


Looking Your Best During CPM

Mary Jo Ginty
Region 11 After School Technical Assistance Lead
April 29, 2011
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



AGENDA

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



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

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

Value of CPM

- Provides 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

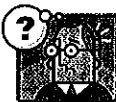


What are they looking for? cont.

- 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



20

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. |
| <p>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])</p> <p>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])</p> <p>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])</p> <p>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])</p> | | |
| Evidence Reviewed | | |
| <p style="text-align: center;">Document</p> <p><input type="checkbox"/> Grant application</p> <p><input type="checkbox"/> Planning documents</p> <p><input type="checkbox"/> Program plan</p> <p><input type="checkbox"/> Letters, e-mails, memos, Internet posting, newsletters and handbooks, or other materials sent to appropriate entities regarding program collaboration</p> <p><input type="checkbox"/> Regular day and after school staff meeting agendas and/or minutes</p> <p><input type="checkbox"/> Collaborative partner meeting agendas and/or minutes</p> <p><input type="checkbox"/> Student surveys</p> <p><input type="checkbox"/> Single Plan for Student Achievement</p> <p><input type="checkbox"/> Flyers/brochures</p> <p><input type="checkbox"/> Other: _____</p> | <p style="text-align: center;">Interview</p> <p><input type="checkbox"/> Grant coordinator</p> <p><input type="checkbox"/> Site coordinator</p> <p><input type="checkbox"/> After school program staff</p> <p><input type="checkbox"/> District staff</p> <p><input type="checkbox"/> School site staff</p> <p><input type="checkbox"/> Students</p> <p><input type="checkbox"/> Parents</p> <p><input type="checkbox"/> School principal</p> <p><input type="checkbox"/> Others: _____</p> | |
| Findings: | | |
| <p>Conclusion: <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> Not reviewed</p> | | |

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 |
|---|---|--|
| <input type="checkbox"/> Records of private school affirmation <input type="checkbox"/> Meeting agendas, minutes <input type="checkbox"/> Consolidated Application <input type="checkbox"/> LEA Plan <input type="checkbox"/> LEA fiscal records <input type="checkbox"/> BASP Program Plan <input type="checkbox"/> Dated notice to private schools of NCLB eligibility <input type="checkbox"/> Other: _____ | <input type="checkbox"/> Private school staff <input type="checkbox"/> Others: _____ | <input type="checkbox"/> Meetings <input type="checkbox"/> Other: _____ |

Findings:

Conclusion: Meets requirements Does not meet requirements Not reviewed

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| II | <p>Governance and Administration Policies, plans, and administration of categorical programs meet statutory requirements.</p> |
| <p>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])</p> | |
| <p>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])</p> <p>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])</p> <p>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])</p> | |
| <p>Evidence Reviewed</p> | |
| <p>Document</p> <p><input type="checkbox"/> Grant application</p> <p><input type="checkbox"/> Program plan</p> <p><input type="checkbox"/> Single Plan for Student Achievement</p> <p><input type="checkbox"/> School report card</p> <p><input type="checkbox"/> Other: _____</p> | <p>Interview</p> <p><input type="checkbox"/> Grant coordinator</p> <p><input type="checkbox"/> Site coordinator</p> <p><input type="checkbox"/> After school program staff</p> <p><input type="checkbox"/> District staff</p> <p><input type="checkbox"/> Categorical programs director</p> |
| <p>Findings:</p> | |
| <p>Conclusion: <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> Not reviewed</p> | |
| <p>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])</p> | |
| <p>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)</p> <p>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])</p> <p>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)</p> <p>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])</p> | |

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| Evidence Reviewed | | |
| <p style="text-align: center;">Document</p> <input type="checkbox"/> Grant application <input type="checkbox"/> Program plan <input type="checkbox"/> Expenditure reports <input type="checkbox"/> Attendance reports <input type="checkbox"/> Brochures <input type="checkbox"/> Schedules | <input type="checkbox"/> Evaluation reports <input type="checkbox"/> Annual performance review <input type="checkbox"/> Other: _____ | <p style="text-align: center;">Interview</p> <input type="checkbox"/> Grant coordinator <input type="checkbox"/> Site coordinator <input type="checkbox"/> District staff <input type="checkbox"/> Other: _____ |
| Findings: | | |
| Conclusion: <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> 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])

