



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

Name your Monitoring Survey Tool: Name of Applicant Agency and Primary School Served *

I. General Information

Q1.1 Select the agency and primary school site served being monitored: *

Q1.2 Is the primary contact and principal information listed above correct? *

Yes No

Q1.12 Will/has the program generate(d) income? *

Yes No

Q1.13 Does/did the program income include program fees? *

Yes No

Q1.14 In addition to the primary program contact and principal listed above, will anyone else attend the monitoring interview?

Yes No

II. Monitoring Tool

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 elements of promising practices for high quality programming. The elements are organized into sections according to DPI's Guiding Principles for 21st CCLC Programs (<https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/clcguideprinciplesfull.pdf>). If the monitoring event occurs at the beginning of the school year, evidence from the previous grant year may be included. Otherwise, all evidence should reflect most current operations and activities.

For each element, there is a list of the types of documents that are considered acceptable evidence of compliance. Please note: for many elements, there are required documents you must include. You are also given the option of including documentation not listed. Any evidence provided should consist of materials or artifacts that clearly document program policies, procedures, or activities that demonstrate compliance with the monitoring element. Written descriptions of activities may be allowable as indicated below. At least one form of documentation must be submitted for every compliance-related element marked with a red asterisk.

To submit documentation, click the check box next to the type of evidence provided. The system will then prompt you to upload the selected type of evidence. If "Other" is selected, in addition to uploading the evidence, you will be prompted to provide a brief explanation describing the documentation and how it demonstrates compliance.

When uploading evidence, do not include any personally identifiable information (PII) about students or family members (e.g., names, addresses, etc.). If a document submitted to the portal

lists student names or other identifying information, please blackout or otherwise delete this information.

A. VISION, MISSION, AND GOALS

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

A1. 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). *

Most-Recent School Report Card (Required) WiseDash data report Other

A2. The program provides services to a significant portion of the students with the greatest need for academic support and youth development. *

Attendance, academic, or behavioral data for program participants (Delete all personally identifiable information.) Correspondence with day school personnel related to needs of students (e.g., teaching staff, counselor, principal, etc.) Other

A3. 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. *

Student referral forms or other evidence of recruitment process (Required) Evidence of recruitment policy (i.e., program handbook, communication with day school staff) Other

A4. The program provides academic and other services to at least the minimum number of Average Daily Attendees (ADA) as required in the grant award Terms and Conditions. *

Attendance records verifying ADA to date for the grant year (Required) Other

A5. The program provides services for at least 10 hours per week. *

Weekly activity schedule (before- and after-school) showing weekly hours of programming (Required) Materials used to communicate weekly schedule to families (e.g., family handbook, registration materials, program fliers, etc.) Other

A6. The program provides services for at least 115 days during the school year. *

School year calendar with days of program services marked, including start and end dates, and closure dates (Required) Communication with families about program schedule (e.g., family handbook, registration materials, program fliers, etc.) Other

B. LEADERSHIP AND STAFF

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

B1. If the program uses volunteers, the program recruits and uses appropriately qualified individuals. *

One of the following (Required): Volunteer policy OR Evidence of recruitment and vetting process Roster of volunteers, including roles and responsibilities Other N/A

B2. Staff and others are fully prepared to provide program services. *

Records of hiring procedures, including background check policy (Required) Position descriptions and relevant qualifications Professional development plan and schedule Evidence of sufficient planning time and regular staff meetings Staff handbook Other

B3. Program coordinator is employed for at least 20 hours per week if overseeing one program and 40 hours per week if overseeing multiple programs. *

Position description with number of weekly employed hours listed (Required) Evidence of time and effort tracking Other

B4. Program is appropriately staffed for the age of the students served and the activities provided. *

List of staff roles and responsibilities Evidence of staff to student ratio for different groupings of students Other

B5. Ongoing professional development is provided for all involved in program implementation. *

Professional development plan (Required) Roster of professional development attendees, including session topics and dates of attendance (Required) Evidence of regular staff meetings Evidence of staff evaluation process Other

