



Alabama State Department of Education

2018-2019 Federal Programs Compliance Monitoring

YES	NO	N/A	Indicators	Notes
76. Is it evident that Title III, Part A expenditures are used for the following required subgrantee activities before funds are used for the allowable Title III activities: <i>Section 3115(c)&(d)</i>				
a) to increase the language proficiency of English learners by providing effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing English language proficiency and student academic achievement?			<ul style="list-style-type: none"> • Review of documentation. • Interviews. 	
b) to provide effective professional development of sufficient intensity and duration to classroom teachers principals, and other school leaders, administrators, and other school or community-based organization personnel to improve the instruction and assessment of ELs?			<ul style="list-style-type: none"> • Review of documentation. • Interviews. 	
N. Title IV, Part B – 21st Century Community Learning				
77. Does the Program use the award funds to offer students a broad array of additional services, programs, and activities that are designed to reinforce and complement the regular academics of participating students described in the grant. <i>Section 4201(a)(2) Section 4205(a)</i>			<ul style="list-style-type: none"> Original RFA-Academic Goals Section Original RFA-Section addressing academics Continuation Application if Year 2 or 3 	
Required Activities for ALL Programs				
a) academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services that are aligned with (1) the challenging State academic standards and any local academic standards; and (2) local curricula that are designed to improve student academic achievement? <i>Section 4205(a)(1)(A)(B)</i>			<ul style="list-style-type: none"> <input type="checkbox"/> Lesson Plans related to enrichment, remediation, and tutoring aligned to State and local standards and local curricula <input type="checkbox"/> Daily/weekly/monthly schedules reflecting enrichment, remediation, and tutoring <input type="checkbox"/> Academic/Enrichment field trip documentation <ul style="list-style-type: none"> • Field Trip logs • Field Trip Approval (District and ALSDE approval) • Field trip Agenda and connected Lesson plans with standards 	

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			<p>b) well-rounded educational activities, including such activities that enable students to be eligible for credit recovery or attainment? (Not applicable to elementary programs) <i>Section 4205(a)(2)</i></p>	<p>Documentation of activities that support students' attainment of course credits for grades 7-12</p> <p>Lesson Plans focused on credit recovery</p>
			<p>c) services for individual with disabilities? <i>Section 4205(a)(5)</i></p>	<p>Lesson plans for SPED students needing modifications and/or accommodations</p> <p>Statement reflecting that no special modifications or accommodations are needed</p> <p>Parent Handbook: Section stating program accepts all students</p>
			<p>d) programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs? <i>Section 4205(a)(4)</i></p>	<p>Nutritional Education lesson plans</p> <p>Physical Education lesson plans</p> <p>Schedule reflecting physical activities taking place on a regular basis</p>
			<p>e) telecommunications and technology education? <i>Section 4205(a)(8)</i></p>	<p>Computer Lab Sign In Sheets</p> <p>Lesson Plans incorporating technology and telecommunications</p> <p>Daily/weekly schedule</p>
			<p>f) programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) and the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et. Seq.) <i>Section 4205(a)(14)</i></p>	<p>Lesson plans focused on careers, career readiness and /or workforce development</p> <p>Documentation of Career readiness/Career fairs and other Workforce Development activities</p> <ul style="list-style-type: none"> • Flyers/letters/Announcements/Invitations • Newsletters • Agendas • Sign In Sheets
			<p>g) program offers opportunities for students to participate in Service Learning projects? **Note: A program may operate a year-long service project or conduct one service project per semester. Documentation must support the type of service project the program implements</p>	<p>Documentation related to the planning and implementation of the Service Learning Project**</p> <p>Pictures/PowerPoint Presentations</p> <p>Communications such as newsletters, flyers, letters, emails</p> <p>Lesson Plans related to the Service Learning Project</p> <p>Agendas</p> <p>Sign In Sheets</p> <p>Minutes/Notes</p>

