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**Fiscal Component for Continuing Grant - (In this section, all documentation must reflect the PREVIOUS 2023-2024 school year)**

Group Name | **Fiscal Component for Continuation Grant (Options 1, 2 & 3)**

**Question 1**

Required

The subgrantee has effective financial management systems and staff with fiscal knowledge of state accounting systems that understand grant fiscal and financial reporting requirements (submission of PCRs and FERs) and appear to maintain an effective internal control over the operations of the approved grant.

NOTE: The subgrantee should have knowledge of the CCIP to review the approved budget, track expenses at the local level by Fund 509 (a special cost center is created for multiple grants, if applicable), and understand the process of adjusting the approved budget, as needed.

Supporting Documentation:

- + List fiscal staff positions and titles
- + Provide fiscal staff job descriptions
- + Copy of School Treasurers license, CPA license, or other fiscal related credentials.

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**Question 2**

The subgrantee has knowledge of the CCIP in order to review the approved budget, track expenses at the local level by Fund (a special cost center is created for multiple grants, if applicable), and understand the process of adjusting the approved budget, as needed. *Please Note: 21st CCLC Fund is 509.*

Supporting Documentation (ALL REQUIRED):

- + Copy of award letter/CCIP note from the Ohio Department of Education.
- + Copy of approved budget and any budget revisions from the department.
- + Copies of Project Cash Requests (PCR)

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**Question 2**

Required

The subgrantee has a current, accurate physical inventory/fixed assets POLICY in place.

Supporting Documentation:

- + Policy for Inventory Controls/Fixed Assets Policy (NOT your Inventory list) to include tagging procedures – regardless if purchased with 21st CCLC grant funds or not, as referenced here.

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**Question 3**

Required

The subgrantee has accounting records that are complete and accurate and include Uniform Statewide Accounting System (USAS) coding. Also, must include a report that identifies all grant expenditures tracked under Fund (with special cost centers, if subgrantee has multiple 21st CCLC grants) that tie back to program objectives for purposes 21st CCLC program activities. *Please Note: 21st CCLC Fund is 509.*

Supporting Documentation (**please provide ONLY one (1) document from any of the first three checkboxes**):

- Report of prior year-end expenditures and Fund 509 (from FY24) USAS Coded Accounting Records by Object Code
- Budget account information (budget ledger) by Object Code
- Detailed financial report sorted by Object Code
- Purchase orders, invoices and cancelled checks for specific transactions - MUST BE PROVIDED UPON REQUEST
- Bank statements for the grant period being reviewed - MUST BE PROVIDED UPON REQUEST

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**CAPA Monitoring Review (LEA) (In this section, all documentation must reflect the PREVIOUS 2023-2024 school year.)**

Group Name |

**Program Administration**

Question 1

Required

The sub-grantee will provide an organizational description of staff paid by 21st CCLC funds to support the 21st CCLC program, and names and job titles of volunteers from the sub-grantee and partner organization(s).

Supporting Documentation MUST include names and job titles of staff members and volunteers of both sub-grantee partners supporting the 21st CCLC program. (**Please select one**):

- Table of Organization
- Roster Spreadsheet
- Written Description
- Volunteer Roster

+ Other:

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Question 2

Required

The subgrantee conducts outreach to eligible students as described in the original grant application or subsequent amendments.

Supporting Documentation (**please select one**):

- Flyers - *with distribution information (includes students identified as English Learners [EL])*
- School staff Meeting Agenda and Detailed Minutes - **must be Typed or Written Neatly**
- Assessment data related to outreach activities to identified students

+ Recommendation forms

+ Other:

Question 3

Required

(OPTION 1 ONLY) The subgrantee offers a minimum of 300 expanded learning program hours by establishing a school schedule that increases the total numbers of hours required for ALL students above the amount of hours offered in the 2022-2023 or 2023-2024 school years.

Supporting Documentation:

+ School day calendar and schedule for 2022-2023 and/or 2023-2024 and board adopted school day calendar and schedule for current school year.

