



Wisconsin Department of Public Instruction
**NITA M. LOWEY 21ST CENTURY COMMUNITY LEARNING
CENTER MONITORING TOOL**

GENERAL INFORMATION		
21 st Century Community Learning Center Site <i>School Name</i>		Granted Agency Grant
Project Contact Name <i>First & Last</i>	Grant Project Contact Email	Date Completed <i>Mo./Day/Yr.</i>

Grantee Instructions/Instructions for Providing Evidence: The purpose of the Nita M. Lowery 21st Century Community Learning Centers (21st CCLC) Monitoring Tool is to collect the evidence needed to demonstrate that your 21st CCLC program is in compliance with state and federal requirements. The majority of the elements listed below align with a state or federal requirement for Wisconsin 21st CCLC programs. In addition, the tool includes some key promising practices for out-of-school time programs that you may want to consider implementing. Providing evidence for the promising practices is optional, and the promising practices elements are marked as optional on the Monitoring Tool. The elements are organized into sections according to DPI's Guiding Principles for 21st CCLC Programs.

For each element, there is a list of the types of documents that are considered acceptable evidence of compliance. Please note that, for many elements, there are required documents that you are expected to include. These documents are marked as required on the Monitoring Tool. You are also given the option of including documentation that is not listed. Any evidence provided should consist of materials or artifacts that clearly document program policies, procedures, or activities that demonstrate compliance with the requirement. Descriptions may be allowable as indicated below, but documentation should not consist entirely of descriptions. At least one form of documentation must be submitted for every required element. You may submit more than one piece of evidence for an element if you wish to.

When submitting evidence, do not include any personally identifiable information (PII) about students or families (e.g., names, addresses, etc.). If a document lists student names or other identifying information, please blackout or otherwise delete this information.

You should strive to collect the most recent examples of compliance available. If evidence does not exist for the current program year, you may provide evidence from prior years. In that case, you should also provide documentation of current program efforts related to the requirement even if it does not demonstrate complete compliance.

Beginning in Fall of 2020, grantees are required to submit documentation via DPI's online monitoring portal. This version of the Monitoring Tool is for reference only and should not be submitted to DPI as a part of the monitoring process.

Reviewer Instructions: Use the following rating scale below to select the response that best characterizes the level of compliance this 21st CCLC program demonstrates for each of the listed elements: 1 = Area of Strength 2 = Compliant 3 = Area for Improvement (Compliant with reservations) 4= Corrective Action (Non-Compliant) NA = Not Applicable

Use the notes section to explain any rating other than a "2" (Compliant).

A. VISION, MISSION, AND GOALS

Guiding Principle: Program has clear youth-centered vision, mission, and goals developed in partnership with important stakeholders.

Requirement or Promising Practice	Evidence	Rating	DPI Notes
1. The majority of students served attend a school that is eligible for Title I schoolwide services (e.g. has a socio-economic disadvantage rate of at least 40 percent).	<input type="checkbox"/> Most Recent School Report Card (Required) <input type="checkbox"/> WiseDash data report <input type="checkbox"/> Evidence of Title I waiver <input type="checkbox"/> Other:		(Federal requirement)
2. The program provides services to a significant portion of the students with the greatest need for academic support and youth development.	<input type="checkbox"/> Attendance, academic, or behavioral data for program participants (Delete all personally identifiable information.) <input type="checkbox"/> Correspondence with day school personnel related to needs of students (e.g., teaching staff, counselor, principal, etc.) (Delete all personally identifiable information.) <input type="checkbox"/> Other:		(State requirement)
3. The program uses targeted recruitment strategies to ensure that it provides services to a significant portion of students with the greatest need for academic support and youth development.	<input type="checkbox"/> Student referral forms or other evidence of recruitment process (Required) <input type="checkbox"/> Evidence of recruitment policy (i.e., program handbook, communication with day school staff) <input type="checkbox"/> Other:		(State requirement)
4. The program provides academic and other services to at least the minimum number of students as outlined in the grant application's Terms and Conditions.	<input type="checkbox"/> Attendance records verifying attendance to-date, including both of the following: (Required): <input type="checkbox"/> Average daily attendance, <input type="checkbox"/> Total students served <input type="checkbox"/> Attendance records verifying regular attendees <input type="checkbox"/> Other:		(State requirement)
5. The program provides services for at least 10 hours per week. (DPI will download a Typical Week Report directly from Cayen's AS21 system. Do not include this report as evidence.)	<input type="checkbox"/> Weekly activity schedule (before- and after-school) showing weekly hours of programming (Required) <input type="checkbox"/> Materials used to communicate weekly schedule to families (e.g., family handbook, registration materials, program fliers, etc.) <input type="checkbox"/> Other:		(State requirement)
6. The program provides services for at least 115 days during the school year. (DPI will download data related to total days of operation from the most recent complete year of programming from Cayen's AS21 system. Do not include this report as evidence.)	<input type="checkbox"/> School year calendar with days of operation marked, including start and end dates, and closure dates <input type="checkbox"/> Communication with families about program schedule (e.g., family handbook, registration materials, program fliers, etc.) <input type="checkbox"/> Other:		(State requirement)

