



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"



Georgia Department of Education 21st Century Community Learning Centers Pre-Monitoring Activities for FY20 Monitoring Review

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|--------------------------|--|-----------------------|--|
| Subgrant/Program: | | Date Received: | |
|--------------------------|--|-----------------------|--|

To ensure sub-grantees meet specific requirements at the beginning of the program year as part of the monitoring review, the Georgia Department of Education conducts an offsite review of Pre-Monitoring Activities (PMA). The PMAs are primarily procedures and policies that must be in place to start the program and correspond with the [FY20 Monitoring Indicators](#). All 21st CCLC sub-grantees must submit the required documentation in the specified format (Required Location) to their regional Education Research & Evaluation Specialist (ERES) by October 31, 2019.

In preparation for the monitoring process, it is the grantee's responsibility to ensure that the appropriate personnel have access to the Monitoring Application in the GaDOE Consolidated Application on the [MyGaDOE Portal](#). Please note that two individuals need access to the Monitoring Application, which would be the Superintendent/CEO and a District Coordinator, who could be the program director. If you had access previously, then you should not need to request new authorization to access the portal and application.

- For grantees that are **LEAs** and **need access**, please contact your District Security Office to request access to the Monitoring Application.
- For grantees that are **non-LEAs** and **need access**, please email Deirdre Smith at desmith@doe.k12.ga.us to request the access form.

| PROGRAM PLANS AND PROCEDURES | | | | | | |
|------------------------------|--|--|---|----------------|-------------------------|---|
| Indicator | Compliance Area | Evidence | Required Location | Staff Handbook | Student/Parent Handbook | GaDOE Review/Comments |
| P1-A | The subgrantee implements an aggressive attendance plan or procedures to ensure the targeted number of students attend the program on a regular and consistent basis. <i>[Sec. 4201 (b)(2)(F) ESEA]; [Sec. 4201 (b)(2)(N) ESEA]</i> | Provide written attendance plan or procedures included in parent/student handbook and staff handbook. | <input type="checkbox"/> Staff Handbook <input type="checkbox"/> Student/Parent Handbook | Page: | Page: | <input type="checkbox"/> Met <input type="checkbox"/> Revisions Requested: |

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|-------------|--|--|---|----------------------------|-------------------------|---|
| P1-B | The subgrantee has a written emergency preparedness plan that is program/site specific to program operating hours/times and has shared this plan with students, parents and staff. <i>[Sec. 4201 (b)(2)(A)(ii) ESEA];</i> <i>[Sec. 4201 (b)(2)(N) ESEA]</i> | Provide copy of emergency preparedness plan, specific to program operating hours, for each site included in the student/parent handbook and staff handbook. | <input type="checkbox"/> Staff Handbook <input type="checkbox"/> Student/Parent Handbook | Page: | Page: | <input type="checkbox"/> Met <input type="checkbox"/> Revisions Requested: |
| P1-C | A. The subgrantee has written procedures for mandated reporting of child abuse and ensures compliance with procedures for mandated reporting of child abuse. The subgrantee has informed program staff of these procedures/protocols. B. The subgrantee has written procedures for mandated reporting of sexual harassment and ensures compliance with procedures for mandated reporting of sexual harassment. The subgrantee has informed program staff of these procedures/protocol. <i>[Sec. 4201 (b)(2)(A)(ii) ESEA];</i> <i>[Sec. 4201 (b)(2)(N) ESEA]</i> | a. Provide copy of child abuse reporting procedures included in staff handbook | <input type="checkbox"/> Staff Handbook | Child Abuse Page: | NA | <input type="checkbox"/> Met <input type="checkbox"/> Revisions Requested: |
| | | b. Provide copy of sexual harassment reporting procedures included in staff handbook | | Sexual Harassment Page: | NA | <input type="checkbox"/> Met <input type="checkbox"/> Revisions Requested: |
| P1-D | The subgrantee utilizes an Acceptable Usage Policy for students and staff that includes internet usage, the transmission of any inappropriate material, and violation of copyright. <i>[Sec. 4201 (b)(2)(A)(ii) ESEA];</i> <i>[Sec. 4201 (b)(2)(N) ESEA]</i> | Provide copy of Acceptable Usage Policy included in student/parent handbook and staff handbook | <input type="checkbox"/> Staff Handbook <input type="checkbox"/> Student/Parent Handbook | Page: | Page: | <input type="checkbox"/> Met <input type="checkbox"/> Revisions Requested: |
| P1-E | The subgrantee establishes clear standards for student | Provide copy of behavior management plan included in | <input type="checkbox"/> Staff Handbook | Page: | Page: | <input type="checkbox"/> Met <input type="checkbox"/> Revisions Requested: |