+ N/A - this is an ELT (Expanded Learning Time) grant

Question 4

Required

(OPTION 2 and 3 ONLY) The subgrantee began programming no later than October 16, 2023 and ended programming no earlier than April 12, 2024.

The subgrantee provided a minimum of 15 hours for grades K-5 or 12 hours for grades 6-12, per the FY24 Continuation Plan. **Evidence presented should provide daily program hour calculations with daily totals - as part of the documentation. Do not include time for conferencing, debriefing, clean-up, or dismissal in your evidence of program hours.**

Supporting Documentation (please select one):

+ 21st CCLC program calendar

+ Staff Handbook - **please save the document with the page number(s) where the program start and end dates are located (e.g., staff handbook - program start-end dates, p. 7)**

+ Program Parent Handbook - **please save the document with the page number(s) where the program start and end dates are located (e.g., parent handbook - program start-end dates, p. 7)**

Other::

Question 5

Required

The subgrantee is using evidence-based reading and mathematics activities as described in the original approved grant application or subsequent amendments.

**For grantees awarded in FY21 and beyond: in addition to documentation from the 2023-2024 school year, please provide evidence to show reading and math activities also occurred during summer programming.**

Supporting Documentation (please select one):

Lesson Plan - *please provide one (1) for READING and one (1) for MATH (for school year and/or summer)*

Curriculum description from publisher - ***please provide one (1) for READING and one (1) for MATH (for school year and/or summer)***

Other::

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Question 6

Required

The subgrantee implements positive youth development activities/programming as described in the original approved grant application or subsequent amendments. ***For grantees awarded in FY21 and beyond: in addition to documentation from the 2022-2023 school year, please provide evidence to show positive youth development activities that also occurred during summer programming.***

Supporting Documentation (please select one):

Lesson Plan - ***please provide one (1) document (school year and summer)***

Curriculum description from publisher - ***please provide one (1) document (school year and summer)***

Other::

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Question 7

Required

The subgrantee provides **at least 3** evidence-based educational development opportunities to families of participating students (e.g., family literacy classes, parenting classes, support family engagement in school and community). Activities must be described in the original approved grant application or subsequent amendments.

Supporting Documentation (please select one):

Flyers (at least 3) - ***with distribution information (includes families identified as English Learners [EL])***

Program Calendar

Sign-In Sheets

Other:

Question 8

☐ Required

**Nonpublic Consultation:** Consultation between the 21st CCLC program and non-public officials shall occur before the LEA makes any decisions that affect the opportunities of nonpublic students to participate in programs. The consultation should be ongoing - to take place each school year during continuation planning - for the duration of the 5-year grant cycle. **\*All boxes MUST be checked AND addressed (AT MINIMUM) in said communication, via letter and/or email, to nonpublics:**

Supporting Documentation:

- + Documentation of non-public meetings including agendas (with detailed, typed or written neatly meeting Minutes/Notes, e-mails - **Please include the contact name(s) and school name(s) contacted via non-public consultation.**
- The method (or sources of data) the district will use to determine the number of nonpublic school students from low-income families residing in participating public school attendance areas (usually this is the free and reduced-price meal application or the student income form [found in CCIP Doc Library])
- How the district will identify the needs of academically eligible (failing or at risk of failing reading and/or mathematics) nonpublic school children
- What services the district will offer to eligible nonpublic school children
- How and when the district will make decisions about the delivery of services
- How, where, and from whom the district will provide services to eligible nonpublic school children
- How the district will academically assess the services to eligible nonpublic school children and how it will use those results to improve 21st CCLC services
- Documentation of nonpublic schools declining services, if applicable

Please provide the exact number of nonpublic or charter school students attending under this grant (per site):

N/A - please provide a detailed comment for this selection:

Group Name |

**Program Management**

Question 9

☐ Required

**The subgrantee implements policies and procedures that ensure activities are housed or take place in a safe and accessible facility.** The program has an attendance policy to ensure accurate reporting and implements policies and procedures to ensure students participate.

- + Program attendance policy
- + Program incentive policy

Other:

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Question 10

Required

The program seeks parental input regarding programming and activities.