C. FINANCIAL MANAGEMENT AND SUSTAINABILITY

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

C1. The program coordinates with other federal, state, and local programs to make effective use of resources. *

Records demonstrating coordination with other federal, state, or local funding source(s) List of jointly-funded and planned activities, including dates activities occurred Other

C2. All funds are used in a manner consistent with the purpose of the 21st CCLC program. *

Fiscal records demonstrating program expenses are tracked & budgeted appropriately (Required) Fiscal records showing how program income was used to support program operations & svcs (Required, if generating prog income) Documented fiscal policies and procedures(e.g., procurement policy, bids & contracts policy, time & effort reporting procedures) Evidence of fiscal inventory process Other

C3. Strategies are in place to sustain the program after grant funding ends. *

Evidence of implementation of sustainability plan (Required) Other

C4. If the program charges fees for participation, the fees do not represent a barrier to participation for any student. *

Registration form (Required) Documentation of any fee reductions or waivers awarded (Required) Other

C5. If the program is used to generate income, including charging participation 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 expended on allowable activities. *

Documentation of income generated by participation fees (Required) Documentation of how program income (including fees for services) is being used to support program costs (Required) Evidence program income is being expended during current grant cycle (Required) Other

C6. Program complies with all terms and conditions related to subcontractors. *

List of 21st CCLC-funded contracts, including the amount of 21st CCLC funds expended on contract Examples of contracts for services Policies and procedures for monitoring compliance and allowable use of funds Other Not applicable (program does not have subcontractors)

D. PROGRAM IMPROVEMENT

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

D1. The program is regularly evaluated for progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success as described in the subgrantee's application. *

Most recent evaluation report (Required) Evidence of program improvement efforts (Required) Other

D2. Subgrantee provides public notice of the availability of its evaluations and makes the evaluations available upon request. *

Documentation of communication of availability of evaluation (Required) Other

D3. Program regularly enters required data into Cayen *

Documentation of policies or procedures that support regular, required program data entry

Job description for staff member assigned to entering data into Cayen Data sharing agreement with school(s) served Other

D4. The program complies with the self-assessment requirements. *

Documentation that required steps in self-assessment process have been completed (Required)

Documentation of completed self-assessment tool and implementing action plan Other

D4. Documentation that required steps in self-assessment process have been completed (e.g.,

D5. Program evaluations provide clear evidence of positive impact on a significant portion of regular attendees and their families. *

Most recent local program evaluation report that includes progress toward grant objectives

(Required) Evidence of academic progress made by participants (e.g., grades, test scores, etc.)

Evidence of improvement in school attendance, participation, or other behavior improvement data Student or family survey data Teacher survey results Other

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.

E1. Program participants regularly engage in at least one academic enrichment activity. Please note that homework completion is not considered an enrichment activity. *

Weekly activity schedule (before and after school) with academic enrichment activities clearly indicated (Required) Description of core academic enrichment offerings (Required) Other

E2. The program provides at least two additional types of services, programs, or activities that contribute to overall student success and provide access to meaningful and relevant opportunities for expanded learning. *

Weekly activity schedule with at least two additional types of services, programs, or activities clearly indicated (Required) Description of additional services, programs, or activities offered by program (Required) Other

E3. The program uses best practices, including evidence or research-based practices, to provide educational and related activities that will complement and enhance day school learning, academic performance, achievement, postsecondary and workforce preparation, and positive youth development.

Documentation that the practices implemented are evidence or research-based (Required) Documentation of best practices being implemented by program Other

E4. The program intentionally embeds opportunities for youth to develop and practice social and emotional learning (SEL) competencies. *

Copies of activity plans that show implementation of SEL Description of SEL strategies implemented by program Evidence of opportunities for students to take on leadership roles, work collaboratively, set goals, etc. Evidence of staff training related to SEL Other

E5. Program participants are involved in choosing or providing input into program activities (e.g., voice and choice). *

Documented process to solicit input from youth (e.g., student surveys, focus groups, youth council, etc.) Evidence of programming based on student input Program records demonstrating opportunities for students to make choices about the activities in which they participate Other

F. PROGRAM ENVIRONMENT

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

F1. All program activities take place in a safe and easily accessible facility. *

