When 15 percent or more of students enrolled in a public school speak a single primary language other than English, as determined by language census data from the preceding year, all notices, reports, statements, and records sent to parents of such students are written in English and the primary language. (*EC* 48985)

Evidence Reviewed

Document	Interview
☐ Parent communiqués	☐ Parents
☐ Community language profile	☐ Staff
☐ Other: _____	☐ Others: _____

Findings:

Conclusion ☐ Meets requirements ☐ Does not meet requirements ☐ Not reviewed

VII Teaching and Learning

Participants receive core and categorical program services that meet their assessed needs.

VII-BASP 23. (ASES, 21st CCLC, ASSETs) The LEA/grantee agency provides opportunities for:

(a) Academic enrichment to help students to meet state and local academic standards in core academic subjects such as reading and mathematics.

(b) Educational enrichment services, programs, and activities that are designed to reinforce and complement the regular academic program of participating students. (*EC* 8482.3[c][2]; 20 U.S.C. 7171 [a][1,2])

Evidence Reviewed

Document	Interview	Observe
☐ Academic achievement documents (e.g., California Standards Test [CST])	☐ Grant coordinator	☐ Program site
☐ Test scores	☐ Site coordinator	☐ Other: _____
☐ Program plan	☐ After school program staff	
☐ Program schedules	☐ District staff	
☐ Curriculum materials	☐ Teachers	
☐ Lesson plans	☐ Parents	
☐ Outreach documents and brochures	☐ Students	
☐ Memoranda of Understanding (MOU)	☐ Other: _____	

☐ Other: _____

Findings:

Conclusion: ☐ Meets requirements ☐ Does not meet requirements ☐ Not reviewed

VII-BASP 24. (21st CCLC, ASSETs) The LEA/grantee agency provides literacy and related educational development for families of students served. (20 U.S.C. 7171[a][3])

Evidence Reviewed:

Document	Interview	Observe
☐ Grant application	☐ Grant coordinator	☐ Program site
☐ Program plan	☐ Site coordinator	☐ Other: _____
☐ Brochures/course offerings	☐ After school program staff	
☐ Training materials	☐ District staff	
☐ Program descriptions and schedules	☐ Site principal	
☐ MOUs	☐ Parents	
☐ Curriculum materials	☐ Other: _____	
☐ Lesson plans		
☐ Other: _____		

Findings:

Conclusion: ☐ Meets requirements ☐ Does not meet requirements ☐ Not reviewed

CPM Online & CAIS FAQ
March 2010

Who will have access to the system?
At the California Department of Education, CPM staff as well as program specific staff (e.g., Title I, Title II, etc) will have access to the system. At LEA and site levels, LEAs will select Administrators who will manage access to CAIS for their LEA.

What is different about an online system?
An online system should help eliminate the "bins and boxes" that have been part of past monitoring. Documents will only need to be uploaded once and distributed electronically rather than distributing multiple hard copies of one document for many programs. The intent is that this process will allow CDE to review documents at desk level in Sacramento providing more focused time during site visits. It is also anticipated that clarity and consistency will be supported through this process.

What advantage should there be to having CPM online?
Uploaded documents will be available immediately for review to each Categorical Program staff. Feedback on the documents can be provided at once and this feedback becomes part of the ongoing monitoring discussion. Many documents that reside at CDE will become part of this system. (An example is the LEA Plan, which is requested by many program instruments.)

What technology system will my computer need to access the online program?
This system is available using the Internet. Any computer that can access the web should be able to access the system. Although a password is needed, those who are responsible for this process can access their district information from any computer.

How will the CPM process change with the online system?
The CPM Instruments will not be altered this year with this system. The content in the instruments will now be available online, but no changes will be made. However, additional information may be provided for clarification purposes. This might include automated reminders and messaging, links to the legal references for each item, and additional resource documents provided by CDE.

Will CDE look at our documents before we are ready for CDE to see them?
CDE staff will wait from indication by the LEA that the documents are available for review, either through a formal process of submitting documentation for an

instrument or by using electronic comments to request that a document or documents be reviewed prior to the formal submission.