B. LEADERSHIP AND STAFF

Guiding Principle: Program has strong leadership and a team of qualified staff in place.

Requirement or Promising Practice	Evidence	Rating	DPI Notes
1. If the program uses volunteers, the program recruits and uses appropriately qualified individuals.	<input type="checkbox"/> One of the following (Required): <ul style="list-style-type: none"> <input type="checkbox"/> Volunteer policy, including plan for recruiting, vetting, and using volunteers <input type="checkbox"/> Evidence of recruitment and vetting process <input type="checkbox"/> Roster of volunteers, including roles and responsibilities <input type="checkbox"/> Other:		(Federal requirement)
2. Staff and others are fully prepared to provide program services.	<input type="checkbox"/> Records of hiring procedures, including background check policy (Required) <input type="checkbox"/> Position descriptions and relevant qualifications <input type="checkbox"/> Professional development plan and schedule <input type="checkbox"/> Evidence of sufficient planning time and regular staff meetings <input type="checkbox"/> Staff handbook <input type="checkbox"/> Other:		(Federal requirement)
3. Program coordinator is employed for at least 20 hours per week if overseeing one program and 40 hours per week if overseeing multiple programs.	<input type="checkbox"/> Position description with number of weekly hours listed (Required) <input type="checkbox"/> Evidence of time and effort tracking (could be screenshot) <input type="checkbox"/> Other:		(State requirement)
4. Program is appropriately staffed for the age of the students served and the activities provided.	<input type="checkbox"/> List of staff roles and responsibilities <input type="checkbox"/> Evidence of staff to student ratio for different groupings of students <input type="checkbox"/> Other:		(Promising practice)
5. Ongoing professional development is provided for all involved in program implementation.	<input type="checkbox"/> Professional development plan <input type="checkbox"/> Roster of professional development attendees, including session topics and dates of attendance <input type="checkbox"/> Evidence of regular staff meetings <input type="checkbox"/> Evidence of staff evaluation process <input type="checkbox"/> Other:		(Promising practice)

C. FINANCIAL MANAGEMENT AND SUSTAINABILITY

Guiding Principle: Program manages funding sources appropriately and plans for sustainability.

Requirement or Promising Practice	Evidence	Rating	DPI Notes
<p>1. The program coordinates with other federal, state, and local programs to make effective use of resources.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Records demonstrating coordination with at least one other federal, state, or local funding source <input type="checkbox"/> List of jointly-funded and planned activities, including dates <input type="checkbox"/> Other: 		(Federal requirement)
<p>2. All funds are used in a manner consistent with the purpose of the 21st CCLC program.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Written fiscal policies and procedures (e.g., procurement policy, bids and contracts policy, time and effort reporting procedures) <input type="checkbox"/> Fiscal records demonstrating that expenditures align with most recently DPI-approved budget <input type="checkbox"/> Evidence of inventory process <input type="checkbox"/> If applicable, fiscal records demonstrating that program income is being tracked and spent appropriately (i.e., on allowable costs and within the grant period) (Required for any program generating income) <input type="checkbox"/> Other: 		(Federal requirement)
<p>3. Strategies are in place to sustain the program after grant funding ends.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence of progress on sustainability plan, including one of the following (Required): <ul style="list-style-type: none"> <input type="checkbox"/> Evidence of a sustainability planning committee (e.g., list of members, schedule of meetings, meeting minutes, etc.) <input type="checkbox"/> Records of community outreach events, communications, and fund-raising activities <input type="checkbox"/> Documentation of additional funding sources secured to support program <input type="checkbox"/> Other: 		(Federal requirement)
<p>4. If the program charges fees, the fees do not represent a barrier to participation for any student.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Registration form with required language (Required) <input type="checkbox"/> Documentation of any fee reductions or waivers awarded (Required) <input type="checkbox"/> Other: 		(Federal requirement)
<p>5. If the program generates income, including charging fees for services, procedures are in place to ensure that income is expended during the grant cycle in which the income is generated and is</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Documentation of income generated by fees (Required) <input type="checkbox"/> Description of how program income (including fees for services) is being used to support program costs (Required) 		(Federal and state requirement)

