**IOWA 21ST CENTURY COMMUNITY LEARNING CENTERS**

**ON-SITE MONITORING DOCUMENTATION (Appendix D)**

Grantee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grant Cohort \_\_\_\_\_\_\_\_ Site:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
Iowa Dept. of Education Consultant: Vic Jaras Date(s) of Visit: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Points: \_\_\_\_\_\_\_

|  | **Requirements** | **Documentation** | **Requirement Compliance** | **Improvement Plan/Timeline** |
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| 1a | 1-The grantee is recruiting and serving the target population and their families as identified in the approved grant application. | Recruitment plans and activities  Enrollment records  Protocol for selection of students  Other: | Exceeds (3 points)  Meets (2 points)  Progress toward (1)  Does not meet (0) |  |
| 1b | 2-All sites are offering the equivalent of services for 60 hours per month and 30 days of summer school (if applicable) as detailed in the approved grant application. | Calendar and schedule of activities  Program records  Parent handbooks and promotional materials  Other: | Exceeds (3 points)  Meets (2 points)  Progress toward (1)  Does not meet (0) |  |
| 1c | 3-The grantee has integrated the existing coordinating groups, parents, appropriate community members, volunteers, and social services agencies/organizations, and has involved them in the planning and evaluation of the 21st CCLC Program. | Meeting agendas and minutes, including list of attendees  Schedule of meetings  Other: | Exceeds (3 points)  Meets (2 points)  Progress toward (1)  Does not meet (0) |  |
| 1d | 4-The grantee provides equitable services to private school students, and their families. Comparable opportunities for the participation of both public- and private-school students in the area served by the grant are provided. The grantee has consulted with private school officials. | Correspondence to private schools  Record of response from private school  Other: | Exceeds (3 points)  Meets (2 points)  Progress toward (1)  Does not meet (0)  N/A (no private schools within district boundary) |  |

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|  | | **Requirements** | **Documentation** | | **Requirement Compliance** | | **Improvement Plan/Timeline** | |
| 2a | | 5-The grantee has contracted with a local evaluator who at a minimum, will:   1. Coordinate the collection and monitor the quality and completeness of required federal and state data. The instruments and collection systems that have been identified include:    1. program data, such as enrollment, demographic, attendance, and activity information,    2. surveys from parents, students, teachers, and staff at the end of each school year; and    3. school records data, including student grades, test scores, school attendance, and disciplinary actions at the end of each school year. 2. Guide the evaluation process. 3. Assist the program with initial implementation. Use local data to guide a performance improvement process and a sustainability plan. 4. Review with program staff the 21st CCLC On-site Monitoring Documentation form. 5. Assist with the completion and submission of the Annual Report Form. 6. Collect any additional data requested by the local grantee. 7. Attend required 21st CCLC events, including DE on-site monitoring visits. | Employment records or contract  Local Evaluator work plan  Local Evaluation report(s)  Other: | | Exceeds (3 points)  Meets (2 points)  Progress toward (1)  Does not meet (0) | |  | |
|  | **Requirements** | | **Documentation** | | **Requirement Compliance** | | **Improvement Plan/Timeline** | |
| 2b | 6-The program activities reflect the goals and objectives outlined in the grant application.  Student needs assessment sets key program goals with checks to measure progress in meeting goals. | | Lesson/activity plans, with specific grant goals and objectives per the student needs assessment  Other: | | Exceeds (3 points)  Meets (2 points)  Progress toward (1)  Does not meet (0) | |  | |
| 2c | 7-The program has a formal process for regular and effective communication with students and teachers to provide individualized assistance in academic areas; and to inform and receive information from in-school teachers on students’ academic and behavioral progress. FERPA agreements in place. | | Communication plan  Meeting schedules/minutes  Correspondence  Survey of classroom teachers  Other: | | Exceeds (3 points)  Meets (2 points)  Progress toward (1)  Does not meet (0) | |  | |
| 2d | 8-The project director and site coordinators communicate regularly and effectively with the school principal(s) and administration to coordinate resources, use of school facilities, and progress of program and activities. | | Correspondence  Activity logs  Surveys of school administrator(s)  Shared calendars  Other: | | Exceeds (3 points)  Meets (2 points)  Progress toward (1)  Does not meet (0) | |  | |