Will we have the opportunity to "fix" problems before the site visit?
One of the advantages of this system is that some easy "fixes" can be identified by CDE and made by the LEA before the site visit occurs. It is anticipated that not all issues will be solved ahead of the visit, but early communication can prepare LEAs in advance of the site visit.

What types of documents may be uploaded?
You can upload any document that you use in your normal activities. These include Microsoft Word, PowerPoint or Excel documents, Adobe Acrobat or PDF documents, plain text file and image files such as .jpg or .gif files. There is no technical restriction on the type of file you upload but it is encouraged that you only provide documents that may typically be opened by the majority of computers. Files created in software not usually found on business computers may not be accessible to CDE reviewers.

Are there some documents that we should not upload to the system?
Any document containing student-identifying information may NOT be uploaded into the system. A district can create a "hard copy reference only" record in the online system that tells reviewers where this information is and that it will be available during the visit.

What if we don't have an electronic version of a document?
There are two options. One is to indicate that the information is available, but not electronically and enter it as a hard copy reference. The second option is to create an electronic file by scanning if you have the capability to do so.

How will we know if the document we upload is what CDE wants?
The system will allow CDE to provide clear guidance for each requested document. This clarification might include a detailed description or examples of desired data, and will be available directly at the point you upload the document. You will also have the option to add your own descriptive text to the document during the upload.

Will this online system help support LEA- level monitoring?
LEAs will find that having the documents gathered into one program will help with their own monitoring systems. Additionally, an optional self-review tool is available to the LEA.

Will there be training?

Training will be provided for the online system in a variety of ways. LEAs will be notified of dates and times as this process progresses. Many of the trainings will be available on archived webinars on the CPM Online website.

Will there be technical support?

Technical support will be available throughout this process. The system is designed to lead you through the monitoring process and provide timely information along the way. It is anticipated that even "non-techie" users will be able to use the system with appropriate training.

LACOE Region 11 After School CPM Checklist©

Dimension	CPM items	Documents or Evidence that our program is compliant	Satisfies requirement	Strategy to bring our program into compliance
Involvement	BASP 1.1.(ASES, 21st CCLC, ASSETs) The LEA/grantee agency plans collaboratively with parents, youth, representatives of participating public schools (e.g., school site principals and staff), governmental agencies, such as city and county parks and recreation departments, local law enforcement, community organizations, and the private sector		☐ Yes ☐ No	
	1. 2.(ASES, 21st CCLC, ASSETs) The program was developed and will be carried out in active collaboration with the schools the students attend and integrated with the regular school day and other extended learning opportunities.		☐ Yes ☐ No	
	1. 3.(ASES, 21st CCLC, ASSETs) Offsite programs align the educational and literacy/academic assistance element of the program with participating students' regular school programs.		☐ Yes ☐ No ☐ NA	
	1-BASP 2. (21st CCLC, ASSETs) The LEA/grantee agency consulted with appropriate private school officials during the development of the program concerning:		☐ Yes ☐ No ☐ NA	
Governance & Administration	II-BASP 3. 1, 3.2, 3.3 (ASES, 21st CCLC, ASSETs) The LEA/grantee agency serves pupils in appropriate grade levels at participating schools		☐ Yes ☐ No	
	II-BASP 4.1 -4.4 (ASES, 21st CCLC, ASSETs) The LEA/grantee agency operates its program the required number of hours per day and		☐ Yes ☐ No	

