

>> Judy Stucki: Hello.

We'd like to welcome you to the before and after school program portion of the categorical program monitoring or CPM web cast.

It's great to have you here today and we have some important information to share.

My name is Judy Stucki and I'm a consultant with the before and after school program's office.

I'll be joined today by Chris Rury, a fellow consultant.

>> Chris Rury: Thanks, Judy, for that introduction.

We have a lot of information to cover today.

And at times, you may feel like you're drinking from a fire hose.

Just relax, sit back and follow along with us.

You will have a chance to ask questions during the Q&A session at the end of our slide presentation, okay?

Shall we begin?

Today's CPM presentation will focus on before and after school program which include the federally funded 21st century community learning centers, elementary and middle school program and the after school safety and enrichment for teens, the ASSETs high school program, and the state-funded after school education and safety, ASES program. Through this presentation, you will gain an understanding of the CPM process, the before and after school program review instrument, the ongoing program of self evaluation tool or the OPSET, along with the monitoring requirements.

>> Judy Stucki: Thanks for that information, Chris.

Can you tell us what CPM is?

>> Chris Rury: The CPM process is a joint undertaking at CDE's after school programs office and before and after school program grantees.

We jointly review all programs to ensure that legal requirements are met and to protect the grantee for impossible audit exceptions.

Total compliance provides the foundation for quality programs that serve the students of California.

>> Judy Stucki: Now that we have an idea of what CPM entails, let's share with everyone what we're going to cover today.

>> Chris Rury: Today, we'll be giving you a lot of information in a short period of time. We encourage you to take this information, spend some additional time later on to review the various instruments, so you will better understand the requirements to help you prepare for that CPM.

In today's presentation, we will first go over before and after school programs in general, and then we'll spend most of our time discussing the statutory requirements as explained on the before and after school program review instrument.

After that, we'll briefly discuss the OPSET, and finally, we'll cover what you can expect during your site visit.

>> Judy Stucki: For the presentation, it will be helpful to have a copy of the before and after school instrument and the ongoing program self evaluation tool or OPSET in front of you.

In addition to the information we will be providing in this presentation, we encourage you to view today's web cast; overview of the CPM process and the session on the cross program instrument which contains a listing of additional legal requirements, a number of which apply the before and after school programs as well as to other categorical programs.

But don't worry if you miss something during this presentation.

The web cast will be available for viewing on the CDE website, beginning, we're told, in mid to late October.

We've also listed several links to the CDE website on this slide where you can get additional information regarding before and after school programs.

And you can always contact your CDE consultant or regional lead if you have any questions whatsoever.

So, okay.

Here we go.

We're going to start first with a brief overview on the purpose of ASES programs; then we'll proceed to discuss the 21st century and ASSETs programs.

>> Chris Rury: The purpose of the ASES program is to create incentives for establishing locally driven before and after school enrichment programs during school days and summer, intersession or vacation days.

These programs partner public schools in communities to provide academic and literacy support and safe constructive enrichment activities for students.

>> Judy Stucki: Thanks, Chris.

Now, let's discuss the purpose of 21st century and ASSETs programs.

>> Chris Rury: The purpose of the 21st century program for elementary, middle and high school programs is to help communities establish or expand the activities in community learning centers.

To provide opportunities for academic enrichment, homework centers and tutoring, and to offer a broad array of additional services, programs and activities, such as youth development and recreational opportunities.

These programs also offer literacy and related educational development services to families and students participating in the program.

>> Judy Stucki: So, as you can see, these state and federal programs are aligned and complement each other quite nicely.

Now that we've established a few basics, let's get down to business.

We will now launch a discussion of the statutory requirements, here we go.

The major focus of today's presentation will center on the statutory requirements for the seven interrelated dimensions monitored through the CPM process.

Each categorical program is reviewed using these dimensions listed on page one of the CPM instrument.

Please note that the CPM instrument, which we hoped you've printed out and have in front of you, is the actual compliance review instrument the CPM visiting team uses when monitoring the before and after school programs.

Let's begin with dimension one; involvement on page one of your document.
Are you ready?

>> Chris Rury: State and federal laws focus on the development of programs in consultation with multiple stake holders including parents, staff, students and community members.