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			<p>h) programs that offer arts and music enrichment opportunities?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson plans focused on the arts and music <input type="checkbox"/> Documentation of Family Arts and Music Events <ul style="list-style-type: none"> • Flyers/letters/Announcements/Invitations • Newsletters • Agendas • Sign In Sheets 	
Required/Addressed in Needs Assessment				
			<p>i) programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement? <i>Section 4205(a)(11)</i></p> <p>(Focus is on student attendance, behavior and character development and how your afterschool program supports the regular school day program with these issues)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> List of tools/programs used in after school programs that address truancy, student behavior and character development <ul style="list-style-type: none"> <input type="checkbox"/> School Attendance Report <input type="checkbox"/> Student Incident Report <input type="checkbox"/> Inow report reflecting number of office referrals <input type="checkbox"/> Lesson Plans targeting truancy and/or student behavior/character development activities
			<p>j) drug and violence prevention programs and counseling programs? <i>Section 4205(a)(12)</i></p> <p>(Focus is on Drug and Violence Prevention and how your after-school program supports the regular school day program with these issues)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> List of tools/programs used in after-school programs that address drug, violence, and/or bullying issues (examples: DARE, Leader in Me, etc.) <input type="checkbox"/> Lesson plans focusing on drug, violence, and/or bullying prevention
Required for Programs with Targeted Population				
			<p>k) programs that provide after-school activities that emphasize language skills and academic achievement? <i>Section 4205(a)(6)</i> (Required for programs with EL students)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Interview Site Director <input type="checkbox"/> Lesson Plans for students needing language skills and academic achievement <input type="checkbox"/> ACCESS scores for EL students <input type="checkbox"/> Pre/Post data for language
Optional Program Activities				
			<p>l) cultural programs? <i>Section 4205(a)(7)</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Lesson plans focusing on cultural diversity <input type="checkbox"/> Documentation of Cultural events <ul style="list-style-type: none"> • Agendas • Sign In Sheets • Flyers/Announcements/Newsletters/Invitations
			<p>m) literacy education programs, including Financial Literacy programs and Environmental Literacy programs? <i>Section 4205(a)(3)</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Lesson Plans targeting financial literacy and/or environmental literacy activities <input type="checkbox"/> List of Financial Literacy/Environmental literacy programs <input type="checkbox"/> Documentation (memos, letters, etc.) supporting partnerships with financial and environmental agencies

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<p>n) expanded library service hours? Section 4205(a)(9)</p>			<ul style="list-style-type: none"> <input type="checkbox"/> Schedule reflecting library extended hours <input type="checkbox"/> Schedule/Reports of after school program library activities/usage (story time, check outs, etc.) <input type="checkbox"/> Documented library use 	
<p>78. Does the program incorporate skills in science, technology, engineering, and mathematics (referred to in this paragraph as 'STEM'), including computer science and that foster innovation in learning by supporting nontraditional STEM/STEAM education teaching methods? Section 4205(a)(13)</p>			<ul style="list-style-type: none"> <input type="checkbox"/> Lesson Plans focusing on STEM/STEAM activities <input type="checkbox"/> Schedule reflecting STEM/STEAM activities taught on regular basis <input type="checkbox"/> STEM/STEAM student and Family events <ul style="list-style-type: none"> • Flyers/Letters/Invitations/Announcements • Agendas • Sign In Sheets <input type="checkbox"/> STEM/STEAM related field trip documentation <ul style="list-style-type: none"> • Field Trip logs • Field Trip Approval (District and ALSDE approval) • Field trip Agenda and connected Lesson plans with standards 	
<p>79. Is the program implementing parenting skills programs that emphasize Parent and Family Engagement Activities that offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development? Section 4201 (a)(3) Section 4205 (a)(10)</p>			<ul style="list-style-type: none"> <input type="checkbox"/> Documentation showing parents have been notified about 21st CCLC program and activities (newsletters, flyers, newspaper ads/announcements, etc.) <input type="checkbox"/> Parent Interview (included in districtwide parent interview) <input type="checkbox"/> Parent and Family Engagement Activities and required orientation <ul style="list-style-type: none"> • Memos/Invitations/Announcements • Agendas • Sign In Sheets • Newsletters 	
<p>80. Is there a clear integration of the Child Nutrition Program to ensure healthy, nutritious snacks?</p>			<ul style="list-style-type: none"> <input type="checkbox"/> Letter of Agreement/Memorandum of Understanding with the Child Nutrition Program <input type="checkbox"/> Daily Snack Count <input type="checkbox"/> Weekly snack/dinner (if applicable) menu – for each site 	
<p>81. Is there documented evidence that the Measures of Effectiveness are incorporated into the 21st CCLC program? Section 4205(b)(1)(A-E)</p>			<ul style="list-style-type: none"> <input type="checkbox"/> Needs Assessment – Include any updates <input type="checkbox"/> Documentation supporting need for the program (reports, surveys, etc.) <input type="checkbox"/> Goals and measurable objectives section from RFA <input type="checkbox"/> List of evidence-based programs and strategies used to attain goals and measurable objectives <input type="checkbox"/> Pre/Post Test Data <input type="checkbox"/> EZ Reports Student Grades Report <input type="checkbox"/> List of tools used to measure academic success <input type="checkbox"/> Evaluation Reports (Midyear/Final Reports) 	

