

21ST CENTURY COMMUNITY LEARNING CENTERS

Continuous Improvement Checklist



IDAHO STATE DEPARTMENT OF EDUCATION
STUDENT ENGAGEMENT | 21ST CCLC

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CREATED 10/02/2017

INTRODUCTION

The *Continuous Improvement Checklist* is an integral part of the Idaho 21st Century Community Learning Centers (21st CCLC) program. It outlines key 21st CCLC program quality expectations and provides a structure for maintaining paperwork documenting that those expectations are being met.

The Checklist has two major intended purposes:

- Accountability:

The *Continuous Improvement Checklist* helps show, in a consolidated way, that applicable federal and state laws and regulations are being followed, along with state 21st CCLC program requirements. It should be readily available for state or federal site visits.

- Guiding Quality Improvement:

The *Continuous Improvement Checklist* can help 21st CCLC programs identify areas that may need improvement; an action plan should be developed to address areas of need.

The *Continuous Improvement Checklist* is based on the following six sections:

- I. Safety
- II. Fiscal Management
- III. Governance
- IV. Program
- V. School Linkages
- VI. Family, Youth and Community Engagement

Each section starts with a short explanation of the importance of collecting information for this component of the binder as well as the overall requirements. This is followed by a table with a row for each of the expected elements:

- The “Expected Element” column outlines the specific standard or expectation;
- The “Acceptable Evidence” column lists the type(s) of documentation which can be used as evidence for that particular expectation;
- The “Was Evidence Provided?” column indicates whether the SDE staff found documentation to be satisfactory; and
- The “SDE Comments” column allows the SDE to enter additional information or commentary about the evidence provided for this element.

I Safety

Programs provide safe, healthy and developmentally appropriate learning environments for all participants. All programs are expected to have well-documented policies and procedures that cover the day-to-day operations of the program as well as any emergency or special-need situations.

Expected Element	Acceptable Evidence	Evidence Provided	SDE Comments:
At least two program staff per center are certified in First Aid/CPR (ESSA, Sec. 4204(b)(2)(A)(i)).	Valid First Aid/CPR certificates		
Emergency management plan and procedures in place: <ul style="list-style-type: none"> • One fire drill per year; and • One lockdown drill per year (ESSA, Sec. 4204(b)(2)(A)(i)).	Emergency management plan Emergency Procedures Fire drill log Lockdown drill log		
All staff and participants are familiar with emergency plan (ESSA, Sec. 4204(b)(2)(A)(i)).	Staff Professional Development agenda with emergency plan		
Emergency staffing plan to provide adequate staff coverage in case of emergencies or staff illness (ESSA, Sec. 4204(b)(2)(A)(i)).	Emergency staffing plan		
Background checks are conducted for prior criminal records, child protective service findings and other improper conduct. Fingerprinting/background checks are required for paid staff, including outside providers (ESSA, Sec. 4204(b)(2)(A)(i)).	Hiring policies & protocols Cover letters or other document verifying screening (actual results should not be included) List of all currently hired staff members (for comparison)		

Expected Element	Acceptable Evidence	Evidence Provided	SDE Comments:
Up-to-date emergency information, including a signed medical release, primary and alternative contact information for each participant is on file and accessible (ESSA, Sec. 4204(b)(2)(A)(i)).	Enrollment form or electronic source		
First aid kit is visible and accessible at each site to staff in the program (ESSA, Sec. 4204(b)(2)(A)(i)).	Map or photo showing location of first aid kit First aid kit Inventory/resupply list		
A system is in place to track and promote student attendance and participation rates and is updated at a minimum weekly, preferably daily (ESSA, Sec. 4204(b)(2)(A)(i)).	Attendance policy and/or handbook Student attendance		
<p>There is an age-appropriate system to ensure that children:</p> <ul style="list-style-type: none"> • receive safe, adequate and sufficient transportation between the program and home; and • are signed out by a parent or other parent-approved person (ESSA, Sec. 4204(b)(2)(A)(ii)). 	<p>Release/transportation policy, handbook or other document that clearly states that the program neither offers transportation or adult sign out</p> <p>Invoices for transportation</p> <p>Registration or other signed form for parents to allow their child to walk home, if policy allows</p> <p>Sign-out sheet</p>		
Staff are able to communicate with one another, both on-site and off-site (e.g., via walkie-talkie or cell	Communication policy, protocol or handbook which addresses on-		

Expected Element	Acceptable Evidence	Evidence Provided	SDE Comments:
phone) (ESSA, Sec. 4204(b)(2)(A)(i)).	and off-site activities and field trips		
Staff are aware of their responsibilities under Idaho Code 16.1605 to report suspected child abuse/neglect (ESSA, Sec. 4204(b)(2)(A)(i)).	Staff handbook Agenda stating responsibilities		

II Fiscal Management

Programs have proper internal controls to ensure proper management of federal grant funds and follow applicable federal and state guidelines.

