

IOWA 21ST CENTURY COMMUNITY LEARNING CENTERS ON-SITE MONITORING DOCUMENTATION

Grantee: _____
Iowa Dept of Education Consultant: Vic Jaras

Grant Cohort _____ Site: _____
Date(s) of Visit: _____

	Requirements	Documentation	Requirement Compliance	Improvement Plan/Timeline
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:	<input type="checkbox"/> Exceeds (3 points) <input type="checkbox"/> Meets (2 points) <input type="checkbox"/> Progress toward (1) <input type="checkbox"/> 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:	<input type="checkbox"/> Exceeds (3 points) <input type="checkbox"/> Meets (2 points) <input type="checkbox"/> Progress toward (1) <input type="checkbox"/> 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 21 st CCLC Program.	Meeting agendas and minutes, including list of attendees Schedule of meetings Other:	<input type="checkbox"/> Exceeds (3 points) <input type="checkbox"/> Meets (2 points) <input type="checkbox"/> Progress toward (1) <input type="checkbox"/> 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:	<input type="checkbox"/> Exceeds (3 points) <input type="checkbox"/> Meets (2 points) <input type="checkbox"/> Progress toward (1) <input type="checkbox"/> Does not meet (0) <input type="checkbox"/> N/A (no private schools within district boundary)	

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2a	<p>5-The grantee has contracted with a local evaluator who at a minimum, will:</p> <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> a. program data, such as enrollment, demographic, attendance, and activity information, b. surveys from parents, students, teachers, and staff at the end of each school year; and c. 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. 	<p>Employment records or contract Local Evaluator work plan Local Evaluation report(s) Other:</p>	<p><input type="checkbox"/> Exceeds (3 points) <input type="checkbox"/> Meets (2 points) <input type="checkbox"/> Progress toward (1) <input type="checkbox"/> Does not meet (0)</p>	

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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:	<input type="checkbox"/> Exceeds (3 points) <input type="checkbox"/> Meets (2 points) <input type="checkbox"/> Progress toward (1) <input type="checkbox"/> 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:	<input type="checkbox"/> Exceeds (3 points) <input type="checkbox"/> Meets (2 points) <input type="checkbox"/> Progress toward (1) <input type="checkbox"/> 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:	<input type="checkbox"/> Exceeds (3 points) <input type="checkbox"/> Meets (2 points) <input type="checkbox"/> Progress toward (1) <input type="checkbox"/> Does not meet (0)	

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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 (Iowa Physical Literacy), technology education programs, and character education programs,	Activity schedules and descriptions Flyers for parents and students describing the program Other:	<input type="checkbox"/> Exceeds (3 points) <input type="checkbox"/> Meets (2 points) <input type="checkbox"/> Progress toward (1) <input type="checkbox"/> Does not meet (0)	

	that are designed to reinforce and complement the regular academic program of participating students described in the grant.			
	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:	<input type="checkbox"/> Exceeds (3 points) <input type="checkbox"/> Meets (2 points) <input type="checkbox"/> Progress toward (1) <input type="checkbox"/> Does not meet (0)	
3c	11-The program involves <u>students</u> 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:	<input type="checkbox"/> Exceeds (3 points) <input type="checkbox"/> Meets (2 points) <input type="checkbox"/> Progress toward (1) <input type="checkbox"/> Does not meet (0)	
3d	12-The program involves <u>parents</u> 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:	<input type="checkbox"/> Exceeds (3 points) <input type="checkbox"/> Meets (2 points) <input type="checkbox"/> Progress toward (1) <input type="checkbox"/> 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	<input type="checkbox"/> Exceeds (3 points) <input type="checkbox"/> Meets (2 points) <input type="checkbox"/> Progress toward (1) <input type="checkbox"/> Does not meet (0)	

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4a	14-The program has developed written policies and procedures to effectively manage the programs that are made available to all partners.	Handbook Written/policies and procedures Other:	<input type="checkbox"/> Exceeds (3 points) <input type="checkbox"/> Meets (2 points) <input type="checkbox"/> Progress toward (1) <input type="checkbox"/> 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:	<input type="checkbox"/> Exceeds (3 points) <input type="checkbox"/> Meets (2 points) <input type="checkbox"/> Progress toward (1) <input type="checkbox"/> Does not meet (0)	
4c	16-The program enters into formal written agreements with subcontractors (partners/vendors).	Agreements/MOUs Other:	<input type="checkbox"/> Exceeds (3 points) <input type="checkbox"/> Meets (2 points) <input type="checkbox"/> Progress toward (1) <input type="checkbox"/> Does not meet (0)	
4d	17-The facility is licensed/approved or exempt by state of Iowa DHS and meets the equivalent of licensing requirements for documentation of staff and students	Copy of license Staff background checks Other:	<input type="checkbox"/> Exceeds (3 points) <input type="checkbox"/> Meets (2 points) <input type="checkbox"/> Progress toward (1) <input type="checkbox"/> Does not meet (0) <input type="checkbox"/> N/A (exempt)	

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5a	18-Facilities are accessible to students and their families, including plans for transporting or escorting students to non-school facilities.	Transportation policies Transportation schedules Other:	<input type="checkbox"/> Exceeds (3 points) <input type="checkbox"/> Meets (2 points) <input type="checkbox"/> Progress toward (1) <input type="checkbox"/> 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 21 st CCLC funds.	Postings/announcements Press releases/articles Outreach activities Website Other:	<input type="checkbox"/> Exceeds (3 points) <input type="checkbox"/> Meets (2 points) <input type="checkbox"/> Progress toward (1) <input type="checkbox"/> 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 PPICS Contact log Other:	<input type="checkbox"/> Exceeds (3 points) <input type="checkbox"/> Meets (2 points) <input type="checkbox"/> Progress toward (1) <input type="checkbox"/> 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:	<input type="checkbox"/> Exceeds (3 points) <input type="checkbox"/> Meets (2 points) <input type="checkbox"/> Progress toward (1) <input type="checkbox"/> Does not meet (0)	

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6a	22-The program has a project director with credentials and experience appropriate to manage the program.	Employment records/contract Credentials Experience Other:	<input type="checkbox"/> Exceeds (3 points) <input type="checkbox"/> Meets (2 points) <input type="checkbox"/> Progress toward (1) <input type="checkbox"/> 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:	<input type="checkbox"/> Exceeds (3 points) <input type="checkbox"/> Meets (2 points) <input type="checkbox"/> Progress toward (1) <input type="checkbox"/> 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:	<input type="checkbox"/> Exceeds (3 points) <input type="checkbox"/> Meets (2 points) <input type="checkbox"/> Progress toward (1) <input type="checkbox"/> 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:	<input type="checkbox"/> Exceeds (3 points) <input type="checkbox"/> Meets (2 points) <input type="checkbox"/> Progress toward (1) <input type="checkbox"/> Does not meet (0)	
6e	26-Program Director has a written plan for local site visits.	Written visit schedule/plan Other:	<input type="checkbox"/> Exceeds (3 points) <input type="checkbox"/> Meets (2 points) <input type="checkbox"/> Progress toward (1) <input type="checkbox"/> Does not meet (0)	

	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:	<input type="checkbox"/> Exceeds (3 points) <input type="checkbox"/> Meets (2 points) <input type="checkbox"/> Progress toward (1) <input type="checkbox"/> 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:	<input type="checkbox"/> Exceeds (3 points) <input type="checkbox"/> Meets (2 points) <input type="checkbox"/> Progress toward (1) <input type="checkbox"/> 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:	<input type="checkbox"/> Exceeds (3 points) <input type="checkbox"/> Meets (2 points) <input type="checkbox"/> Progress toward (1) <input type="checkbox"/> Does not meet (0)	
6i	30-Staff and volunteers are evaluated on an annual basis and given feedback for continuous performance improvement. Annual results are posted online for public access.	Staff handbook Volunteer rating criteria/format Website: Other:	<input type="checkbox"/> Exceeds (3 points) <input type="checkbox"/> Meets (2 points) <input type="checkbox"/> Progress toward (1) <input type="checkbox"/> Does not meet (0)	

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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:	<input type="checkbox"/> Exceeds (3 points) <input type="checkbox"/> Meets (2 points) <input type="checkbox"/> Progress toward (1) <input type="checkbox"/> 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:	<input type="checkbox"/> Exceeds (3 points) <input type="checkbox"/> Meets (2 points) <input type="checkbox"/> Progress toward (1) <input type="checkbox"/> Does not meet (0)	
7c	33-The grantee participates as required in the Federal and State monitoring and evaluation by completing and submitting PPICS, parent, teacher, and student surveys in accordance with state evaluation timelines.	PPICS Annual Report Form submission evaluation data Other:	<input type="checkbox"/> Exceeds (3 points) <input type="checkbox"/> Meets (2 points) <input type="checkbox"/> Progress toward (1) <input type="checkbox"/> Does not meet (0)	

	Requirements	Documentation	Requirement Compliance	Improvement Plan/Timeline
8a	34-The grantee expends 21 st 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:	<input type="checkbox"/> Exceeds (3 points) <input type="checkbox"/> Meets (2 points) <input type="checkbox"/> Progress toward (1) <input type="checkbox"/> Does not meet (0)	
8b	35-The grantee uses 21 st CCLC funds to supplement rather than to supplant funds from other sources.	Financial/program documents Program funding history Other:	<input type="checkbox"/> Exceeds (3 points) <input type="checkbox"/> Meets (2 points) <input type="checkbox"/> Progress toward (1) <input type="checkbox"/> Does not meet (0)	
8c	36-The grantee maintains documentation for materials and equipment purchased with 21 st CCLC funds.	Purchase orders/invoices Inventory list Other:	<input type="checkbox"/> Exceeds (3 points) <input type="checkbox"/> Meets (2 points) <input type="checkbox"/> Progress toward (1) <input type="checkbox"/> 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:	<input type="checkbox"/> Exceeds (3 points) <input type="checkbox"/> Meets (2 points) <input type="checkbox"/> Progress toward (1) <input type="checkbox"/> Does not meet (0)	

Site Observations: _____

Additional Comments: _____

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: _____
(Signature)

Date: _____

Program/Agency Representative: _____
(Print)

Title: _____

Program/Agency Representative: _____
(Signature)

Date: _____