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82. Are recurring evaluation systems conducted to assess the program's progress toward goals and objectives and are the detailed use of results utilized to refine, improve and strengthen the program documented?			<p>External Evaluations</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evaluation Plan <input type="checkbox"/> Midyear Report <input type="checkbox"/> Annual Final Report <p>ALSDE/District/Local School Evaluations</p> <ul style="list-style-type: none"> <input type="checkbox"/> Program Specific Student Evaluations (i.e. Scantron, DIBELS, STAR, COMPASS, etc.) <input type="checkbox"/> EZ Report Student Grades Report <input type="checkbox"/> Site Evaluations <input type="checkbox"/> Risk Assessment <input type="checkbox"/> Compliance Monitoring Corrective Action <input type="checkbox"/> Documentation resulting from Compliance Monitoring citations <input type="checkbox"/> Staff Evaluations 	
83. Is there ongoing communication with regular classroom teachers to ensure the accomplishment of educational objectives?			<ul style="list-style-type: none"> <input type="checkbox"/> Samples of communication and collaboration with regular school day classroom teachers and 21st CCLC staff <input type="checkbox"/> Interview regular school day teachers 	
84. Does the program maintain appropriate employee documentation, including but not limited to fingerprinting and background checks for all staff members?			<ul style="list-style-type: none"> <input type="checkbox"/> Copies of all 21st CCLC Job Descriptions <input type="checkbox"/> List of all 21st CCLC personnel indicating job title/position <input type="checkbox"/> Samples of Staff Employment Applications <input type="checkbox"/> District/Local School Policy statement for background checks and fingerprinting (included in staff handbooks also) <input type="checkbox"/> Verify all employment applications, background checks, fingerprinting, etc. are maintained and filed accordingly 	
85. Are all timekeeping policies clearly outlined, communicated, well-documented, and in compliance with federal and state regulations?			<ul style="list-style-type: none"> <input type="checkbox"/> Time sheets/Personal Activity Report (PAR) for each employee <input type="checkbox"/> Documented timekeeping policies and procedures included in Staff Handbook <input type="checkbox"/> Documentation of timekeeping procedures addressed during required Staff Orientation <ul style="list-style-type: none"> • Memo/Announcement related to orientation meeting • Meeting Agenda/Minutes • Sign In Sheets 	

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			<input type="checkbox"/> Chain of Command/Personnel chart <input type="checkbox"/> 21 st CCLC staff list with duties and responsibilities <input type="checkbox"/> Copies of all administrative job descriptions <input type="checkbox"/> Copies of Time sheets/Personal Activity Report (PAR) for Administrative Personnel (i.e. Site Director, Program Coordinator, Secretary, Bookkeeper, etc.) <input type="checkbox"/> Administrative Costs Worksheets (Uploaded in eGAP Document Library)	
			<input type="checkbox"/> Staff training needs survey (can be an email) <input type="checkbox"/> Listing of 21 st CCLC staff development trainings <input type="checkbox"/> Professional Development (10 hour) Verification Form (ALSDE) for all employees <input type="checkbox"/> Documentation of 21 st CCLC Trainings <ul style="list-style-type: none"> • Agendas • Sign In Sheet • Professional Development Certificates • STIPD Documentation • Training Notes/Minutes 	
			<input type="checkbox"/> Parent Handbook with outlined procedures and expectations (regarding signing students in and out of the program, visiting program, etc.) <input type="checkbox"/> Staff Handbook with outlined procedures and expectations (regarding signing students in and out of the program, visiting program, etc.) <input type="checkbox"/> Samples of Sign In/Sign Out Sheets <input type="checkbox"/> Documentation that sign in/sign out procedures were addressed during required Staff Orientation <ul style="list-style-type: none"> • Memo/Announcement related to orientation meeting • Agenda • Sign In Sheets • Meeting Minutes/Notes 	
			<input type="checkbox"/> Secured facility at all times <input type="checkbox"/> Communication devices/equipment accessible to all 21 st CCLC faculty and staff <input type="checkbox"/> Copies of Inspection records verifying ADA Compliance for the site <input type="checkbox"/> Fire Extinguisher Inspection Verification for site	