The local educational agency, the LEA, or the grantee agency must consult with these stake holders regarding the design, development and administration of the program. These efforts help provide planning and guidance, increase support and resources, and promote enhanced academic success of students in the program.

>> Judy Stucki: For each dimension, we'll pose a key question or two related to the requirements monitored for that dimension.

As we learn about each dimension, and as you implement or monitor each dimension, keep these key questions in mind, here are two key questions for dimension one.

>> Chris Rury: The first question is, "Has the LEA or the grantee agency involved parents, staff, students and community members in the development and implementation of the program?"

This prompt ask you to think about the breath and the depth of your planning and implementation of your program.

As you will see, it requires you to provide documentation of your local collaborative.

>> Judy Stucki: Our second key question addresses ongoing collaboration and the day-to-day processes and structures used to ensure the program operates efficiently and meets all legal requirements.

That question is, "What processes are in place to encourage ongoing collaboration between the community and schools that students attend?"

Please keep these questions in mind as we move on.

Now here's the first CPM review item under dimension one involvement.

For initial program development and ongoing program implementation, the grantee must actively collaborate with the community and schools the students attend.

Programs must align the educational and literacy or academic assistance elements of the program with participating students regular school day programs.

>> Chris Rury: As you can see, the program must operate in conjunction with the regular day program.

Communication with and support from the principal, staff and school site counsel help promote close collaboration and alignment efforts between the after school program and the regular school day.

If you take a look at your review instrument directly below the review item, you can see the types of evidence we will review and the people we will talk with during our visit.

To prepare for your CPM visit, you should familiarize yourself with the review item and consult the OPSET for guidance on how to document that you're meeting this legal requirement.

If you follow that procedure for each review item, you should be in good shape for your CPM visit.

>> Judy Stucki: Now, let's take a look at item two which is under dimension two, governance and administration.

Item two involves serving the students and the appropriate grade levels at participating schools.

ASES programs may serve students in kindergarten and grades one through nine, inclusive.

Twenty-first century programs may serve students in kindergarten and grades one through nine, inclusive.

ASSETs programs may serve high school students and grades nine through twelve, inclusive.

All students are eligible to participate in before and after school programs.

However, you maybe wondering if a school could target or prioritize certain students for participation in the program.

>> Chris Rury: That's a good point, Judy.

While every pupil attending a school operating a program is eligible to participate.

Subject to program capacity, a school district could choose to target students for enrollment based upon an ASES need such as a priority to assist students at risk of failure or those who maybe performing below basic or far below basic on standardize test.

If a school district decides to target a certain population to priority, it must be identified in their application or the program plan.

Since the program plan must be reviewed at least every three years, that review also allows the school district the opportunity to evaluate the ongoing appropriateness of the establish priority.

>> Judy Stucki: So, if you're targeting specified student groups based on upon local need, it is important that your program plan reflect that emphasis and includes the underlying ASES needs and rationale.

Let's move on to item three.

The focus of item three is on the days and hours the program is operated by the grantee.

The statute requires that ASES and 21st century after school programs begin immediately after the conclusion of a regular school day.

The program must operate a minimum of 15 hours per week and at least until 6:00 p.m. on every regular school day.

>> Chris Rury: Before school programs must operate no less than one and one half hours each regular school day.

You should note that a pupil who attends for less than one half of the daily before school program shall not be countered for attendance.

ASSETs programs on the other hand are much different.

High school programs are not required to operate during a specific hour each regular school day.

However, the program must operate a minimum of 15 hours per week.

The thinking is that high school programs are very complex and that operational factors combined with a schedule they need of high school students requiring increased flexibility to accommodate diverse needs.

>> Judy Stucki: Now let's take a look at item four.

And remember, we're still in dimension two, governance and administration.

The question to ask yourselves is whether or not required student release policies are in place.

>> Chris Rury: That's right, Judy.

First, you need to know that item four applies only to ASES and 21st century programs, not the ASSETs high school program.

Each ASES and 21st century after school program must establish a reasonable early release policy and before school programs must establish a late arrival policy.