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|------------|---|---|---|----------------|-------------------------|---|
| | behavior and follows written policy, plan or protocol for encouraging and enforcing positive student behavior, which are communicated to students, all staff, and parents. <i>[Sec. 4201 (b)(2)(N) ESEA]</i> | parent/student handbook and staff handbook | <input type="checkbox"/> Student/Parent Handbook | | | |
| P2 | The subgrantee implements a recruitment plan that targets the student population(s) and their families as identified in the approved grant application. <i>[Sec. 4201 (b)(2)(F) ESEA]; [Sec. 4201 (b)(2)(N) ESEA]</i> | Provide copy of recruitment plan . Recruitment Plan narrative for the target population(s) should include students with special needs and private school students. Recruitment plan is included in parent/student handbook and staff handbook. | <input type="checkbox"/> Staff Handbook <input type="checkbox"/> Student/Parent Handbook | Page: | Page: | <input type="checkbox"/> Met <input type="checkbox"/> Revisions Requested: |
| P9 | The subgrantee provides professional learning opportunities for staff directly related to the success of the program. <i>[Sec. 4201 (b)(2)(N) ESEA]</i> | Provide professional learning plan/schedule for the year and summer (if summer is applicable) included in staff handbook | <input type="checkbox"/> Staff Handbook | Page: | NA | <input type="checkbox"/> Met <input type="checkbox"/> Revisions Requested: |
| P10 | The program director develops a written plan for conducting and documenting regularly occurring classroom observations, formal mid-year, and formal end-of-year evaluations of all instructional staff and ensures these observations/evaluations are done. Feedback is given to staff on a regular basis (minimum of two instances) for continuous performance improvement. <i>[Sec. 4201 (b)(2)(N) ESEA]</i> | Provide a current, written copy of classroom observation, formal mid-year and formal end-of-year evaluation plan included in the staff handbook. Plan should specify who completes observations and evaluations, how often, and when they will be completed. | <input type="checkbox"/> Staff Handbook | Page: | NA | <input type="checkbox"/> Met <input type="checkbox"/> Revisions Requested: |
| P11 | A. The subgrantee uses a formal process for regular and effective communication | Provide a written communication plan that incorporates sections A-D of | <input type="checkbox"/> Staff Handbook | Page: | NA | <input type="checkbox"/> Met <input type="checkbox"/> Revisions Requested: |

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| | <p>between <u>school day instructional staff and 21st CCLC instructional staff</u> to coordinate the academic instructional component of the approved program.</p> <p>B. The subgrantee <u>program director and site coordinator(s)</u> communicate regularly and effectively with <u>school principal(s) and administration</u> to coordinate resources and use of school facilities.</p> <p>C. The <u>subgrantee</u> regularly and effectively communicates with <u>parents/guardians</u> of participating students about their behavior, experiences, successes, and challenges.</p> <p>D. The <u>subgrantee</u> provides regular and effective communication to <u>parents/guardians with limited English proficiency</u> in modes that are appropriate and easily understood (if applicable).</p> <p><i>[Sec. 4201 (b)(2)(D) ESEA];</i> <i>[Sec. 4201 (b)(2)(N) ESEA]</i></p> | <p>compliance area. Each of the four sections should be easily identifiable within the plan.</p> <p>Note: If no English Learners (EL) students/families currently participate, the program must still include a communication plan within the written communication plan for EL students/families should they enroll.</p> | | | | |
| P13 | <p>The subgrantee provides plans for safely transporting or escorting students to or from program sites and/or activities.</p> <p><i>[Sec. 4201 (b)(2)(ii) ESEA]</i> <i>[Sec. 4201 (b)(2)(N) ESEA]</i></p> | <p>Provide written student transportation plan or policy for the 21st CCLC program included in the student/parent handbook and staff handbook.</p> | <p><input type="checkbox"/> Staff Handbook <input type="checkbox"/> Student/Parent Handbook</p> | Page: | Page: | <p><input type="checkbox"/> Met <input type="checkbox"/> Revisions Requested:</p> |
| P14 | <p>The subgrantee has written procedures for ensuring authorized student pick-up and drop-off as described in parent/student and staff handbooks.</p> | <p>Provide written procedures/policies for student pick-up/drop-off included in the student/parent and staff handbook</p> | <p><input type="checkbox"/> Staff Handbook <input type="checkbox"/> Student/Parent Handbook</p> | Page: | Page: | <p><input type="checkbox"/> Met <input type="checkbox"/> Revisions Requested:</p> |

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| | <p>[Sec. 4201 (b)(2)(ii) ESEA]; [Sec. 4201 (b)(2)(N) ESEA]</p> | | | | | |
| <p>PMA Only</p> | <p>The subgrantee utilizes an updated sustainability plan to increase collaboration and community support, beyond the initial approved grant application. The program uses a wide variety of methods to identify and secure material, financial and human resources.</p> <p>[Sec. 4201 (b)(2)(K) ESEA]; [Sec. 4201 (b)(2)(N) ESEA]</p> | <p>Provide written and updated sustainability plan. An updated plan lists or describes new actions unique to FY20</p> | <p><input type="checkbox"/> Submit plan to ERES</p> | <p>Submitted</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> | | <p><input type="checkbox"/> Met <input type="checkbox"/> Revisions Requested</p> |