Expected Element	Acceptable Evidence	Evidence Provided	SDE Comments:
Spending occurs according to the most recently approved budget, with drawdowns occurring monthly or quarterly.	Approved budget workbook and approved budget revisions Expenditure report		
Expenses charged to the 21st CCLC grant are segregated from other expenses within the financial system.	Printout or screenshot from financial system		
No unallowable purchases have been charged to the 21 st CCLC grant (ESSA, Sec. 4205(a) and 2 C.F.R. §200.420).	Expenditure & Budget Justification reports.		
Contracts or memoranda of understanding/agreement are in place with all providers.	Provider contract, MOU or MOA		
A system is in place to track staff attendance (2 C.F.R. §200.28 and cross reference with <i>U.S. Department of Education Guidance: Actions to Ease the Burden of Time and Effort Reporting (Sep. 7, 2014)</i>).	Copy of timesheet, with verification protocol		
For employees paid partially or fully with 21st CCLC funds, there is a system to track and verify that the appropriate amount of salary and benefits is charged to the program (2 C.F.R. §200.28 and cross reference with <i>U.S. Department of</i>	Copy of timesheet with breakout by funding source(s), signed certification statement, and/or copy/printout		

Expected Element	Acceptable Evidence	Evidence Provided	SDE Comments:
<i>Education Guidance: Actions to Ease the Burden of Time and Effort Reporting (Sep. 7, 2014).</i>	from time-and-effort system		
<p>For equipment over \$250 purchased with 21st CCLC funds:</p> <ul style="list-style-type: none"> property records are maintained (including description, serial #, source, name on title, acquisition date, cost, percentage of federal funds used, location, use, condition, and disposition data including date and sale price if sold); and inventories are conducted at least annually ((2 C.F.R. §200.313(d)). 	<p>Property records</p> <p>Equipment inventory list</p> <p>Copy or photo of tags, signs, locks, etc.</p>		
<p>If fees are charged to families:</p> <ul style="list-style-type: none"> no student/family is excluded due to inability to pay; either a sliding scale may be used or a fixed scale with scholarships may be used. In either case, a fair and transparent process must be used to determine eligibility; fees are used solely for the 21st CCLC during the grant period they were collected, and are tracked separately from other funds in the accounting system. 	<p>Registration form or policy stating that fees are not collected</p> <p><u>OR</u></p> <p>Sliding fee scale / scholarship application form and/or fee policy</p> <p>Screenshot or printout from accounting system</p>		
<p>Preliminary plan for how the program will continue after grant funds end (ESSA, Sec. 4204(b)(2)(K)).</p>	<p>Advisory Board Agenda & Minutes</p> <p>Partnership MOU</p>		

Expected Element	Acceptable Evidence	Evidence Provided	SDE Comments:
<p>Program maintains a level of quality and works towards sustainability by providing a local match (30% in-kind/match with at least 10% of funds outside the school district) (ESSA, Sec. 4204)(d)).</p>	<p>Leveraged funds chart, in-kind donation records, and/or MOU/MOA</p>		

III Governance

Programs establish an ongoing, viable governance structure that includes a broad range of stakeholders that reflects the community served by the grant(s).

Expected Element	Acceptable Evidence	Evidence Provided	SDE Comments:
<p>The 21st CCLC governance body has:</p> <ul style="list-style-type: none"> clearly defined roles and responsibilities relative to the grantee organization or school/district; clearly defined roles and responsibilities a clear “chain of command” (2 C.F.R. §200.61). 	<p>Governance body charter and/or key position descriptions</p> <p>Organizational chart and/or other document showing chain of command</p>		
<p>The 21st CCLC advisory board includes a broad range of stakeholders and partners. The governance body should reflect the communities of all schools served by the grant(s) (4204(b)(2)(D)).</p>	<p>List of advisory board members and affiliations</p>		
<p>The 21st CCLC advisory board:</p> <ul style="list-style-type: none"> meets at least two times per year; addresses meaningful programmatic operations such as fiscal, program activities, parent & student satisfaction, and objectives; if it falls under the umbrella of a larger governance body, has time be set aside on the agenda specifically for the 21st CCLC (4204(b)(2)(D)). 	<p>Meeting agenda</p> <p>Meeting minutes</p>		

IV Program

Programs establish centers that offer a variety of high-quality programs and engaging learning opportunities. Programs should be intentional, well-designed, taught by qualified instructors, and meet the needs of all students in that community.