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|--|---|--|
| Evidence Reviewed | | |
| <p style="text-align: center;">Document</p> <input type="checkbox"/> Program brochures/schedules <input type="checkbox"/> Operation policies and documents <input type="checkbox"/> Web-based Information <input type="checkbox"/> Attendance reports <input type="checkbox"/> Roll/sign-in sheets <input type="checkbox"/> Staff pay records (hrs/wk) <input type="checkbox"/> Program plan <input type="checkbox"/> Other: _____ | <p style="text-align: center;">Interview</p> <input type="checkbox"/> Grant coordinator <input type="checkbox"/> Site coordinator <input type="checkbox"/> After school program staff <input type="checkbox"/> School principal <input type="checkbox"/> Students <input type="checkbox"/> Parents <input type="checkbox"/> Other: _____ | |
| Findings: | | |
| Conclusion: <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> 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 | |
|--|---|
| <p>Document</p> <p><input type="checkbox"/> Receipts</p> <p><input type="checkbox"/> Menus</p> <p><input type="checkbox"/> Nutrition information</p> <p><input type="checkbox"/> Budget</p> <p><input type="checkbox"/> Program plan</p> <p><input type="checkbox"/> Other: _____</p> | <p>Interview</p> <p><input type="checkbox"/> Grant coordinator</p> <p><input type="checkbox"/> Site coordinator</p> <p><input type="checkbox"/> After school program staff</p> <p><input type="checkbox"/> District staff</p> <p><input type="checkbox"/> School principal</p> <p><input type="checkbox"/> Students</p> <p><input type="checkbox"/> Other: _____</p> |
| Findings: | |
| <p>Conclusion: <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> Not reviewed</p> | |

| II-BASP 7. (ASSETs) The program includes a physical activity element. (EC 8423[c][3]) | | |
|---|--|---|
| Evidence Reviewed | | |
| <p>Document</p> <p><input type="checkbox"/> Grant application</p> <p><input type="checkbox"/> Program schedule/brochure</p> <p><input type="checkbox"/> Lesson plans and activities</p> <p><input type="checkbox"/> Curriculum materials</p> <p><input type="checkbox"/> Program plan</p> <p><input type="checkbox"/> Other: _____</p> | <p>Interview</p> <p><input type="checkbox"/> Grant coordinator</p> <p><input type="checkbox"/> Site coordinator</p> <p><input type="checkbox"/> After school program staff</p> <p><input type="checkbox"/> School principal</p> <p><input type="checkbox"/> Students</p> <p><input type="checkbox"/> Other: _____</p> | <p>Observe</p> <p><input type="checkbox"/> Program site</p> <p><input type="checkbox"/> Other: _____</p> |
| Findings: | | |
| <p>Conclusion: <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> Not reviewed</p> | | |

| 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]) |
|---|
| <p>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])</p> |
| <p>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])</p> |
| <p>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])</p> |