Programs have the flexibility to address various circumstances that would require a student to leave the program prior to its conclusion or to arrive late if necessary.

These policies must be applied on a student by student basis.

Policies should be consistent with the school and district policy for early release of students during the regular day.

>> Judy Stucki: For your CPM visit, you must be able to document the existence of the required policies based upon the type of program you operate.

Review a well examined required policy and conduct observations and interviews at the site to check implementation of the policy.

Item five focuses on the requirements related to student nutrition.

Because all students need proper nutrition for their growth and development, statute requires that before and after school programs provide students with a nutritious snack on a daily basis.

The nutritious snack must conform with the nutritious standards outline in education code 49430.

The grantee is encouraged to work with the LEA food services department to provide the daily nutritious snack since they're familiar with nutritional needs and requirements of the various food programs.

>> Chris Rury: In case you did not know, there are some great web base resources to help you meet this nutrition requirement.

Additional information regarding nutritious snacks maybe found at the California Department of Education child nutrition meal supplement's website, and other information is available at California project leans website.

>> Judy Stucki: So tell me, is there a special requirement for physical activity?

>> Chris Rury: Yes there is.

Its item six and it applies only to the ASSETs high school program.

The grantee is required to include a fiscal activity element in the high school program.

High school programs will be asked to provide documentation of the fiscal activity element.

The reviewer may ask for schedules, lesson plans or activities, curriculum materials and other related documents.

They will also conduct site observations and interviews to determine if you are meeting the requirement.

Though at fiscal activity element is not required for elementary and middle school programs, we believe that most programs include this component as a part of the regular schedule.

>> Judy Stucki: Let's move on to item seven, which deals with data reports and records of maintenance.

For item seven, all before and after school programs are required to review their program plan every three years and maintain documentation of the program plan for a minimum of five years.

Review of program plans includes, but is not limited to program goals, program content and outcome measures.

>> Chris Rury: Outcome base data and attendance data are collected from programs for evaluation and compliance purposes.

So, you should have effect data collection in reporting procedures in place.

Programs are required to submit program attendance data semiannually and regular school day attendance data annually.

Attendance data are to be submitted through the after school support and information system otherwise known as ASSIS, the online after school reporting system.

If you have any questions regarding ASSIS reporting procedures and protocol, please contact your assigned fiscal analyst or the program consultant for more information.

>> Judy Stucki: Thanks for that explanation, Chris.

Now, let's move on to item eight which will appear on the next slide.

The final item in dimension two is item eight, which focuses on effective use of public resources.

Item eight only applies to the federally funded before and after school programs, 21st century and ASSETS.

This item requires the grantee to coordinate with other federal, state and local programs to make the most effective use of public resources.

>> Chris Rury: That's right.

Coordination and collaboration is important in the day-to-day operation of any program. Reviewing and understanding the services in a requirement above the categorical program is important in maximizing the effective use of your after school and other funding.

Conclusion of after school programs in the single plan for student achievement, the SPSA, is a central means of coordinating after school programs with other programs offered at the site.

In order to respond effectively to this review item, you must demonstrate that before and after school program collaborates and is coordinated with other local programs. So take a moment to think how this is or how it can be done at your school. During your CPM, you should be able to provide support of documentation and be able to describe the processes you have in place through which this is accomplished.

>> Judy Stucki: Well, it feels like we're making a pretty good progress.

Now let's move on to dimension three, funding.

Dimension three is concerned with fiscal information to be reviewed. We have two key questions for you to consider for the funding dimension.

Let's take a minute to review them before moving on to the review items.

>> Chris Rury: The first question deals with requirements to fund direct services to students.

This question asks, "Does the grantee ensure that not less than 85% of grant funds are allocated to school sites for direct services to students?"

It is important that you carefully consider this question since this was an area in which we noted some problems during the last year's CPM reviews.

>> Judy Stucki: The second question asks, "Is the grantee meeting all fiscal requirements including observance of the 15% cap on administrative cost?"

This question is closely linked to the first.

Again, please pay close attention to this item since we noted a number of programs last year that exceeded the 15% administrative cap.

We will also point out, in our discussion of this item, some differing requirements for ASSETs programs.