Evidence of safety policies & procedures (Required) Evidence of emergency management plan (Required) Evidence of facility accessibility (Required) Site inspection records Evidence the program has access to building spaces that are adequate for the activities being carried out Other

F2. Program youth participants have access to safe and appropriate transportation to and from the center and home. Transportation to and from the program is not a barrier to participation for any potential program participants. *

Evidence of transportation plan and options are available to potential program participants (Required) Plan for transporting students to program if program takes place in location other than

primary school (Required, if applicable) Documentation that transportation options are communicated to families of potential program participants (Required) Evidence of communication with homelessness liaison to ensure transportation needs are met (Required) Evidence of process to regularly assess the transportation needs of all potential participants Transportation service documents (e.g., agreements with bus, van, or taxi companies) Other

F3. The program is accessible to individuals with different abilities. *

Written plan for accommodating students and families with different abilities Examples of accommodations offered Evidence of specially trained staff or staff training related to making accommodations for students Evidence of communication with families regarding accommodations for students who need them Evidence that program is serving students with different abilities with personally identifiable information of students removed Other

F4. Program environment is welcoming and supportive of students and their families. *

Evidence the program is showcased in public areas of facility Student and family survey results Evidence of policies or practices related to Positive Behavioral Interventions and Supports (PBIS) Evidence of implementation of PBIS, SEL, equity, or culturally and linguistically responsive practices Evidence language used on official program materials is inclusive Other

G. COMMUNITY COLLABORATION

Guiding Principle: Program engages and collaborates with community stakeholders.

G1. The program is carried out in active partnership and collaboration with at least one organization, business, community group, and other public or private entities to expand access and opportunities for program participants. *

List of partners and description of contributions to programming services (Required) Evidence of involvement of partners in providing program services (Required) Records of meetings with partners or of advisory board meetings that involve partners Evidence of diverse partnerships that reflect the community served by the program Other

G2. Information about the 21st CCLC program is disseminated to the community in a manner that is understandable and accessible (i.e., linguistically and culturally relevant to the community being served, in formats that are accessible for someone with visual impairments, etc.). *

Examples of methods of dissemination to the community (Required) Evidence informational & recruitment materials are available via multiple modalities & languages, if applicable Other

H. PARTNERSHIP WITH SCHOOL

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

H1. The program was developed with and is carried out in active collaboration with the school(s) the students attend. *

Evidence of collaboration between program and day school staff and services (See below for acceptable evidence) (Required) Records of school personnel involvement in program Other

H2. The site consults with private schools about grant opportunities and availability of services for private school students. *

Private School Affirmation Form(s) Records of consultation with private schools Not applicable: No private schools located in the attendance area. Other

H3. Academic services are clearly aligned with the school's instruction and challenging state and local academic standards. *

Activity plan template or sample activity plans illustrating alignment to academic standards and identified learning objectives Examples of curriculum or instructional approaches aligned with school day program or state and local academic standards Documentation of collaboration between day school staff & program staff regarding alignment of 21st CCLC activities & day school Other

I. FAMILY ENGAGEMENT

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

I1. The program provides opportunities for families to engage in their children's education and further their own learning. *

Schedule of family engagement events for current year, including a description and purpose of each activity (Required) List of other 21st CCLC-sponsored family engagement opportunities (e.g., committees, advisory board, etc.) Documentation of adult learning opportunities for the family members of 21st CCLC participants Evidence that identified barriers to family participation are actively addressed by the program Other

I2. Parents and guardians are actively involved in planning and implementing the program. (Optional)

- Evidence of family advisory board or evidence of family member participation in general 21st CCLC advisory board
- Documentation of efforts to solicit feedback from families (e.g., family survey form, survey results, emails to families, etc.)
- Evidence of alignment between family engagement activities and the identified needs of students and families
- Volunteer records of family members (e.g., invitations to volunteer, volunteer logs, etc.)
- Other

III. Additional Information About Your Program (Optional)

Please describe what you consider to be the strengths of your 21st CCLC program.

Please identify some program areas where you would like to improve or grow.