Supporting Documentation (**please select one**):

- Meeting Agenda and Detailed Minutes - **please provide minutes that are typed or written neatly**
- Completed program parent survey
- Program advisory group representation
- Assessment data

Other:

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Question 11

Required

The subgrantee provides a evidence that shows the program actively participates in teacher (TBT), building (BLT) and/or district (DLT) leadership teams. . **Evidence must show (but is not limited to): sharing of program data and outcomes, program impact on student participants, and program concerns and resolutions.**

Supporting Documentation (**please select one**):

- Meeting Agenda and Detailed Minutes - **information (typed out or written neatly) must include a 21 st CCLC program representative as an attendee and presenter of program information to show involvement and collaboration.**

Other:

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Question 12

Required

The program addresses the transportation needs of student participants in the program and has a system that demonstrates how students are safely transported to and from the program site. Programming is provided in a safe and accessible facility (e.g., security measures, ADA accommodations)

Supporting Documentation (**please select one, no more than two**)

- Transportation policy
- Program parent handbook
- Permission slips
- Transportation Logs
- Completed needs survey
- Sign-In/Out Forms
- School/site transportation agreement

Question 13

 Required

The program implements a standard hiring process ensuring staff and volunteers have professional qualifications for their positions.

Supporting Documentation (**please select one**):

- Hiring policy
- Job descriptions
- Sample application
- Interview questions

Other:

Question 14

 Required

The program has a certified teacher that oversees the program's academic content.

Supporting Documentation (**please select one**):

- Current, unexpired teacher certification
- Contract or memorandum of understanding (MOU)/agreement
- Job description with certification requirements

Other:

Question 15

 Required

The program staff receives training in program policies and procedures and participates in ongoing and data/evidence-based professional development, including topics that address the diverse needs of students and families - e.g., classroom/behavior management, special education supports, and addressing mental health in students. ***This does not include required training for licensing (e.g., First Aid, CPR).***

Supporting Documentation (**please select one**):

- Staff orientation schedule (be sure date and time is visible)
- Staff training agendas (be sure date and time is visible)
- Staff handbook - *please save the document with the page number(s) where the information is located (e.g., staff handbook - professional development offerings, p. 7)*
- Professional development agendas with learning objectives

Certificates of completion or sign-in sheets

Other::

Question 16

Required

The program implements a personnel evaluation process.

Supporting Documentation **(please select one):**

Performance review policy

Observation form

Individualized professional development plans

Other::

Question 17

Required

The program makes efforts to retain quality staff.

Supporting Documentation **(please select one):**

Staff recognition plan

Staff appreciation events

Staff survey

Other::

Group Name |

**Programming**

Question 18

Required

There is evidence of students' involvement in co-creation/choice and voice in program planning and implementation.

Supporting Documentation **(please select one):**

Advisory group representation - **evidence MUST reflect student involvement/voice**

Completed student survey - **please remove identifying student information (i.e. student name, SSID #)**

Other::



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Question 19

Required

Academic activities provide equitable access and are based on students differentiated instructional needs - *this includes English Learners (EL) and those students with special needs and learning disabilities (supported by IEP/504).*

Supporting Documentation **(please select one):**

+ Publisher curriculum description with differentiated instructional methods - **e.g., adaptive based on student performance/need**

+ Lesson plans addressing differentiated instruction - **e.g., small group instruction**

Other::

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Question 20

Required

The program addresses positive youth development by providing diverse recreational, cultural, and resiliency-building activities. The program also enables students to explore community resources and issues in real-world contexts. *This includes English Learners (EL) and those students with special needs and learning disabilities (supported by IEP/504).*

Supporting Documentation **(please select one, no more than two):**

+ 21st CCLC program calendar - **should include a description of program offerings**

+ Lesson plans - **must include activity description and/or learning objectives**

Service learning program/project description

Other::

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Question 21

Required

(OPTION 3 ONLY) The subgrantee prepares students for college and career utilizing evidence-based practices. The program also provides drop-out prevention using evidence-based strategies and interventions.