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|  | **Requirements** | **Documentation** | **Requirement Compliance** | **Improvement Plan/Timeline** |
| 3a | 9-The program offers students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, recreation programs (Physical Literacy), technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students described in the grant. | Activity schedules and descriptions  Flyers for parents and students describing the program  Other: | Exceeds (3 points)  Meets (2 points)  Progress toward (1)  Does not meet (0) |  |
|  | **Requirements** | **Documentation** | **Requirement Compliance** | **Improvement Plan/Timeline** |
| 3b | 10-The program provides literacy and related education services that will be provided for families of the enrolled students; family services meet the needs described in the grant for the community through a partnership with a local community college (with supporting MOU). | Activity schedules and descriptions  Flyer for parents and students describing the program  Family activity sign-in sheets  Other: | Exceeds (3 points)  Meets (2 points)  Progress toward (1)  Does not meet (0) |  |
| 3c | 11-The program involves students in three or more ways including volunteering, planning, implementation, program evaluation, and on-going advisory or decision-making roles. | Communication plan  Meeting agendas and minutes, including list of attendees  Schedule of meetings  Surveys of students  Other: | Exceeds (3 points)  Meets (2 points)  Progress toward (1)  Does not meet (0) |  |
| 3d | 12-The program involves parents in three or more ways including volunteering, planning, implementation, program evaluation, and on-going policy and advisory roles. | Communication plan  Meeting agendas and minutes, including list of attendees  Schedule of meetings  Surveys of parents  Other: | Exceeds (3 points)  Meets (2 points)  Progress toward (1)  Does not meet (0) |  |
| 3E | 13- The program involves seniors and the community in three or more ways including volunteering, planning, implementation, donations, program evaluation and on-going policy and advisory roles. | Communication plan  Meeting agendas and minutes, including list of attendees  Schedule of meetings | Exceeds (3 points)  Meets (2 points)  Progress toward (1)  Does not meet (0) |  |

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|  | **Requirements** | **Documentation** | **Requirement Compliance** | **Improvement Plan/Timeline** |
| 4a | 14-The program provides safe facilities and has developed written policies and procedures to effectively manage the programs that are made available to all partners. | Handbook  Written/policies and procedures  Other: | Exceeds (3 points)  Meets (2 points)  Progress toward (1)  Does not meet (0) |  |
| 4b | 15-The program communicates with partners and encourages collaboration; partners/vendors actively support the program goals and objectives. and this is reflected in all program activities. The program’s accomplishments are assessed and problem-solving is undertaken jointly. | Communication plan  Meeting agendas and minutes, including list of attendees  Schedule of meetings  Surveys of partners  Other: | Exceeds (3 points)  Meets (2 points)  Progress toward (1)  Does not meet (0) |  |
| 4c | 16-The program enters into formal written agreements with subcontractors (partners/vendors). | Agreements/MOUs  Other: | Exceeds (3 points)  Meets (2 points)  Progress toward (1)  Does not meet (0) |  |
| 4d | 17-The facility is licensed/approved or exempt by state of Iowa DHS and meets or exceeds the equivalent of licensing requirements for documentation of staff and students | Copy of license  Staff background checks  Other: | Exceeds (3 points)  Meets (2 points)  Progress toward (1)  Does not meet (0)  N/A (exempt) |  |

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|  | **Requirements** | **Documentation** | **Requirement Compliance** | **Improvement Plan/Timeline** |
| 5a | 18-Facilities are accessible to students and their families, including plans for safe transportation or escorting students to non-school facilities and home. | Transportation policies  Transportation schedules  Other: | Exceeds (3 points)  Meets (2 points)  Progress toward (1)  Does not meet (0) |  |
| 5b | 19-Program activities and services are advertised in the targeted schools and community through a variety of methods and forums. All materials include recognition of 21st CCLC funds. | Postings/announcements  Press releases/articles  Outreach activities  Website  Other: | Exceeds (3 points)  Meets (2 points)  Progress toward (1)  Does not meet (0) |  |
| 5c | 20-The program implements an attendance policy that encourages participation on a regular, consistent basis. Program meets attendance goals in application. | Written policies/handbooks  Attendance records  Federal Data Reporting  Contact log  Other: | Exceeds (3 points)  Meets (2 points)  Progress toward (1)  Does not meet (0) |  |
| 5d | 21-Information is transmitted to families with limited English proficiency in modes that are appropriate and easily understood. Needs of ESL students are accommodated in the program. | Correspondence  Translation/assistive materials  Event/meeting announcements  Interpreter  Other: | Exceeds (3 points)  Meets (2 points)  Progress toward (1)  Does not meet (0) |  |

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|  | **Requirements** | **Documentation** | **Requirement Compliance** | **Improvement Plan/Timeline** |
| 6a | 22-The program has a project director with credentials and experience appropriate to manage the program. | Employment records/contract  Credentials  Experience  Other: | Exceeds (3 points)  Meets (2 points)  Progress toward (1)  Does not meet (0) |  |
| 6b | 23-Each site has a coordinator with appropriate credentials and experience to meet DHS licensing to supervise and lead the daily program and personnel. | Employment records/contract  Credentials  Experience  Other: | Exceeds (3 points)  Meets (2 points)  Progress toward (1)  Does not meet (0) |  |
| 6c | 24-All staff have credentials and expertise appropriate for the positions described and there are sufficient numbers of staff planned for the numbers of students. | Employment records  Credentials  Experience  Staffing plan  Other: | Exceeds (3 points)  Meets (2 points)  Progress toward (1)  Does not meet (0) |  |
| 6d | 25-Program and management staffs meet regularly during the grant cycle to coordinate program offerings for continuous program improvements. | Meeting schedules/minutes  Other: | Exceeds (3 points)  Meets (2 points)  Progress toward (1)  Does not meet (0) |  |
| 6e | 26-Program Director has a written plan for local site visits. | Written visit schedule/plan  Other: | Exceeds (3 points)  Meets (2 points)  Progress toward (1)  Does not meet (0) |  |