expended on allowable activities	<input type="checkbox"/> Evidence that program income is being expended during current grant cycle (Required) <input type="checkbox"/> Other		
6. Program complies with all terms and conditions related to subcontractors.	<input type="checkbox"/> List of 21st CCLC-funded contracts, including the amount of 21st CCLC funds expended on contract <input type="checkbox"/> Examples of contracts for services <input type="checkbox"/> Policies and procedures for monitoring compliance and allowable use of funds <input type="checkbox"/> Other <input type="checkbox"/> N/A – Program does not have contractors		(State requirement)

D. PROGRAM IMPROVEMENT

Guiding Principle: Program gathers and reviews high quality data for decision making and continuous quality improvement.

Requirement or Promising Practice	Evidence	Rating	DPI Notes
1. The program is regularly evaluated for progress toward program objectives, and evaluation results are used to refine, improve, and strengthen the program, and to refine performance measures.	<input type="checkbox"/> Copy of most recent evaluation report (Required) <input type="checkbox"/> Evidence of program improvement efforts, including one of the following (Required): <ul style="list-style-type: none"> <input type="checkbox"/> Evidence of implementation of evaluation plan (e.g., meeting schedule, meeting minutes, list of evaluation team members with roles, etc.) <input type="checkbox"/> Documentation of changes made to program or to performance measures in response to evaluation results <input type="checkbox"/> Other:		(Federal requirement)
2. The public is made aware of the availability of evaluation results.	<input type="checkbox"/> Documentation of communication of availability of results, including one of the following (Required): <ul style="list-style-type: none"> <input type="checkbox"/> Screenshot of website with reference to evaluation results <input type="checkbox"/> Copy of school board meeting notices <input type="checkbox"/> Executive summary with distribution list <input type="checkbox"/> Copy of results published in local newspaper <input type="checkbox"/> Other:		(Federal requirement)

3. Program regularly enters required data into AS21 (statewide evaluation system). (DPI staff will review data from AS21 system to confirm regular data entry. Grantee may provide additional documentation.)	<input type="checkbox"/> Evidence of policies or procedures that support regular data entry <input type="checkbox"/> Job description for staff member assigned to entering data into AS21 <input type="checkbox"/> Data sharing agreement with school <input type="checkbox"/> Other		(State requirement)
4. The program complies with the self-assessment requirements by year.	<input type="checkbox"/> Evidence that appropriate steps in self-assessment process have been completed (e.g., summary of results, action plan, portions of completed self-assessment tool, etc.) (Required) <input type="checkbox"/> Evidence of documented process for administering self-assessment tool and implementing action plan (e.g., list of staff members involved in process, meeting schedule, meeting notes, timeline for completing self-assessment steps, etc.) <input type="checkbox"/> Other:		(State requirement)
5. Program evaluations provide clear evidence of positive impact on a significant portion of regular attendees and their families.	<input type="checkbox"/> Program evaluation report <input type="checkbox"/> Evidence of academic progress made by participants (no identifying information) (e.g., grades, test scores, etc.) <input type="checkbox"/> School attendance or behavior data for regular attendees (no identifying information) <input type="checkbox"/> Teacher survey data <input type="checkbox"/> Student or family survey data <input type="checkbox"/> Other:		(Promising practice)

E. STUDENT PROGRAMMING: DIVERSITY OF PROGRAMMING; ACADEMIC ENRICHMENT; SOCIAL AND EMOTIONAL LEARNING; VOICE, CHOICE, AND LEADERSHIP

Guiding Principles: Program offers a broad array of programming and employs multiple methods of instruction. Academic enrichment activities complement, but do not replicate, the school day. Social and emotional learning is integrated across all areas of the program. Youth have a voice in programming and have genuine opportunities for choice and leadership.