Supporting Documentation **(please select one):**

+ Lesson plans or publisher curriculum description - **must include activity description and/or learning objectives**

+ 21st CCLC program calendar - **should include program description**

N/A - This is not an Option 3 grant program

## Question 22

 Required

The subgrantee meets **at least** monthly to collaborate with their primary partner in support of the program goals and objectives. **Evidence must show (but is not limited to): sharing of program data and outcomes, program impact on student participants, and program concerns and resolutions.**

Supporting Documentation:

+ Meeting Agenda and Detailed Minutes (Typed or Written Neatly) - **from at least three (3) meetings throughout the 2022-2023 school year and must include a 21 st CCLC program representative as an attendee and presenter of program information to show involvement and collaboration.**

## Question 23

 Required

The program seeks additional collaborators to address unmet needs and/or to expand and enhance program services. The program also establishes linkages among other federal, state and/or local agencies to connect community resources to the students and families.

Supporting Documentation (**please select one, no more than two**):

+ Strategic Planning Agenda and Detailed Minutes - **must be Typed or Written Neatly**

+ Memorandum of Understanding (MOU)/agreement - **must be signed/dated by applicable partner(s)**

+ Program parent handbook - **includes community resources**

+ Counseling services and referral forms

Other:

## Question 24

 \*Required

The grantee has a current sustainability plan. The plan demonstrates current progress in maintaining the program and services

Supporting Documentation (**please select one**):

+ Sustainability plan- **must be up-to-date and reflect progress with sustainability efforts, through the end of the 2022-2023 school year**

+ Sustainability progress reports, through the 2022-2023 school year

+ Strategic Planning Agenda and Detailed Minutes - **must be Typed or Written Neatly**

Question 25

 Required

The subgrantee uses the results from evaluation reports to refine, improve, and strengthen the program and performance measures.

Supporting Documentation (**please provide two items**):

- Strategic Planning Agenda and Detailed Minutes - **must be Typed or Written Neatly**
- Evaluation Plan
- Evaluation Calendar
- Program Logic Model
- REQUIRED: FY23 End-of-Year (EOY) Evaluation Report

Question 26

 Required

Program operations and outcomes are shared with program stakeholders, including, but not limited to, parents, students, community, and business members.

Supporting Documentation (**please select one**):

- Mass Communication - **e.g., website, social media, program newsletter, stakeholder email distribution list**
- Stakeholder meeting agenda and minutes - **must be Typed or Written Neatly**

**CAPA Monitoring Review (DEW) (In this section, please provide documentation for questions 1-4 only, which must reflect the CURRENT 2024-2025 school year.)**

Group Name |

**Pre-Site Visit Documentation Review**

Question 1

Required

The current inventory list is aligned with the process described in Category A.

The grantee has control and accountability procedures in place to maintain all grants and cash, real and personal property, and other assets that safeguard all such property. Subgrantee assures that above are used solely for authorized purposes.

**VIRTUAL OR ON-SITE VISITS: PLEASE UPLOAD YOUR CURRENT INVENTORY LIST**

+ Verify equipment against current physical inventory list for equipment purchased with 21st CCLC grant funds

Inventory procedures follow local policies - **must include building/district guidelines for technology accommodation**

Onsite inventory control procedures track and secure program equipment and supplies

No equipment has been purchased with 21st CCLC funds

Other consumable items are inventoried per local policy

+ Notes /  
Feedback:

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Question 2

Required

Attendance is documented and a process is in place to ensure proper reporting.

**VIRTUAL OR ON-SITE VISITS: PLEASE UPLOAD YOUR CURRENT MECHANISM FOR ATTENDANCE. PLEASE USE AGGREGATED STUDENT DATA OR REMOVE/REDACT SENSITIVE STUDENT INFORMATION (e.g., SSID, Social Security Numbers, Date of Birth)**

Mechanism for tracking attendance - **e.g., physical sign-in/out sheet, electronic tracking system**

Reason for absence reflected on attendance mechanism - **e.g., "A" for absence, area for explanation**

Evidence of student tracking/verification of absence documented daily

Attendance records - **reflecting at least two (2) months of programming**

+ Notes /  
Feedback:

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Question 3

Required

The program maintains appropriate personnel documentation. **It must reflect all paid employees and volunteers of the grant program.**

**VIRTUAL OR ON-SITE VISITS: PLEASE UPLOAD SUPPORTING DOCUMENTATION FOR EACH CHECKBOX LISTED**

Current staff roster - **for the 2024-2025 school year**

Time and effort records - **e.g., timesheets**

Current, unexpired background checks - **e.g., BCI/FBI verifications**

+ Notes /  
Feedback:

Question 4

Required

The subgrantee identified and is serving eligible students consistent with the original grant application or subsequent amendments.