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|  | **Requirements** | **Documentation** | **Requirement Compliance** | **Improvement Plan/Timeline** |
| 6f | 27-Staff is aware of program goals and objectives and can explain the relationship of program activities to the goals set in the grant application. | Staff orientation agenda  Staff handbooks  Training materials  Other: | Exceeds (3 points)  Meets (2 points)  Progress toward (1)  Does not meet (0) |  |
| 6g | 28-All project staff participate in local, state and national staff development activities; the staff development plan exceeds minimal DHS licensing requirements; it is clear that staff development is aligned to meet the on-going program improvement plan. | Training logs  Professional development plan  Agendas for professional development opportunities  Program improvement plans  Other: | Exceeds (3 points)  Meets (2 points)  Progress toward (1)  Does not meet (0) |  |
| 6h | 29-The program coordinates staff development with those of the school and community partners/vendors as determined through continuous program quality assessment. | Correspondence  Training logs  Training materials  YPQA data  Other: | Exceeds (3 points)  Meets (2 points)  Progress toward (1)  Does not meet (0) |  |
| 6i | 30-Staff and volunteers are evaluated on an annual basis and given feedback for continuous performance improvement.. | Staff handbook  Volunteer rating criteria/format  Website:  Other: | Exceeds (3 points)  Meets (2 points)  Progress toward (1)  Does not meet (0) |  |

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|  | **Requirements** | **Documentation** | **Requirement Compliance** | **Improvement Plan/Timeline** |
| 7a | 31-All meals/snacks that are provided meet USDA guidelines. (USDA funding is available for schools with over 50% free and reduced lunch) | Meal/Snack menus  USDA Reimbursement Documentation  Other: | Exceeds (3 points)  Meets (2 points)  Progress toward (1)  Does not meet (0) |  |
| 7b | 32-To enhance sustainability the program has a plan to increase community support beyond the initial project. The program uses a wide variety of methods to identify and secure material, financial and human resources. The program has established collaboration with parents, community members, volunteers and social service agencies that provide services to children and families. | Correspondence  Documentation of methods used  Meeting Notes  MOUs/Contracts  Written plans  Other: | Exceeds (3 points)  Meets (2 points)  Progress toward (1)  Does not meet (0) |  |
| 7c | 33-The grantee participates as required in the Federal and State monitoring and evaluation by completing and submitting Federal Data Reports, parent, teacher, and student surveys in accordance with state evaluation timelines. | Federal Data Reporting  Annual Report Form submission  evaluation data  Other: | Exceeds (3 points)  Meets (2 points)  Progress toward (1)  Does not meet (0) |  |

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|  | **Requirements** | **Documentation** | **Requirement Compliance** | **Improvement Plan/Timeline** |
| 8a | 34-The grantee expends 21st CCLC funds appropriately. Submits regular claims to Iowa Dept. of Education. | Financial summary reports  Budget change requests/amendments  Purchase invoices  Claims  Time and effort worksheets  Other: | Exceeds (3 points)  Meets (2 points)  Progress toward (1)  Does not meet (0) |  |
| 8b | 35-The grantee uses 21st CCLC funds to supplement rather than to supplant funds from other sources. | Financial/program documents  Program funding history  Other: | Exceeds (3 points)  Meets (2 points)  Progress toward (1)  Does not meet (0) |  |
| 8c | 36-The grantee maintains documentation for materials and equipment purchased with 21st CCLC funds. | Purchase orders/invoices  Inventory list  Other: | Exceeds (3 points)  Meets (2 points)  Progress toward (1)  Does not meet (0) |  |
| 8d | 37-The program maintains on-going documentation of contributions (in-kind or resources) from partnering agencies or other sources. | In-kind contribution list  Volunteer log  Partner agreements  Other: | Exceeds (3 points)  Meets (2 points)  Progress toward (1)  Does not meet (0) |  |

The Maximum points available for 37 items is 111 (37 x 3). To Meet every item will earn 74 points (37 x2) Sites that score below 74 points may be placed on a compliance plan until the deficiency is corrected and documented to the SEA.

Site Observations: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Additional Comments:

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No further action required  Compliance plan and documentation required

I/we certify that this On-Site Monitoring Visit was conducted on (date) *\_\_\_\_\_\_\_\_\_*and was reviewed with representatives of the program/agency grantee at the exit interview. The grantee, if identified for improvement, will complete the required improvement plan and submit documentation for each item within the specified timeline.

Consultant: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Signature)

Program/Agency Representative: Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Print)

Program/Agency Representative: Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Signature)