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c) have an emergency readiness plan which includes fire drills, severe weather drills, lock-down drills etc., and is this plan well documented?			<input type="checkbox"/> 21 st CCLC program specific After School Safety Plan <input type="checkbox"/> 21 st CCLC program specific Summer Safety Plan <input type="checkbox"/> 21 st CCLC program specific Medication Administration Plan <input type="checkbox"/> Documentation of staff training on safety procedures during required 21 st CCLC Staff Orientation Meeting <ul style="list-style-type: none"> • Meeting Announcement • Agenda • Sign In Sheet <input type="checkbox"/> Safety Plans included in Staff Handbook <input type="checkbox"/> Safety Drill Documentation <ul style="list-style-type: none"> • Fire Drills (monthly) • Severe Weather (quarterly & once in summer) • Lock Down/Intruder Drill (each semester and once per summer) • Bus Drills (Beginning of each semester and beginning of summer program) 	
d) Are the vehicles used for transportation (district/charter) safely maintained and inspected on a regular basis?			<input type="checkbox"/> 21 st CCLC program specific transportation policy <input type="checkbox"/> Specific transportation/vehicle information <ul style="list-style-type: none"> • Copies of bus routes • List of approved buses with bus numbers and location • Copies of vehicle maintenance and inspection reports • Transportation Activity log <input type="checkbox"/> Copy of charter bus license and safety inspection	
89. Does the LEA ensure policies for effective administration and allocations of funding?			<input type="checkbox"/> 21st CCLC Funds <input type="checkbox"/> Policy of accounting funds <input type="checkbox"/> Narrative for collecting, receipting, and depositing money <input type="checkbox"/> Narrative regarding reimbursements <input type="checkbox"/> Copies of line item budget <input type="checkbox"/> Copies of MacALEER Monthly Detailed Expenditure report for 21 st CCLC program for each grantee site (LEAs only) <input type="checkbox"/> Monthly Detailed Expenditure report (CBOs/FBOs) <input type="checkbox"/> Sustainability Funds <input type="checkbox"/> Monthly detailed income report <input type="checkbox"/> Monthly detailed expenditure report	

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			<input type="checkbox"/> Monthly Recap of Student/Teacher Ratio <input type="checkbox"/> List of all 21 st CCLC employees and job titles/position <input type="checkbox"/> Samples of timesheets and Personal Activity Reports for all 21 st CCLC staff <input type="checkbox"/> Employee weekly and monthly salaries	
91. Has the program:				
a)			<input type="checkbox"/> Copies of policy and procedures for purchase orders <input type="checkbox"/> Copies of approved and completed purchase orders <input type="checkbox"/> Copies of Contractual Services <ul style="list-style-type: none"> • Contracts • Agreements • Memorandum of Understanding 	
b)			<input type="checkbox"/> Copy of equipment and inventory process <input type="checkbox"/> Copy of District/School 21 st CCLC Inventory including: <ul style="list-style-type: none"> • Description of property • Date of purchase • Amount of purchase • Location of property • Serial number <input type="checkbox"/> Identify three pieces of 21 st CCLC equipment <ul style="list-style-type: none"> • Match serial number to inventory list • Match to purchase order used to purchase property • Ensure equipment labeled 21st CCLC 	
92.			<input type="checkbox"/> List of professional development taken by 21 st CCLC program using program funds <input type="checkbox"/> Documentation pertaining to required staff professional development (ALSDE Grantee Training, Regional meetings/trainings, Conferences) <ul style="list-style-type: none"> • Conference /Meeting Agendas • Travel Documentation (Request/Approval Verification/Reimbursement forms) 	
93.			<input type="checkbox"/> List of additional funding sources (Title funds/CNP/DPPH/DHR/local/etc.) <input type="checkbox"/> Interviews (Site Coordinator/Site Director/Federal Programs Coordinator)	