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|---|--|--|
| Evidence Reviewed | | |
| <p>Document</p> <p><input type="checkbox"/> Program brochures/schedules</p> <p><input type="checkbox"/> Operation policies and documents</p> <p><input type="checkbox"/> Program plan</p> <p><input type="checkbox"/> Web-based information</p> <p><input type="checkbox"/> Attendance reports</p> <p><input type="checkbox"/> Roll/sign-in sheets</p> <p><input type="checkbox"/> Staff pay records (hrs/wk)</p> <p><input type="checkbox"/> Other: _____</p> | <p>Interview</p> <p><input type="checkbox"/> Grant coordinator</p> <p><input type="checkbox"/> Site coordinator</p> <p><input type="checkbox"/> After school program staff</p> <p><input type="checkbox"/> School principal</p> <p><input type="checkbox"/> Students</p> <p><input type="checkbox"/> Parents</p> <p><input type="checkbox"/> Other: _____</p> | <p>Observe</p> <p><input type="checkbox"/> Program site</p> <p><input type="checkbox"/> Entry and exit protocols</p> <p><input type="checkbox"/> Other: _____</p> |
| Findings: | | |
| <p>Conclusion: <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> Not reviewed</p> | | |
| <p>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])</p> | | |
| Evidence Reviewed | | |
| <p>Document</p> <p><input type="checkbox"/> Program brochures/schedules</p> <p><input type="checkbox"/> Operation policies and documents</p> <p><input type="checkbox"/> Program plan</p> <p><input type="checkbox"/> Single Plan for Student Achievement</p> <p><input type="checkbox"/> Web-based information</p> <p><input type="checkbox"/> Attendance reports</p> <p><input type="checkbox"/> Roll/sign-in sheets</p> <p><input type="checkbox"/> Staff pay records (hrs/wk)</p> <p><input type="checkbox"/> Other: _____</p> | <p>Interview</p> <p><input type="checkbox"/> Grant coordinator</p> <p><input type="checkbox"/> Site coordinator</p> <p><input type="checkbox"/> After school program staff</p> <p><input type="checkbox"/> School principal</p> <p><input type="checkbox"/> Students</p> <p><input type="checkbox"/> Parents</p> <p><input type="checkbox"/> Other: _____</p> | <p>Observe</p> <p><input type="checkbox"/> Program site</p> <p><input type="checkbox"/> Entry and exit protocols</p> <p><input type="checkbox"/> Other: _____</p> |
| Findings: | | |
| <p>Conclusion: <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> Not reviewed</p> | | |

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][1])

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 |
|--|--|---|
| <input type="checkbox"/> Inventory records | <input type="checkbox"/> Staff | <input type="checkbox"/> Equipment location |
| <input type="checkbox"/> Evidence of physical check of inventory | <input type="checkbox"/> Others: _____ | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> BASP Program Plan | | |
| <input type="checkbox"/> Other: _____ | | |

Findings:

Conclusion: Meets requirements Does not meet requirements Not reviewed



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])

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|---|---|
| Evidence Reviewed | |
| <p>Document</p> <p><input type="checkbox"/> Expenditure reports</p> <p><input type="checkbox"/> Line-item budgets</p> <p><input type="checkbox"/> Time sheets, including time accounting</p> <p><input type="checkbox"/> Position duty statements</p> <p><input type="checkbox"/> Contracts</p> <p><input type="checkbox"/> Other: _____</p> | <p>Interview</p> <p><input type="checkbox"/> Grant coordinator</p> <p><input type="checkbox"/> Site coordinator</p> <p><input type="checkbox"/> After school program staff</p> <p><input type="checkbox"/> District staff</p> <p><input type="checkbox"/> Other: _____</p> |
| Findings: | |
| <p>Conclusion: <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> Not reviewed</p> | |
| <p>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])</p> | |
| <p>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])</p> | |
| <p>12.2 (21st CCLC, ASSETs) The LEA/grantee agency conducts an annual fiscal audit. (EC 8484.8[b][3])</p> | |
| Evidence Reviewed | |
| <p>Document</p> <p><input type="checkbox"/> Expenditure reports</p> <p><input type="checkbox"/> Line-item budgets</p> <p><input type="checkbox"/> Fiscal and/or state audit</p> <p><input type="checkbox"/> Time sheets, including time accounting</p> <p><input type="checkbox"/> Position duty statements</p> <p><input type="checkbox"/> Contracts</p> <p><input type="checkbox"/> Other: _____</p> | <p>Interview</p> <p><input type="checkbox"/> Grant coordinator</p> <p><input type="checkbox"/> Site coordinator</p> <p><input type="checkbox"/> After school program staff</p> <p><input type="checkbox"/> District staff</p> <p><input type="checkbox"/> Other: _____</p> |
| Findings: | |
| <p>Conclusion: <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> Not reviewed</p> | |
| <p>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])</p> | |

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| Evidence Reviewed | |
| <p>Document</p> <p><input type="checkbox"/> Expenditure reports</p> <p><input type="checkbox"/> Line-item budgets</p> <p><input type="checkbox"/> Time sheets, including time-accounting methods</p> <p><input type="checkbox"/> Memorandum of Understanding (MOU)</p> | <p>Interview</p> <p><input type="checkbox"/> Position duty statements</p> <p><input type="checkbox"/> Contracts</p> <p><input type="checkbox"/> Other: _____</p> <p><input type="checkbox"/> Grant coordinator</p> <p><input type="checkbox"/> Site coordinator</p> <p><input type="checkbox"/> After school program staff</p> <p><input type="checkbox"/> District staff</p> <p><input type="checkbox"/> Other: _____</p> |
| Findings: | |
| <p>Conclusion: <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> Not reviewed</p> | |
| | |
| <p>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])</p> | |
| Evidence Reviewed | |
| <p>Document</p> <p><input type="checkbox"/> Position duty statements</p> <p><input type="checkbox"/> BASP Program Plan</p> <p><input type="checkbox"/> Single Plan for Student Achievement</p> <p><input type="checkbox"/> LEA fiscal records</p> <p><input type="checkbox"/> Equipment inventory/placement/use</p> <p><input type="checkbox"/> Other: _____</p> | <p>Interview</p> <p><input type="checkbox"/> Administrators</p> <p><input type="checkbox"/> Others: _____</p> |
| Findings: | |
| <p>Conclusion: <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> Not reviewed</p> | |
| | |
| IV | <p>Standards, Assessment, and Accountability</p> <p>Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program.</p> |
| <p>IV-BASP 15. (21st CCLC, ASSETs) The program developed by the LEA/grantee agency meets evaluation requirements and principles of effectiveness:</p> <p>(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;</p> <p>(b) Program is based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment activities;</p> <p>(c) Program is based upon scientifically based research that will help the students meet state and local academic achievement standards (if appropriate);</p> | |

- (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: _____

| | |
|---|--|
| <input type="checkbox"/> Curriculum materials <input type="checkbox"/> California Healthy Kids Survey data <input type="checkbox"/> School accountability report card <input type="checkbox"/> Evaluation report | evaluation results <input type="checkbox"/> Program plan <input type="checkbox"/> Attendance and truancy reports <input type="checkbox"/> Reports to board <input type="checkbox"/> 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 |
|--|---|
| <input type="checkbox"/> Training sign-in sheets | <input type="checkbox"/> Grant coordinator |
| <input type="checkbox"/> Personnel records | <input type="checkbox"/> Site coordinator |
| <input type="checkbox"/> Training schedule | <input type="checkbox"/> After school program staff |
| <input type="checkbox"/> Professional development/training materials | <input type="checkbox"/> District staff |
| <input type="checkbox"/> Other: _____ | <input type="checkbox"/> 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 |
|---|---|---------------------------------------|
| <input type="checkbox"/> Attendance records | <input type="checkbox"/> Grant coordinator | <input type="checkbox"/> Program site |
| <input type="checkbox"/> Personnel records | <input type="checkbox"/> Site coordinator | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Other: _____ | <input type="checkbox"/> After school program staff | |
| | <input type="checkbox"/> District staff | |
| | <input type="checkbox"/> Other: _____ | |

Findings:

| | |
|---|---|
| Conclusion: <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> 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 | |
| <p>Document</p> <p><input type="checkbox"/> District policy</p> <p><input type="checkbox"/> Recruitment and training documents</p> <p><input type="checkbox"/> Personnel records</p> <p><input type="checkbox"/> Other: _____</p> | <p>Interview</p> <p><input type="checkbox"/> Grant coordinator</p> <p><input type="checkbox"/> Site coordinator</p> <p><input type="checkbox"/> After school program staff</p> <p><input type="checkbox"/> District staff</p> <p><input type="checkbox"/> Other: _____</p> |
| Findings: | |
| Conclusion <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> Not reviewed | |
| | |
| VI | <p>Opportunity and Equal Educational Access</p> <p>Participants have equitable access to all programs provided by the LEA as provided by law.</p> |
| 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]) | |
| <p>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])</p> <p>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])</p> | |

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

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

- Parent communiqués
- Community language profile
- Other: _____

Interview

- Parents
- Staff
- 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

- Academic achievement documents (e.g., California Standards Test [CST])
- Test scores
- Program plan
- Program schedules
- Curriculum materials
- Lesson plans
- Outreach documents and brochures
- Memoranda of Understanding (MOU)

Interview

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

Observe

- Program site
- Other: _____

| <input type="checkbox"/> Other: _____ | | | | | | | | | | | | | | | | | | | | | | | |
|---|----------|--|---------------------------------------|---|---|---|-------------------------------|---|---------------------------------------|---------------------------------------|---|-----------|--|---|---|---|---|----------------------------------|---------------------------------------|---|---------|---------------------------------------|---------------------------------------|
| Findings: | | | | | | | | | | | | | | | | | | | | | | | |
| Conclusion: <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> 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: | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="padding: 5px;">Document</th> </tr> </thead> <tbody> <tr><td style="padding: 5px;"><input type="checkbox"/> Grant application</td></tr> <tr><td style="padding: 5px;"><input type="checkbox"/> Program plan</td></tr> <tr><td style="padding: 5px;"><input type="checkbox"/> Brochures/course offerings</td></tr> <tr><td style="padding: 5px;"><input type="checkbox"/> Training materials</td></tr> <tr><td style="padding: 5px;"><input type="checkbox"/> Program descriptions and schedules</td></tr> <tr><td style="padding: 5px;"><input type="checkbox"/> MOUs</td></tr> <tr><td style="padding: 5px;"><input type="checkbox"/> Curriculum materials</td></tr> <tr><td style="padding: 5px;"><input type="checkbox"/> Lesson plans</td></tr> <tr><td style="padding: 5px;"><input type="checkbox"/> Other: _____</td></tr> </tbody> </table> | Document | <input type="checkbox"/> Grant application | <input type="checkbox"/> Program plan | <input type="checkbox"/> Brochures/course offerings | <input type="checkbox"/> Training materials | <input type="checkbox"/> Program descriptions and schedules | <input type="checkbox"/> MOUs | <input type="checkbox"/> Curriculum materials | <input type="checkbox"/> Lesson plans | <input type="checkbox"/> Other: _____ | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="padding: 5px;">Interview</th> </tr> </thead> <tbody> <tr><td style="padding: 5px;"><input type="checkbox"/> Grant coordinator</td></tr> <tr><td style="padding: 5px;"><input type="checkbox"/> Site coordinator</td></tr> <tr><td style="padding: 5px;"><input type="checkbox"/> After school program staff</td></tr> <tr><td style="padding: 5px;"><input type="checkbox"/> District staff</td></tr> <tr><td style="padding: 5px;"><input type="checkbox"/> Site principal</td></tr> <tr><td style="padding: 5px;"><input type="checkbox"/> Parents</td></tr> <tr><td style="padding: 5px;"><input type="checkbox"/> Other: _____</td></tr> </tbody> </table> | Interview | <input type="checkbox"/> Grant coordinator | <input type="checkbox"/> Site coordinator | <input type="checkbox"/> After school program staff | <input type="checkbox"/> District staff | <input type="checkbox"/> Site principal | <input type="checkbox"/> Parents | <input type="checkbox"/> Other: _____ | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="padding: 5px;">Observe</th> </tr> </thead> <tbody> <tr><td style="padding: 5px;"><input type="checkbox"/> Program site</td></tr> <tr><td style="padding: 5px;"><input type="checkbox"/> Other: _____</td></tr> </tbody> </table> | Observe | <input type="checkbox"/> Program site | <input type="checkbox"/> Other: _____ |
| Document | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Grant application | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Program plan | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Brochures/course offerings | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Training materials | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Program descriptions and schedules | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> MOUs | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Curriculum materials | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Lesson plans | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Other: _____ | | | | | | | | | | | | | | | | | | | | | | | |
| Interview | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Grant coordinator | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Site coordinator | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> After school program staff | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> District staff | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Site principal | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Parents | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Other: _____ | | | | | | | | | | | | | | | | | | | | | | | |
| Observe | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Program site | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Other: _____ | | | | | | | | | | | | | | | | | | | | | | | |
| Findings: | | | | | | | | | | | | | | | | | | | | | | | |
| Conclusion: <input type="checkbox"/> Meets requirements <input type="checkbox"/> Does not meet requirements <input type="checkbox"/> 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 for 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 | <p>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</p> | | <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> | |
| | <p>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.</p> | | <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> | |
| | <p>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.</p> | | <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> | |
| | <p>1-BASP 2. (21st CCLC, ASSETs) The LEA/grantee agency consulted with appropriate private school officials during the development of the program concerning:</p> | | <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p> | |
| Governance & Administration | <p>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</p> | | <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> | |
| | <p>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</p> | | <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> | |

| Dimension | days per week on every regular school day. 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, 21 st 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. | | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA | |
| | BASP 6.1 (ASES, 21 st CCLC, ASSETs) The nutritious snack conforms to the nutrition standards in Article 2.5 of Chapter 9 of Part 27 | | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | BASP 6.2 (ASES, 21 st CCLC) The before school program offers a breakfast meal for attending students as described by Section 49553 | | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA | |
| | II-BASP 7. (ASSETs) The program includes a physical activity element. | | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA | |
| | 8.1(ASES, 21 st 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. | | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | 8.2(ASES, 21 st CCLC, ASSETs) The LEA/grantee agency maintains documentation of the after school program plan for a minimum of five years. | | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | 8.3 (ASES, 21 st CCLC, ASSETs) The LEA/grantee agency submits program attendance data semiannually and regular school day attendance data annually | | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | II-BASP 9. (21 st CCLC, ASSETs) The LEA/grantee agency coordinates with other federal, state, and local programs to make the | | <input type="checkbox"/> Yes <input type="checkbox"/> No | |

| Dimension | most effective use of public resources. | 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, 21 st 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. | | <input type="checkbox"/> NA <input type="checkbox"/> Satisfies requirement <input type="checkbox"/> Yes <input type="checkbox"/> 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. | | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | | 11.1 (ASES, 21 st 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. | | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Funding | | 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. | | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA | |
| | | 12.1 (ASES, 21 st CCLC, ASSETS) The LEA/grantee agency submits annual budget reports and quarterly expenditure reports. | | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | | 12.2 (21 st CCLC, ASSETS) The LEA/grantee agency conducts an annual fiscal audit. | | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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 | | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA | |
| | | | | | |

| Dimension | CPM item | Documents or Evidence that our program is compliant | Satisfies requirement | Strategy to bring our program into compliance |
|---|--|---|--|---|
| Funding | <p>III-BASP 14. (ASES, 21st CCLC, ASSETs) The LEA/grantee agency uses categorical funds only to supplement, and not supplant, state and local funds</p> | | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Standards, Assessment, and Accountability | <p>IV-BASP 15. (21st CCLC, ASSETs) The program developed by the LEA/grantee agency meets evaluation requirements and principles of effectiveness:</p> | | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | <p>(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;</p> | | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | <p>(b) Program is based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment activities;</p> | | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | <p>(c) Program is based upon scientifically based research that will help the students meet state and local academic achievement standards (if appropriate);</p> | | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | <p>(d) Program undergoes a periodic evaluation to assess progress toward providing high-quality opportunities for academic enrichment;</p> | | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | <p>(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.</p> | | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> 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, 21 st CCLC, ASSETs) The LEA/grantee agency submits required annual outcome-based data for evaluation. | | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Staffing and Professional Development | V-BASP 17. (ASES, 21 st CCLC, ASSETs) The LEA/grantee agency provides staff training and development. | | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | V-BASP 18. (ASES, 21 st CCLC, ASSETs) The LEA/grantee agency ensures that programs maintain a student-to-staff ratio of no more than 20 to 1. | | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | V-BASP 19. (ASES, 21 st 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. | | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Opportunity and Equal Access | VI-BASP 20. (ASES, 21 st 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. | | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA | |
| | 20.1 (21 st 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. | | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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, 21 st CCLC, ASSETs) If an LEA/grantee agency locates a program off school grounds, safe transportation is provided to the pupils enrolled in the program. | | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | VI-BASP 21. (ASES, 21 st 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. | | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | 21.1 (21 st 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. | | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA | |
| | VI-BASP 22. (ASES, 21 st 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. | | <input type="checkbox"/> Yes <input type="checkbox"/> 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. | | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Teaching and Learning | VII-BASP 23. (ASES, 21 st CCLC, ASSETS) The LEA/grantee agency provides opportunities for: <ol style="list-style-type: none"> 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. | | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> NO | |
| | VII -BASP 24. (21 st CCLC, ASSETS) The LEA/grantee agency provides literacy and related educational development for families of students served. | | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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.