	days per week on every regular school day.			
Dimension	**CPM item**	**Documents or Evidence that our program is compliant**	**Satisfies requirement**	**Strategy to bring our program into compliance**
Governance & Administration	II-BASP 5. (ASES, 21st CCLC) The LEA/grantee agency has established policies for reasonable early release of pupils in the after school program and reasonable late daily arrival of pupils in the before school program.		☐ Yes ☐ No ☐ NA	
	BASP 6.1 (ASES, 21st CCLC, ASSETs) The nutritious snack conforms to the nutrition standards in Article 2.5 of Chapter 9 of Part 27		☐ Yes ☐ No	
	BASP 6.2 (ASES, 21st CCLC) The before school program offers a breakfast meal for attending students as described by Section 49553		☐ Yes ☐ No ☐ NA	
	II-BASP 7. (ASSETs) The program includes a physical activity element.		☐ Yes ☐ No ☐ NA	
	8.1(ASES, 21st CCLC, ASSETs) The LEA/grantee agency reviews its after school program plan every three years including, but not limited to, program goals, program content, outcome measures, and other information requested by CDE.		☐ Yes ☐ No	
	8.2(ASES, 21st CCLC, ASSETs) The LEA/grantee agency maintains documentation of the after school program plan for a minimum of five years.		☐ Yes ☐ No	
	8.3 (ASES, 21st CCLC, ASSETs) The LEA/grantee agency submits program attendance data semiannually and regular school day attendance data annually		☐ Yes ☐ No	
	II-BASP 9. (21st CCLC, ASSETs) The LEA/grantee agency coordinates with other federal, state, and local programs to make the		☐ Yes ☐ No	

	most effective use of public resources.		☐ NA	
Dimension	**CPM item**	**Documents or Evidence that our program is compliant**	**Satisfies requirement**	**Strategy to bring our program into compliance**
Governance & Administration	II–BASP 10. (ASES, 21st CCLC, ASSETs) The LEA/grantee agency maintains an inventory record for each piece of equipment, with an acquisition cost of $500 or more per unit, that is purchased with state and/or federal funds.		☐ Yes ☐ No	
	10.1 The school district has conducted a physical check of the inventory of equipment within the past two years and has reconciled the result with inventory records.		☐ Yes ☐ No	
Funding	11.1 (ASES, 21st CCLC, ASSETs) The LEA/grantee agency spends no more than 15 percent of the amount of the grant for administrative costs, which includes any indirect costs.		☐ Yes ☐ No	
	11.2 (ASSETs) The LEA/grantee agency spends no more than the greater of 6 percent of the grant amount or seven thousand five hundred dollars ($7,500) to collect outcome data for evaluation and for reports as required by the CDE.		☐ Yes ☐ No ☐ NA	
	12.1 (ASES, 21st CCLC, ASSETs) The LEA/grantee agency submits annual budget reports and quarterly expenditure reports.		☐ Yes ☐ No	
	12.2 (21st CCLC, ASSETs) The LEA/grantee agency conducts an annual fiscal audit.		☐ Yes ☐ No ☐ NA	
	III-BASP 13. (ASES) The LEA/grantee agency operating an ASES program has obtained a local contribution of cash or in-kind local funds equal to not less than one-third of the total grant amount. Facilities or space usage may fulfill not more than 25 percent of the match		☐ Yes ☐ No ☐ NA	

Dimension	CPM item	Documents or Evidence that our program is compliant	Satisfies requirement	Strategy to bring our program into compliance
Funding	III-BASP 14. (ASES, 21st CCLC, ASSETs) The LEA/grantee agency uses categorical funds only to supplement, and not supplant, state and local funds		☐ Yes ☐ No	
Standards, Assessment, and Accountability	IV-BASP 15. (21st CCLC, ASSETs) The program developed by the LEA/grantee agency meets evaluation requirements and principles of effectiveness: (a) Program is based upon an assessment of objective data regarding the need for before and after school programs (including during summer recess periods) and activities in schools and communities; (b) Program is based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment activities; (c) Program is based upon scientifically based research that will help the students meet state and local academic achievement standards (if appropriate); (d) Program undergoes a periodic evaluation to assess progress toward providing high-quality opportunities for academic enrichment; (e) The results of evaluations are used to refine and improve the program and its performance measures; and (f) The results of evaluations are made available to the public upon request with public notice of such availability provided.		☐ Yes ☐ No ☐ Yes ☐ No ☐ Yes ☐ No ☐ Yes ☐ No ☐ Yes ☐ No ☐ Yes ☐ No	