Expected Element	Acceptable Evidence	Evidence Provided	SDE Comments:
<p>Program operates at levels required by the SDE or stated in the original grant application:</p> <ul style="list-style-type: none"> • Timeframe: Minimum 100 days • Weekly: 12 hours, 4 days • Non-school weekdays: 4 hour minimum. 	Excel Workbook		
<p>Program serves the number of participants projected in the original awarded grant (or documentation of amended grant):</p> <ul style="list-style-type: none"> • Total Number Served; • Average Daily Attendance; and • Regular Program Participants. 	Excel Workbook		
<p>Program provides participants opportunities:</p> <ul style="list-style-type: none"> • Academic activities, including tutoring services and homework help; and • A broad array of additional enrichment activities (ESSA, Sec. 4205)(a)). 	<p>Program brochure</p> <p>Daily lesson plans and/or schedule</p> <p>Activity Reports</p>		
High expectations and qualifications are maintained for all	<p>Job descriptions</p> <p>Resumes or application forms</p>		

Expected Element	Acceptable Evidence	Evidence Provided	SDE Comments:
<p>staff, differentiated by role, including:</p> <ul style="list-style-type: none"> • Paid and volunteer staff who have direct contact with children and youth; and • Program site leadership. 	<p>Professional development plan for each staff member</p> <p>Professional development certificates, badges or attendance sheets</p>		
<p>The program has a useful evaluation plan in place and evaluation activities are in line with its goals and objectives. These plans and activities are used to support program improvement (ESSA, Sec. 4205)(b)(2)).</p>	<p>Evaluation plan</p> <p>Annual plan, professional development plan and/or other planning document reflecting data analysis</p>		
<p>Behavior guidelines for students are in place. Ideally, they were developed with youth input (ESSA, Sec. 4204(b)(2)(N)).</p>	<p>Behavior guidelines per site/program/activity/classroom</p>		
<p>The program serves a diverse student population that is reflective of the school, including children with specialized learning needs (ESSA, Sec. 4204)(b)(1)(F)).</p>	<p>Excel Workbook</p>		
<p>Timely and meaningful consultation is conducted with private schools in the school's or schools' catchment area on the provision of "equitable services," as applicable (ESSA, Sec. 4204(b)(2)(N)).</p>	<p>Consultation letter</p>		

V School Linkages

Program establish mechanisms to ensure strong linkages to the target school(s).

Expected Element	Acceptable Evidence	Evidence Provided	SDE Comments:
Regular communication mechanisms are maintained with the entire school community (4204)(b)(2)(B).	Newsletters, email blasts, social media posts, etc.		
Regular dialogue is maintained with classroom teachers and/or other school-day staff (e.g., guidance or adjustment counselors, student support services) around the academic or social/emotional needs of individual students (4204)(b)(2)(B).	Agendas/minutes/notes from meetings with individual teachers or staff; phone logs; printouts of email strands; and/or IEP meeting records with individual student names redacted		
21 st CCLC staff serve on continuing school decision-making teams, such as School Improvement Teams (SIT), common planning time teams, school reform planning teams, etc. (4204)(b)(2)(B).	SIT or other team membership list		
21 st CCLC program goals and content are aligned to school-day activities and to School Improvement Plans (4204)(b)(2)(B).	Content/standards alignment map, program plans with sequence of activities aligned to school content/standards, and/or survey of teachers on program design		

VI Family, Youth, and Community Engagement

Programs develop and implement mechanisms and strategies that engage youth, families, and community members in the program.

Expected Element	Acceptable Evidence	Evidence Provided	SDE Comments:
Program focuses recruitment & retention strategies on students who may be at risk for academic failure, dropping out of school, involvement in criminal activity, or who lack strong positive role models (ESSA, Sec. 4204(i)(1)(A)(II)).	Policy / procedure of student enrollment process.		
Program offers families of students opportunities for active and meaningful engagement in their children’s education, including opportunities for literacy and related educational development (ESSA, Sec. 4201(a)(3)).	Excel Workbook Parent/Guardian involvement policy Newsletter, flyer, email blast, and/or social media post Sign-in sheet Family surveys, focus groups, and/or planning committee notes		
Youth input is sought and used in program design and in setting policies (ESSA, Sec. 4204(b)(2)(N)).	Student surveys and/or focus groups		
Partnerships between a local educational agency and a community-based organization or public/private entity (ESSA, Sec. 4204)(b)(2)H).	Partnership MOU		