Please stay tune and note that certain fiscal requirements for ASSETs programs differ from 21st century and ASES programs.

The differences will be discussed in the next slide, so let's go.

>> Chris Rury: The first item under the funding dimension is item number nine.

Item nine focuses on the allocation of funds received in the grant award.

First and foremost, ASES and 21st century programs are required to allocate no less than 85% with total grant amount to school site for direct services to students.

You must substantiate this allocation through such documents as line item budget, expenditure reports, timesheets, position and duty statements in the like.

We will ask you to demonstrate that at least 85% of the grant is allocated to the site for direct student services.

It is also very helpful to have a staff member with fiscal expertise available during the CPM visit to provide any necessary explanations or to answer specific questions from the reviewer.

>> Judy Stucki: Thank you for that information, Chris.

I found it especially helpful during previous reviews to have an experienced district staff member on hand to ask questions that inevitably arise.

The second fiscal requirement which I will now discuss is closely linked to the first.

The maximum amount that an ASES or 21st century grantee may spend on administrative cost is 15% and this includes any indirect cost.

Again, you must be able to demonstrate that your program operates within this administrative cap by providing supporting documentation.

>> Chris Rury: Let's cover the next requirement.

We mentioned before that ASSETs high school programs have some different fiscal requirements.

First, ASSETs programs may spend up to 15% on administrative cost including indirect. With that said, ASSETs programs may also spend up to an additional 15% of the first year's grant award or what's referred to as startup cost.

This additional startup expenditure is not allowed after you're one of the grant.

In addition, ASSETs programs may spend up to the greater of 6% or \$7,500 to collect outcome data for evaluation and for reports as required by the CDE.

So you can see, it is conceivable that ASSETs programs may allocate somewhat less than 85% of the awarded funds to sites for direct services to students in any given year.

Reviewers will be aware of this exception.

They will look for documentation to substantiate the actual level and nature of the direct services and administrative expenditures based upon the great spin or reach after school program.

>> Judy Stucki: Let's take a look at item ten.

Item ten is about fiscal reporting and the annual fiscal audit.

All programs must submit an annual budget report and quarterly expenditure reports and undergoing annual audit.

The grantee must keep adequate records and all expenditure must be appropriate and within authorize limits.

Specific audit requirements are described in the 21st century request for applications or RFA for the 21st century and ASSETs programs and in the state audit guide for ASES programs.

>> Chris Rury: The ASES program was added to the California State Audit Guide last year.

For your convenience, we have provided a link to the California State Audit Guide towards the end of this presentation along with some additional resources we think you will find helpful.

Before and after school program reviewers will checkout our records in Sacramento prior to CPM visit and see if you have been filing timely expenditure reports.

If you are unsure if you have filed the required expenditure reports, please contact your assigned CDE fiscal analyst.

>> Judy Stucki: Item eleven is the final item under the funding dimension.

This item applies only to grantees operating an ASES program and is focused on matching funds.

The law requires the grantee to obtain a local contribution of cash or in-kind local funds equal to not less than one-third of the total grant amount.

Please note that facilities or space usage may fulfill not more than 25% of that required match.

You'll be asked during the CPM review to provide documentation that confirms that you have obtained the required match.

>> Chris Rury: Let me share an example, to demonstrate the match including the facility's component.

Let's say that you have an elementary grant of \$112,500.

For a grant of \$112,500, the grantee must obtain a local match of cash or in-kind funds totaling not less than \$37,125 that's one third of the grant amount.

Facilities or space usage claimed as part of the required local match is limited to \$9281.25 or 25% of the required match amount.

It is important that you have documentation to substantiate these contributions.

We've now covered dimensions one through three of the before and after school program categorical monitory presentation.

After the break, we will return and follow up with dimensions four through seven.

Thank you.

>> Judy Stucki: Now, let's move to dimension four, standards, assessment and accountability.

Effective after school program should meet state standards, be based on the assessment of objective data regarding the needs of students to be served and achieved the intended outcomes.

In establish setup performance measures should be in place to asses the quality of academic enrichment activities offered by the program along with the attainment of student outcomes.

So let's proceed.

>> Chris Rury: Thanks, Judy.