Requirement or Promising Practice	Evidence	Rating	DPI Notes
1. Program participants regularly engage in at least one type of academic enrichment programming.	<input type="checkbox"/> Weekly activity schedule (before and after school) with academic enrichment offerings clearly marked (Required) <input type="checkbox"/> Description of core academic enrichment offerings (Required) <input type="checkbox"/> Other:		(Federal requirement)
2. The program provides at least two additional types of services, programs, or activities that contribute to overall student success.	<input type="checkbox"/> Weekly activity schedule with at least two additional types of services, programs, or activities clearly marked (Required) <input type="checkbox"/> Description of additional services, programs, or activities offered by program (Required) <input type="checkbox"/> Other:		(Federal and state requirement)

3. The program uses best practices, including evidence or research-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development.	<input type="checkbox"/> Description of core best practices being implemented by program <input type="checkbox"/> Documentation that best practices are being implemented (e.g., activity plans showing implementation of practices, documentation of professional development related to practices) <input type="checkbox"/> Other:		(Federal requirement)
4. The program intentionally embeds opportunities for youth to develop and practice social and emotional learning (SEL) competencies.	<input type="checkbox"/> Copies of activity plans that show implementation of SEL <input type="checkbox"/> Description of SEL strategies implemented by program <input type="checkbox"/> Evidence of opportunities for students to take on leadership roles, work collaboratively, set goals, etc. <input type="checkbox"/> Evidence of staff training related to SEL <input type="checkbox"/> Other:		(Promising practice)
5. Program participants are involved in choosing or providing input into program activities (e.g., voice and choice).	<input type="checkbox"/> Documented process to solicit input from youth (e.g., student surveys, focus groups, youth council, etc.) <input type="checkbox"/> Evidence of programming based on student input <input type="checkbox"/> Program records demonstrating opportunities for students to make choices about the activities in which they participate (e.g., daily or weekly schedule, etc.) <input type="checkbox"/> Other:		(Promising practice)

F. PROGRAM ENVIRONMENT

Guiding Principle: Program ensures youth feel safe, supported, and welcomed.

Requirement or Promising Practice	Evidence	Rating	DPI Notes
1. All program activities take place in a safe and easily accessible facility.	<input type="checkbox"/> Evidence of safety policies and procedures, including both of the following (required) <ul style="list-style-type: none"> <input type="checkbox"/> Evidence that building is secured during program hours (i.e., doors are locked or monitored, parents and guardians are supervised when in building, etc.) <input type="checkbox"/> Documentation of procedures for tracking students during program hours, including during dismissal and transportation times <input type="checkbox"/> Evidence of emergency management plan, including one of the following (Required):		(Federal requirement)

	<ul style="list-style-type: none"> <input type="checkbox"/> Written emergency management plan <input type="checkbox"/> Evidence that before- and after-school staff AND students have been trained in emergency protocols (e.g., record of fire drills, etc.) <input type="checkbox"/> Record of fire drills, tornado drills, and other emergency operation plan drills specific to after-school program <input type="checkbox"/> Evidence of facility accessibility, including one of the following (Required): <ul style="list-style-type: none"> <input type="checkbox"/> School map with programming areas highlighted demonstrating accessibility of space <input type="checkbox"/> Evidence of compliance with the American with Disabilities Act (ADA) Standards <input type="checkbox"/> Site inspection records (e.g., Building or program safety inspections) <input type="checkbox"/> Evidence that program has access to building spaces that are adequate for the activities being carried out (e.g., list of spaces utilized by program with corresponding activities, activity schedule with spaces listed, map with programming areas highlighted, etc.) <input type="checkbox"/> Other: 		
<p>2. Students in the program travel safely to and from the center and home. Safe transportation is not a barrier to participation for any students.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence of transportation plan (Required) <input type="checkbox"/> Plan for transporting students to program, if program takes place in location other than primary school (Required for programs that do not take place at primary school) <input type="checkbox"/> Documentation that transportation options are communicated to families (e.g., registration form, family handbook, etc.) (Required) <input type="checkbox"/> Evidence of process to regularly assess the transportation needs of all potential participants <input type="checkbox"/> Transportation service documents (e.g., agreements with bus, van, or taxi companies) <input type="checkbox"/> Evidence of communication with school or district homelessness liaison <input type="checkbox"/> Other: 		(Federal requirement)

3. The program is accessible to individuals with different abilities	<input type="checkbox"/> Written plan for accommodating students and families with different abilities <input type="checkbox"/> Examples of accommodations offered <input type="checkbox"/> Evidence of specially trained staff or staff training related to making accommodations for students <input type="checkbox"/> Evidence of communication with families regarding accommodations for students who need them <input type="checkbox"/> Evidence that program is serving students with different abilities with personally identifiable information of students removed <input type="checkbox"/> Other:	(Federal requirement)
4. Program environment is welcoming and supportive of students and their families.	<input type="checkbox"/> Evidence the program is showcased in public areas of facility <input type="checkbox"/> Student and family survey results <input type="checkbox"/> Evidence of policies related to Positive Behavioral Interventions and Supports (PBIS) <input type="checkbox"/> Evidence of implementation of PBIS, SEL, equity, or culturally and linguistically responsive practices (e.g., activity plans, student products, program policies, etc.) <input type="checkbox"/> Evidence that language used on official program materials is inclusive <input type="checkbox"/> Other:	(Promising practice)

G. COMMUNITY COLLABORATION

Guiding Principle: Program engages and collaborates with community stakeholders.