Dimension	CPM item	Documents or Evidence that our program is compliant	Satisfies requirement	Strategy to bring our program into compliance
Standards, Assessment Cont.	IV-BASP 16. (ASES, 21st CCLC, ASSETs) The LEA/grantee agency submits required annual outcome-based data for evaluation.		☐ Yes ☐ No	
Staffing and Professional Development	V-BASP 17. (ASES, 21st CCLC, ASSETs) The LEA/grantee agency provides staff training and development.		☐ Yes ☐ No	
	V-BASP 18. (ASES, 21st CCLC, ASSETs) The LEA/grantee agency ensures that programs maintain a student-to-staff ratio of no more than 20 to 1.		☐ Yes ☐ No	
	V-BASP 19. (ASES, 21st CCLC, ASSETs) The LEA/grantee agency ensures that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide according to the policies of the school district.		☐ Yes ☐ No	
Opportunity and Equal Access	VI-BASP 20. (ASES, 21st CCLC, ASSETs) The LEA/grantee agency provides services in a safe and easily accessible facility that ensures students travel safely to and from the program site and home.		☐ Yes ☐ No ☐ NA	
	20.1 (21st CCLC, ASSETs) If program is located in a facility other than a school, the grantee agency has ensured that the program will be at least accessible as if the program were located in a school.		☐ Yes ☐ No ☐ NA	

Dimension	CPM item	Documents or Evidence that our program is compliant	Satisfies requirement	Strategy to bring our program into compliance
Opportunity and Equal Access Cont.	20.2 (ASES, 21st CCLC, ASSETs) If an LEA/grantee agency locates a program off school grounds, safe transportation is provided to the pupils enrolled in the program.		❑ Yes ❑ No	
	VI- BASP 21. (ASES, 21st CCLC, ASSETs) The LEA/grantee agency makes services equally accessible to all students and families of students targeted for services regardless of their ability to pay.		❑ Yes ❑ No	
	21.1 (21st CCLC, ASSETs) If the LEA/agency does charge fees, it uses a sliding scale of fees and scholarships for those who cannot afford to participate.		❑ Yes ❑ No ❑ NA	
	VI-BASP 22. (ASES, 21st CCLC, ASSETs) The LEA/grantee agency provides parents with information on school and parent activities in a format and, to the extent practicable, in a language the parents can understand.		❑ Yes ❑ No	

Dimension	CPM item	Documents or Evidence that our program is compliant	Satisfies requirement	Strategy to bring our program into compliance
Opportunity and Equal Access Cont.	22.1 When 15 percent or more of students enrolled in a public school speak a single primary language other than English, as determined by language census data from the preceding year, all notices, reports, statements, and records sent to parents of such students are written in English and the primary language.		☐ Yes ☐ No	
Teaching and Learning	VII-BASP 23. (ASES, 21st CCLC, ASSETs) The LEA/grantee agency provides opportunities for: **a.** Academic enrichment to help students to meet state and local academic standards in core academic subjects such as reading and mathematics. **b.** Educational enrichment services, programs, and activities that are designed to reinforce and complement the regular academic program of participating students.		☐ Yes ☐ No ☐ Yes ☐ NO	
	VII –BASP 24. (21st CCLC, ASSETs) The LEA/grantee agency provides literacy and related educational development for families of students served.		☐ Yes ☐ No ☐ NA	

Overlapping items

Some pieces of evidence are going to cover several elements within a single dimension or apply to several different dimensions, or cannot be stored in the program files

In a paper system you would have pages that state where the info is.

2.2 Grant Application—See page 9.

3.2 Program Plan—See page 7.

In digital format, make a list of where the review can find the relevant as the first document in the folder:

The following evidence can be found in

folder 1.1. Program plan—see page 7.

Some Guidelines from the After School Program Office Before Uploading to CAIS

- Please **do not** provide any information that goes beyond what is required to provide evidence that you are meeting the specific requirement.

- **Number** all of the pages of the documents you are submitting consecutively. This may be done by hand and it is not necessary to eliminate page numbers that already exist in your documents.

- Prior to uploading, **highlight the section(s) in each document that contains information relevant to the item being tested.** At the beginning of the document, note the page number(s) of the highlighted sections.

- Do not submit the content of trainings and workshops (i.e., PowerPoint© slides). An agenda for the workshop that lists presenters and a statement of who attended from your organization and their role is sufficient.