**VIRTUAL OR ON-SITE VISITS: PLEASE UPLOAD YOUR PROGRAM'S ROSTER MATRIX, INCLUDING INFORMATION FROM ALL CHECKBOXES LISTED**

List of all enrolled students in program - **for the 2024 - 2025 school year**

PLEASE USE AGGREGATED STUDENT DATA OR REMOVE/REDACT SENSITIVE STUDENT INFORMATION (e.g., SSID, Social Security Numbers, Date of Birth)

List of any feeder schools - **e.g., other schools within the school district.**

Individual income eligibility - **e.g., free/reduced lunch**

Academic eligibility - **e.g., completed referral sheets, direct teacher referral**

+ Notes /  
Feedback:

Group Name |

**On-Site Visit Review**

Question 5

Required

The subgrantee provides a minimum of 15 hours for grades K-5 or 12 hours for grades 6-12.

The 21st CCLC Regional Consultant observed that center was open within the published hours of operation by referring to the program's daily schedule

Notes /  
Feedback:

Question 6

Required

The site provides a daily, nutritional snack and/or meal.

The 21st CCLC Regional Consultant observed snack time by referring to the daily program schedule

The 21st CCLC Regional Consultant observed snack prep or serving area - e.g., kitchen, cafeteria, programming space

The 21st CCLC Regional Consultant asked students about their experience with receiving snack.

+ Notes /

Feedback:

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Question 7

Required

The site implements evidence- based reading and mathematics activities as described in the original approved grant application or subsequent amendments.

The 21st CCLC Regional Consultant observed current lesson plans and implementation. *Please be prepared to provide a copy of lesson plan(s) in advance, to use during observation/discussion*

+ Notes /

Feedback:

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Question 8

Required

The site implements positive youth development activities as described in the original approved grant application or subsequent amendments.

The 21st CCLC Regional Consultant observed current lesson plans and implementation. *Please be prepared to provide a copy of lesson plan(s) in advance, to use during observation/discussion*

+ Notes /

Feedback:

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Question 9

Required

Program personnel maintains a program environment conducive to student engagement.

The 21st CCLC Regional Consultant observed session activities and compared them to the program calendar. *Please be prepared to provide a copy of the schedule, to use during observation/discussion*

+ Notes /  
Feedback:

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Question 10

Required

The daily schedule offers activities that meet the needs of all participants - *this includes English Learners (EL) and those students with special needs and learning disabilities (supported by IEP/504).*

The 21st CCLC Regional Consultant observed session activities and compared them to the program calendar. *Please be prepared to provide a copy of the most current schedule in advance, to use during observation/discussion*

The 21st CCLC Regional consultant asked students about their experience with programming. Please include the following:

What grade did you start attending this program? Do you like snack/dinner? Why/why not? Why do you come to this program? What do you like to do when you are here? What do you think is most important about an afterschool program for young people your age? ( **older youth only**)

+ Notes /  
Feedback:

The 21st CCLC Regional consultant asked program staff about their experience as a part of program staff and with program implementation. Please ask the following questions:

Please describe why your students come to your afterschool program. What brought them here in the beginning? What makes them want to keep coming back? Does this program look and feel like a place for young people? How so (or not)? What do you think is most important about an afterschool program for young people in this grade level being served? What professional development have you found valuable in preparing you to work with your students your program? a) What PD do you feel you still need? What kinds of experiences have you had that helped you prepare to work with your students in your program? Is there anything else you would like to share?

+ Notes /  
Feedback: