

# CPM: Mapping Compliance

How to succeed by being authentic

Hoffman Clark & Associates

2008



What does it mean to be authentic? It is the act of being true to one's self. Authenticity in a programmatic sense is the state of being true to the purpose of the program and its intent.

Desired outcomes of ASES, ASSETS, and 21<sup>st</sup> CCLC:

- *Assist students to meet state and local academic achievement standards in core subjects/and or pass the high school exit exam.*
- *Offer students enrichment activities to complement regular day.*
- *Provide opportunities to improve literacy and educational development of the families of students*
- *Create incentives for establishing locally driven before and after school programs that partner public schools with communities to provide academic and literacy support and safe, constructive enrichment activities for students.*<sup>1</sup>

The CPM process was designed to monitor compliance with the state and federal legal requirements. The following document was created to map your program tasks with legislative intentions and to provide a quick visual reference to California Department of Education's CPM process.

---

<sup>1</sup> California Department of Education OPSET Tool for Categorical Monitoring Process 10/17/07

## **I. PROGRAM DIMENSION: Involvement**

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

<b>Task</b>	<b>Evidence</b>	<b>Prompts for compliance</b>
<b>Collaborative Program planning</b>	Program plan, evaluation plan	Give an example of when a school consulted with an agency and what resulted. Give an example of parent collaboration. Methods used to obtain ideas from parents.
<b>Developed to be carried out in active collaboration with onsite school</b>	Flyers Handouts Brochures Reports to board Meeting minutes Newsletters	Give an example of active school alignment.
<b>Developed to be carried out in active collaboration with onsite school</b>	Meeting minutes from evaluation feedback sessions, PowerPoint White Sheets	Give an example of how LEA interacts with other private or public agencies in the collaborative.

## II. PROGRAM DIMENSION: Governance and administration

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

<b>Task</b>	<b>Evidence</b>	<b>Prompts for compliance</b>
<b>Serves students in Appropriate grade levels at Participating schools.</b>	Grant application Program plan	What evaluation data was used in your program plan? Give examples of SBR used to meet standards.
<b>Program hours of operation</b>	Operation policies Attendance sheets Schedules Lesson plans	What grade levels are served by your program?
<b>Early release policies</b>	Early release and late arrival policy	What is your early release policy?
<b>Physical activity element</b>	Menus Brochures Lesson plans Receipts	Please describe the snack program.
<b>Coordination with other federal programs.</b>		Please describe how the program most effectively uses public resources.

### III. PROGRAM DIMENSION: Funding

Allocation and use of funds meet statutory requirements for allowable expenditures

<b>Task</b>	<b>Evidence</b>	<b>Prompts for compliance</b>
<b>No less than 85% for direct services</b>	Expenditure reports	Describe how expenditures are consistent with federal standards.
<b>Fiscal and auditing standards</b>	Audit reports	Describe accounting procedures.
<b>In kind contributions</b>	MOUs	When was the program last audited for fiscal operations?

#### **IV. PROGRAM DIMENSION: Standards, Assessment and Accountability**

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

<b>Task</b>	<b>Evidence</b>	<b>Prompts for compliance</b>
<b>Program planning</b>	Program plan, evaluation plan, Perception surveys, logic models	What evaluation data was used in your program plan? Give examples of SBR used to meet standards.
<b>Assessment of results</b>	CHKS results, Perception survey results, Academic results white sheets,	What performance measures are used to ensure high quality academic enrichment activities for students?
<b>Results feedback and use In planning</b>	Meeting minutes from evaluation feedback sessions.....PP, white sheets	How are evaluation results used to refine and improve your program?
<b>Stakeholder involvement In results and planning</b>	Evaluation results to parents, teachers, public availability	What research supports the strategies used by district to improve student achievement?
<b>Reports</b>	Reports to the board and reports for public accountability	How do you use the data to periodically review and evaluate your program's progress?

## V. PROGRAM DIMENSION: Staffing and Professional Development

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

<b>Task</b>	<b>Evidence</b>	<b>Prompts for compliance</b>
<b>Staff training and development</b>	Recruitment and training documents Training sign in sheets Training schedule Professional development training plans	Describe the hiring and training process for after school staff members.
<b>Program maintains student to staff ratio of 20 to 1.</b>	Program attendance records	How do you ensure that appropriate staff-to-student ratios are maintained?
<b>Staff qualifications meet minimum qualifications for instructional aide.</b>	District staffing policy	What is the district policy for instructional aide/paraprofessionals? How is this impacted if subcontract to a CBO?

**VI. PROGRAM DIMENSION: Opportunity and Equal Educational Access**

The LEA agency does not discriminate in the provision of services to students and families and provides safe and equally accessible facilities for the delivery of services. Services are available to students and families of students regardless of their ability to pay.

<b>Task</b>	<b>Evidence</b>	<b>Prompts for compliance</b>
<p><b>Agency provides services in a safe and accessible facility that allows students to travel to and from the program site and home</b></p>	<p>Local maps with travel routes identified.                      School safety plan                      Outreach and parent materials                      Collaborative partner meeting minutes</p>	<p>Describe how the transportation services are met.                       Describe safety measures at your site.                       Be ready to show where health and safety information is posted at your site.</p>
<p><b>Agency makes services equally accessible to all students and families of students targeted for services regardless of their ability to pay.</b></p>	<p>Outreach documents                      Training materials related to student access.                      fee schedule policy</p>	<p>Be able to discuss your OEA policies and how all children are included.</p>

## VII. PROGRAM DIMENSION: Teaching and Learning

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

Task	Evidence	Prompts for compliance
<p><b>Agency provides opportunities for academic enrichment, to help students meet state and local academic achievement</b></p>	<p>Lesson plans, curriculum materials, academic results, test scores, grant application</p>	<p>Describe how the instructional methods provide for an accelerated curriculum.</p> <p>Describe how instructional materials are aligned with the regular school day.</p>
<p><b>Agency provides opportunities for educational enrichment to reinforce and complement regular academic program</b></p>	<p>Examples of student work, Program descriptions, brochures and flyers</p>	<p>Describe your menu of enrichment activities.</p> <p>Describe the schedule of academic versus enrichment activities.</p>
<p><b>Agency provides literacy and related educational development for families of students served</b></p>	<p>Brochures of local agencies who provide services to families MOU's</p>	<p>What support services are provided to students and families?</p> <p>What supplemental services are provided to English learners?</p> <p>What services are provided or referred for families?</p>