All categorical programs, including the before and after school program, must be develop using an assessment of objective data regarding the needs of a student served by those programs.

Following the required needs assessment, goals must be set, outcomes formulated and programs develop based upon scientifically based research.

The before and after school items within dimension four will guide you through the mandates established by the No Child Left Behind Act of 2001 and related state law.

>> Judy Stucki: So two quickie questions for dimension four are; what are the principles of effectiveness and why are they important?

And two, what is meant when referring to a program that is based on scientifically based research?

Let's explore these questions in the next few slides.

>> Chris Rury: Item twelve which applies to 21st century and ASSETs programs covers the evaluation requirements and the principles of effectiveness set forth in federal statute. There are six principals of effectiveness which are listed on this slide and on the next.

As you can see, the law requires that programs be developed based upon an assessment of objective data regarding the need for programs and activities in the schools in the local communities.

Programs are to be based upon the established set of performance measures and in ensuring the availability of high quality academic enrichment opportunities.

They are to rely upon available scientifically based research; that is research that provides evidence that the program or the activity will help students meet state and local academic achievement standards.

>> Judy Stucki: I imagine that these criteria are familiar to you particularly those who have 21st century and ASSETS grants since these requirements were clearly spelled out in the request for applications through which you were awarded your grant.

Both the 21st century and ASSETS are of a--note the expectation, the community learning centers will impose strategies based on scientific research when providing services in core academic areas such as reading a map or such research has been conducted and is available.

>> Chris Rury: That's right, Judy.

It's important to know that scientifically based research has a body of work.

It is founded upon the application of rigorous systematic and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs.

In other words, strategy supported by scientifically base research have been invented and shown to help students succeed.

Let's take a look now at the last three principles of effectiveness.

The last three requirements for item twelve are listed on this slide.

First, each grantee must undergo a periodic evaluation to assess its progress towards providing high quality opportunities for academic enrichment.

The evaluation must be based on the factors included in the principals of effectiveness.

You should conduct your periodic evaluation of your program to see how well its performing including; examining performance measures, academic enrichment offering, student outcomes and other indicators that are specific to your program plan.

>> Judy Stucki: Next, your evaluation results must be used to refine and prove, and strengthen your local program, and to refine the performance measures.

This use of data to refine a program can advance efforts towards a continuous quality improvement if applied consistently overtime.

Rigorous evaluations coupled with carefully designed technical assistance to help after school programs provide engaging research based learning activities are critical to ensure every child has the opportunity to succeed.

>> Chris Rury: And finally, these evaluation results must be made available to the public upon request with public notification of such availability provided.

This can be done in many ways; notices can be send home to parents in the annual back to school packet, notices can be posted on the agency's website and notice can be publicize through the local school board, the school site counsel, the PTA and so on to name just a few.

Please remember to include documentation of your efforts to publicize the availability of these reports as you prepare for your CPM visit.

>> Judy Stucki: Let's examine the last item in dimension four, item thirteen on the before and after school program instrument.

The grantee is required to submit annual outcome based data for evaluation to the California Department of Education.

This requirement applies to ASES, 21st century and ASSETs programs.

All grantees are required to submit the following for all students in the before and after school programs.

One, school day attendance, that is their attendance during the regular school day.

Two, their program attendance after school, and three, standardize testing and reporting or star results.

>> Chris Rury: It is important that these data are submitted accurately and in a timely fashion.

Before and after school reviewers will check CDE records prior to the CPM visit to see if you have submitted the required data.

So, we should have a pretty good sense that you've met this requirement before we arrive at the school.

The required evaluation data elements, reporting forms and instructions can be found on the CDE website at the locations listed on the slide.

>> Judy Stucki: Let's move on to dimension five which covers staffing and professional development in ASES, 21st century and ASSETs programs.

Program effectiveness depends on appropriate staffing in professional development.

There are a number of requirements that we will examine in the next few slides, including the following key ones to remember.

First, grantee agencies must maintain an appropriate student-to-staff ratio and second, program staff members responsible for the direct supervision of students must be qualified to perform these services.

>> Chris Rury: Thanks for that introduction, Judy.

Staffing is critical to the success of any before or after school program.

The key questions post for this dimension are.

First, does the program provide staff training and development opportunities?

Second, does the program maintain a student-to-staff ratio of 20 to one or less?

And third, do all staff who directly supervises students meet the district's minimum structural aide qualifications?

>> Judy Stucki: Let's look at these requirements one at a time.

The first item in dimension five is item fourteen on your before and after school program instrument.

This item requires that the grantee provide staff training and development.

Staff training and development in compasses arranged of activities, resource and supports that help after school staff members work with or on behalf of children and youth.

Examples might include onsite training, workshops, conferences, formal education, technical assistance, access to resource center or demonstration site, peer mentoring, electronic reserves, professional associations, network meetings, supervision, internship, apprenticeships, observations and shadowing, grant proposal review, staff meetings and so on.

>> Chris Rury: Staff training needs should be assessed in a plan developed to address those needs.

Ongoing program monitoring an evaluation combined with staff feedback can help measure the effectiveness of the training and their impact on student outcomes. Staff development plan should be revisited on a regular basis to see how they might be improved.

It's especially important during your CPM that you present documentation of your staff training and development opportunity, and their availability to your staff members. Reviewers will want to interview staff members and examine a range of documents including, but not limited to, training schedules, professional development materials, training signing sheets and so on to determine if you are meeting this requirement.

>> Judy Stucki: Chris, thanks for that explanation.

Now let's take a look at item fifteen, the required student-to-staff ratio.

Item fifteen requires that all programs maintain a student-to-staff ratio of no more than 20 to 1.

So, if you are serving 84 students in your elementary school program, you would need to have at least five qualified staff members to supervise the children.

The CPM reviewer will conduct a combination of document review and onsite observations to determine if you are meeting the staffing ratio requirements to find in statute.

The CPM reviewer will also interview program staff, psych coordinators, parents and other stake holders.

>> Chris Rury: It's important to note that staff members who directly supervise students and are accounted as part of the required staffing ratio must meet the minimum qualifications for an instructional aide pursuant to the policies of the district.

During the CPM visit, the reviewer will assess the student-to-staff ratio by observing the number of students and the number of qualified staff present during the after school program.

>> Judy Stucki: All staff members who directly supervise students in the before or after school programs must meet the school districts minimum qualifications for instructional aide.

Minimum requirements for an instructional aide may vary by district.

So, it's important that these requirements are clearly understood.

A copy of the district policy setting forth the instructional aide requirements should be included in documents available during the CPM visit.

Documentation that all required after school staff meet a district instructional aide minimum of qualifications should be provided to demonstrate that you meet this requirement.

>> Chris Rury: The CPM reviewer will examine personnel records, district policies and other permanent documents such as job announcements, duty statements and the like to determine whether the program meets this requirement.

The reviewer will also interview staff, administrators and other stake holders to gather further evidence to support whether this requirement is being met.

On a related note, although not tested by item sixteen, it's important to remember that all program staff and volunteers are subject to the health screening and fingerprint clearance requirements in current law and district policy to school personnel and volunteers.

>> Judy Stucki: Equal access to program services is a corner stone of both state and federal law.

Students are to be provided before and after school learning opportunities in safe and easily accessible facilities.

We'll now review the requirements of dimension six, equitable access for participants to all programs provided by the grantee.

>> Chris Rury: Several key questions for dimension six are.

One, is the grantee providing before and after school services in a safe and easily accessible facility?

Two, is safe transportation provided for students to and from the program site?

And three, are before and after school services available to all students regardless of their ability to pay?

With these questions in mind, let's review the access requirements described in the next few slides.

>> Judy Stucki: Item seventeen under dimension six requires that all students are provided a safe, easily accessible instructional setting.

The grantee must ensure safe transportation to and from the before and after program site whether the program is located on the grounds of an elementary or secondary school or at an offsite location such as the local boys and girls club or the YMCA.

Programs are required to certify safe student travel in their applications.

>> Chris Rury: This is a critical item.

The grantees are strongly encouraged to examine all of their policies and procedures related to student safety and access.

In conducting the CPM, the reviewer may observe travel routes, examine printed local maps where a student travel route is noted, refer to the approved program plan and the school's school safety plan, and consider parent notification materials.