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			<p><input type="checkbox"/> Copy of comprehensive, detailed sustainability plan – this can be from the application copy in the sustainability section of the grant application</p> <p><input type="checkbox"/> Narrative about how tuition is charged and deposited into the sustainability account**</p> <p><input type="checkbox"/> List of all partners and the services they provide</p> <p><input type="checkbox"/> List of all volunteers and the services they provide</p> <p><input type="checkbox"/> Copy of detailed monthly sustainability income report</p> <p><input type="checkbox"/> Copy of detailed monthly sustainability expenditure report</p> <p><input type="checkbox"/> Copies of additional grants</p> <p><input type="checkbox"/> District/Local School Financial Statement related to additional donations</p>	
			<p><input type="checkbox"/> List of all partner/volunteers and the services they provide</p> <p><input type="checkbox"/> Letter of commitment/Memoranda of Understanding/Agreements (Joint Collaborative Partnerships)</p> <p><input type="checkbox"/> Partner Surveys</p> <p><input type="checkbox"/> EZ Reports: Partners and Volunteers</p>	
			<p><input type="checkbox"/> Copies of Student Registration Forms (hours of operation included on form)</p> <p><input type="checkbox"/> Parent Handbook (stating hours of operation)</p> <p><input type="checkbox"/> Staff Handbook (stating hours of operation)</p> <p><input type="checkbox"/> Brochures/Newsletters (stating hours of operation)</p> <p><input type="checkbox"/> Weekly/Monthly Schedule Form (reflecting hours of operation)</p>	
			<p><input type="checkbox"/> Copies of Private School Consultation Forms with 21st CCLC as a federal option</p> <p><input type="checkbox"/> Private School Meeting Documentation</p> <ul style="list-style-type: none"> • Phone log of conversations • Memos/Emails/Letters/Invitations • Meeting Agendas/Sign In Sheets • Copy no notification by certified mail <p><input type="checkbox"/> Documentation of program attendance by private/home-schooled students (attendance reports)</p>	

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			<input type="checkbox"/> Review original Grant Application/Revisions <input type="checkbox"/> Continuation Applications Year 2 & 3 <input type="checkbox"/> Organized Documentation Filing System (Notebook/File Crate/Electronic Filing System) <input type="checkbox"/> Surveys <ul style="list-style-type: none"> • Student (Completed Sample and Results Tallied) • Teacher (Completed Sample and Results Tallied) • Parent (Completed Sample and Results Tallied) • Partner (Completed Sample and Results Tallied) 	
			<input type="checkbox"/> Documentation showing how evaluation results/program communications are shared with parents, stakeholders, and the community <ul style="list-style-type: none"> • Meeting Agendas/Minutes/Sign In Sheets • Flyers/Brochures/Newsletters • PowerPoint Presentations • Website Posting • Emails <input type="checkbox"/> Advisory Committee Documentation <ul style="list-style-type: none"> • Schedule of Advisory Committee Meetings • Agendas • Sign In Sheets • Meeting Minutes/Notes • Meeting Announcement/Invitation to Participate <input type="checkbox"/> Interviews with Advisory Committee/Site Coordinator/Site Director	
O. Title V, Part B - Rural, Low-Income School Program – Federal Programs (Section 6221)				
100. Does the LEA include all equipment purchased with Title V funds in its inventory?				
101. Are teachers whose salaries are paid from these funds fully certified in the subject/area in which they teach?			<ul style="list-style-type: none"> • Teacher Certification 	
102. Are all contracts and agreements for products and services made in accordance with applicable federal and state regulations and audit guidelines?			<ul style="list-style-type: none"> • Contracts, if applicable 	
103. Do all paraprofessionals funded with Title V, Part B meet the requirements for paraprofessionals?				