Requirement or Promising Practice	Evidence	Rating	DPI Notes
1. The program is carried out by a partnership with at least one community-based organization and other public or private entities where appropriate.	<input type="checkbox"/> List of partners and description of contributions (Required) <input type="checkbox"/> Evidence of involvement of partners in providing program services (e.g., program schedule, fliers advertising offerings led by partners, etc.) <input type="checkbox"/> Records of meetings with partners or of advisory board meetings that involve partners <input type="checkbox"/> Evidence of diverse partnerships that reflect the community served by the program <input type="checkbox"/> Other:		(Federal requirement)

<p>2. Information about the 21st CCLC is disseminated to the community in an understandable and appropriate manner (i.e., linguistically and culturally relevant to the community being served).</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Dissemination examples (e.g., fliers, newspaper articles, school postings, promotional materials, school board meeting minutes, etc.) (Required) <input type="checkbox"/> Informational and recruitment materials in languages other than English, if applicable <input type="checkbox"/> Other: 		(Federal requirement)
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H. PARTNERSHIP WITH SCHOOL

Guiding Principle: Partnership between program and school is characterized by active collaboration and communication.

Requirement or Promising Practice	Evidence	Rating	DPI Notes
<p>1. The program is carried out in active collaboration with the school(s) the students attend.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence of collaboration between program and day school, including one of the following (required) <ul style="list-style-type: none"> <input type="checkbox"/> Evidence of regular communication with school administration and staff about program (e.g., meeting agendas or minutes, examples of correspondence, etc.) <input type="checkbox"/> Teacher surveys or other examples of strategies used to solicit feedback from day school teachers <input type="checkbox"/> Records of 21st CCLC program staff involvement in day school activities (e.g., minutes from school-based improvement team meetings, grade level meetings, etc.) <input type="checkbox"/> Records of school personnel involvement in program (e.g., evidence of day school staff serving on 21st CCLC advisory board, as volunteers, or as activity leaders) <input type="checkbox"/> Other: 		(Federal requirement)
<p>2. The site consults with private schools about grant opportunities and availability of services for private school students.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Private School Affirmation Form (Required for public school grantees) <input type="checkbox"/> Records of consultation with private schools <input type="checkbox"/> N/A – No private schools in attendance area <input type="checkbox"/> Other: 		(Federal requirement)

<p>3. Academic services are clearly aligned with the school's instruction and challenging state and local standards.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Activity plan template or sample activity plans illustrating alignment to standards and identified learning objectives <input type="checkbox"/> Examples of curriculum or instructional approaches aligned with school day program or state and local standards <input type="checkbox"/> Documentation of communication or collaboration between day school staff and program staff regarding alignment of 21st CCLC activities and day school instruction <input type="checkbox"/> Other: 		<p>(Federal requirement)</p>
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I. FAMILY ENGAGEMENT

Guiding Principle: Families are treated as essential partners in the program's efforts to support youth.

Requirement or Promising Practice	Evidence	Rating	DPI Notes
<p>1. The program provides opportunities for families to engage in their children's education.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Schedule of family engagement events for current year, including a description and purpose of each activity (recommended minimum of four per year) (Required) <input type="checkbox"/> List of other 21st CCLC-sponsored family engagement opportunities (e.g., committees, advisory board, field trips, etc.) <input type="checkbox"/> Documentation of adult learning opportunities for the family members of 21st CCLC participants <input type="checkbox"/> Evidence that identified barriers to family participation are actively addressed by the program (e.g., fliers in multiple languages, transportation, alternative scheduling, childcare) <input type="checkbox"/> Other: 		<p>(Federal requirement)</p>
<p>2. Parents and guardians are actively involved in planning and implementing the program.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence of family advisory board or evidence of family member participation in general 21st CCLC advisory board (e.g., list of board members, dates and times of meetings, meeting notes, etc.) <input type="checkbox"/> Documentation of efforts to solicit feedback from families (e.g., family survey form, survey results, emails to families, etc.) <input type="checkbox"/> Evidence of alignment between family engagement activities and the identified needs of students and families <input type="checkbox"/> Volunteer records of family members (e.g., invitations to volunteer, volunteer logs, etc.) <input type="checkbox"/> Other: 		<p>(Promising practice)</p>

SAMPLE