Interviews with program staff, district staff, teachers, students, parents, school safety and security officers and other knowledgeable stake holders will provide additional information related to this review item.

>> Judy Stucki: Now let's discuss item eighteen.

As we mentioned earlier, before and after school programs offer academic assistance and enrichment opportunities to students in need of such services.

Schools are required to assess and address identified student and school community needs as part of their planning and developmental process.

Thus, item nineteen, the final item under dimension six examines whether the before and after school program and its services are equally accessible to all students and families of students targeted for services regardless of their ability to pay.

>> Chris Rury: Although it is not contrary to law to charge fees for participation in the program, the California Department of Education discourages charging such fees especially since those charges might discourage families in need and result in students not attending the program.

The No Child Left Behind Act and its non-regulatory guidance further require the program use a sliding scale of fees or provide a scholarship for those who cannot afford to participate.

The use of matching local cash contributions maybe one source of money you might tap to provide scholarships for needy students.

So, if your program charges a fee, the CPM reviewer will examine a range of documentation including--but again, not limited to program brochures, records of fees charge and scholarships offered in communication documents to parents.

The CPM reviewer will interview the program staff and parents who may participate in paying fees or receiving scholarships.

>> Judy Stucki: Thanks for that information, Chris.

We're nearing the end of our presentation and we'll now examine dimension seven; teaching and learning, the final dimension on the before and after school programs review instrument.

As we've mentioned before, before and after school program participants receive core and categorical program services that meet their assessed needs.

At the heart of an effective before and after school program are two essential goals; first, each student acquires the necessary knowledge and skills to meet the state and local academic standards in core academic subjects, and two, each student receives appropriate instruction and services to meet his or her academic and developmental needs.

>> Chris Rury: Here are several key questions to keep in mind as we discuss dimension seven, teaching and learning.

One, are students receiving academic enrichment to meet state and local academic standard?

Two, are services offered to reinforce the regular academic program?

And three, are parents offered opportunities for literacy related educational development?

By law, before and after school program is focused on academic enrichment and educational enrichment.

The requirements in this dimension are centered upon what is being taught and the activities that are available to complement the regular academic program.

>> Judy Stucki: An added requirement of this dimension is the availability of literacy and educational development services for families of student served in the two federally funded programs; 21st century and ASSESTs.

These federally funded programs require you to assess family literacy needs and offer opportunities for literacy and related educational development as needed.

We will discuss these requirements in the next several slides.

>> Chris Rury: As you could see in item nineteen, the program must provide opportunities for participating students that include academic and educational enrichment activities, services, programs and other activities.

It's important to note here that agencies may use funds to carry on a broad array of academic and educational enrichment activities that advance student achievement.

These activities should be developed to address needs identified through a local assessment process.

The academic enrichment activities are designed to help students meet state and local standards in core academic content areas.

Core academic subjects include reading, writing, English language, arts, mathematics, social sciences and science.

These academic enrichment activities must include tutoring and homework assistance.

>> Judy Stucki: The educational enrichment activities are designed to reinforce and complement the regular academic program of participating students.

They may include a number of opportunities such as the arts and music, career technical education, sports recreation, youth development, career planning, community service or service learning to list just a few.

Both the academic and education enrichment activities must be designed to reinforce and complement the participating student's regular day academic program.

Programs must be able to show how the activities are aligned and coordinated with the student's regular school day program.

And when appropriate activity should be researched based and content standards align.

>> Chris Rury: During the CPM, the reviewer will examine curriculum materials, program descriptions, lesson plans, student work and other related academic achievement documents to determine if the grantee is meeting this legal requirement providing enrichment to core academic subjects.

Interviews with before and after school students, parents, program staff, school side staff and other knowledgeable individuals will help validate that academic enrichment is being offered.

Observations of program activity should confirm whether or not tutoring and homework assistance is provided.

>> Judy Stucki: The last item of dimension seven is item twenty, family literacy opportunities.

This item applies only to the federally funded programs, 21st century and ASSETs.

The grantee must assess the local need and offer opportunities for literacy and related educational development for adult family members of students participating in before and after school programs.

This is a critical component of these programs since family involvement and their child's education can be a key contributor to student success and reducing the achievement gap.

>> Chris Rury: The CPM reviewer will interview parents of students and the students as appropriate to determine if such services are being offered.

In addition, other knowledgeable staff will be interviewed.

The reviewer will conduct a range of documentation reviews including program plans, brochures, literacy provider program descriptions, referral processes, curriculum materials and lesson plan to determine if the grantee is meeting this legal requirement.

Phew! We have just covered all of the core and supporting item requirements in the Before and After School CPM Instrument. This completes the Statutory Requirements portion of our presentation. But, hang on. We are not finished just yet.

>>Judy:

Now that we have reviewed the core and supplementary statutory requirements outlined in the CPM instrument, let us shift gears a bit and focus some attention on the Ongoing Program Self-Evaluation Tool, or OPSET. If you have not already done so, please have the document in front of you so that we can review it together. First of all, what is the OPSET?

>>Chris:

The OPSET, or Ongoing Program Self-Evaluation Tool, is a self-assessment tool organized around the same seven dimensions and review items used in the BASP CPM review instrument. The OPSET is designed for use by an agency in monitoring its program and preparing for a CPM visit. The OPSET is designed to help answer the question: "What must a program do to demonstrate it meets requirements under a particular program dimension?"

The OPSET can be used on an ongoing basis, and should definitely be used in preparing for your CPM visit. Program staff should review each OPSET item, along with the BASP instrument to help prepare for the CPM.

Now let's look a bit more closely at the OPSET.

>>Judy:

If you turn to page 3 of the OPSET, you will see that for each dimension the OPSET contains a synthesis of the requirements for that particular dimension and a list of the core and supporting test items that we saw earlier in the BASP review instrument. These are the legal requirements that you must address as you prepare for your CPM.

>>Chris:

Directly below the core and supporting items, you will see examples of evidence listed to assist you to document that programs are meeting each legal requirement. These examples may include documentation, suggested prompts or questions to help you demonstrate ongoing compliance, and possible observation locations the reviewer may visit. The evidence of compliance that you assemble may be derived from single or multiple examples. Some CPM test items may require a limited amount of documentation, while more complex items may require several sources of evidence. Finally, the OPSET provides a list of helpful program resources at the end of each dimension section.

>>Judy:

Now that we see what the OPSET is, here are a few suggestions on how to use it. Every grantee participating in a CPM review should be certain that appropriate documentation is available and organized in a logical fashion to respond to each review item. This evidence is then used to support that the agency is meeting all legal requirements. The questions in the "suggested prompts for ongoing compliance" give guidance as to the kinds of questions the reviewer may ask school and program staff, parents, students, and others. The grantee should be certain that the people being interviewed are knowledgeable and able to respond to these questions. You can refer to the "Resources" section of the OPSET for help in knowing what is required by law. Finally, you should be comfortable contacting your assigned CDE consultant or Regional Lead for help and guidance on how to be certain that legal requirements are being maintained.

Now let's take a quick look at several resources to help you prepare for a CPM.

>>Chris:

For example, this slide lists several web-based resources listed on the OPSET. You can find a lot of helpful information at these web sites.

>>Judy:

These are only a few of the many resources available to you. Please visit the CDE web site for additional informational resources.

>>Chris:

So, as you can see, categorical program monitoring is a comprehensive process! Let us conclude this presentation by saying a few words about the help that is available to you.

The CPM process is designed to assist the grantee in meeting all before and after school statutory requirements. There are a number of tools available to help you prepare for a CPM, including the BASP review instrument and OPSET for BASP, and the Cross Program Instrument, which is discussed separately in this web cast. Help is available both before and after the CPM; before, to organize and prepare for the review, and after, to assist in resolving any items that fail to meet legal requirements. Your CDE consultant or the after school Regional Lead are there to help you. If you have any questions regarding

this subject, please contact the After School Programs Office either by phone at (916) 319-0923 or via e-mail at <http://www.afterschool@cde.ca.gov>.

>>Judy:

Thank you for your time and interest in before and after school programs. This concludes our presentation.