

New York State 21st CCLC

Site Monitoring Visit Report

Program Name: Hempstead Union Free School District

Project Number: 0187-25-8012

Student Participation Target: 575

Visit Date: 2/4/25 - 2/5/25

Annual Award Amount: \$1,200,000

Reviewer(s): Jordi Naczi - Data Specialist, Rachel Parsons - Director, Barb DeMoney- Program Specialist, Joshua Davy - Program Specialist

SACC program: ☐ Yes ☒ No

ELP program: ☐ Yes ☒ No

Site(s) Visited: Jackson Elementary, Rhodes Academy

Other Site(s) in the program:

Alverta B Grey Schultz MS, Paterson Elementary, Obama Elementary, McNeil Elementary

Date Submitted
to Subgrantee: 3/5/25

Program Director's Name:

 Dr. Kim Pierre – Co-director
 Tracy Williams – Co-director

Attendees (Name/Role):

 Dr Kim Pierre – Co-director
 Tracy Williams – Co-director
 Susan Maher - Local Evaluator
 Gary Rush – Asst. Superintendent

Program Director Email: kpierre01@hempsteadschools.org
twilliams@hempsteadschools.org
Partnering Agencies:

Morrison Mentors, Sensei Darren, Maximum fit club, LaVie

Summary of actions to be taken:
**Based on areas of partial compliance and non-compliance*
Date
 (MM/DD/YY):

A-6: To be fully compliant, the subgrantee will need to submit a sample of the enrollment form.

3/26/25

B-1: To be fully compliant, the subgrantee must submit evidence of recruitment efforts for all sites in the grant.

3/26/25

B-2: To be compliant, the subgrantee must submit program activity schedules for all sites that are current, accurate, and include assigned staff.

3/26/25

B-3: To be fully compliant, the subgrantee must enter up-to date APR data and accurate data into EZReports.

4/30/25

B-4: To be fully compliant, the subgrantee must submit the valid Certificate of Occupancy for all six sites in the grant.

3/26/25

B-5: To be fully compliant, the subgrantee must submit evidence that all staff and vendors have received training about site specific safety procedures.

9/12/25

B-6: To be fully compliant, the subgrantee must submit a staff schedule for all sites that is accurate and includes all program staff.

3/26/25

B-7: To be fully compliant, the subgrantee must update their staff handbook to include site specific safety and transition procedures, the procedure for reporting harassment, bullying, and discrimination, and a sample of signed acknowledgement pages.	4/9/25
C-2: To be fully compliant, the subgrantee will need to submit evidence of timely submission of fiscal form FS-10 by May 15, 2025.	5/15/25
C-3: To be fully compliant, submit a sample of completed PARs.	4/30/25
D-2: To be compliant, the subgrantee must submit fall and spring observation forms that assess and support all program staff with the implementation of high quality program activities; forms should provide support, guidance, and targeted performance feedback and should be signed by observer and staff. For a sample PAIRs form , see the TARC website .	5/30/25
E-2: To be fully compliant, the subgrantee will need to submit a sample of lesson plans that reflect learning objectives, alignment with NYS Learning standards , and SEL guidelines/benchmarks , and lesson plans for the day of the visit for the activities that were observed—Sensei Darren at Jackson, and Maximum Fit and homework help at Rhodes.	4/9/25
E-3: To be fully compliant, the subgrantee will need to submit complaint lesson plans that adhere to principles and evidence-based practices that support CR-S Education, as well as family outreach materials. Lesson plan templates can be found here, and were shared with the subgrantee at the SMV.	4/9/25
E-4: To be fully compliant, the subgrantee must include a sample of signed acknowledgment pages.	4/30/25
E-5: To be compliant, the subgrantee will need to provide evidence the family handbook has been shared with students and families; this can be done through a sample of completed/signed handbook acknowledgement pages.	5/30/25
E-6: To be fully compliant, the subgrantee will need to submit an updated site form that accurately reflects the dates and hours of operation for each site, as the one on file with NYSED does not accurately reflect this information, and does not include all of their sites. Reviewers have also identified that a program modification is required to align the program PIs for the middle school and an accurate program logic model. A second program modification will be required for the change in partnership.	3/26/25
F-2: To be fully compliant, the subgrantee must submit meeting records or emails documenting the communication between program and school-day leaders regarding data.	4/9/25
G-2: To be fully compliant, the subgrantee will need to submit evidence that the member roster includes all required participants for all sites, attendance records for all sites, advisory meeting schedule for all sites for four meetings a program year, and advisory meeting agenda or minutes that includes/encompasses all sites.	9/12/25
G-3: To be fully compliant, the subgrantee will need to ensure the parent/guardian survey is clearly eliciting input about program design/activity offerings from parents/guardians and includes a summary of findings for all sites.	9/12/25
G-4: To be fully compliant, the subgrantee will need to ensure the survey is clearly eliciting input about identifying family's needs and interest in educational programming from families/parents/guardians, the survey must be administered, and include a summary of findings for all sites.	9/12/25
G-5: To be fully compliant, the subgrantee needs to submit a schedule of family educational programming that reflects the needs assessment from G-4, attendance records from family events, and evidence of sessions resources/materials for 21st CCLC adult programs/events.	9/12/25

H-2: To be fully compliant, the subgrantee will need to submit evidence that activities have been deployed using recommendations in the AER and proof that an interim evaluation report has been created and submitted to the Program Director.	6/30/25
H-4: To be fully compliant, the subgrantee must develop a survey to assess student satisfaction and perceived impact of the program as a whole.	5/30/25
H-5: To be fully compliant, the subgrantee must submit evidence of completed QSA's, meeting notes or minutes indicating that the QSA results were discussed at a stakeholder meeting, and action plans that indicate improvement activities informed by the QSA results.	9/12/25
H-6: To be fully compliant, the subgrantee must submit evidence that the evaluation report or summaries were shared with the public.	4/30/25

Recommendations to Strengthen Practice

Areas that are compliant but need some improvement.

A-4: NYSED recommends conducting one shelter-in-place drills, two Evacuation drills, and two Lockdown drills during the school year in the afterschool program. Principals are responsible for the safety of their buildings.

B-2: Reviewers recommend offering students additional and engaging activity options; the current schedule indicates that students' only option some days each week is 3-4 hours of "homework" help.

C-1: The subgrantee stated that they submit the FS-25 twice annually; this form is only used to request funds from an approved grant and subgrantees should only request as much cash as is necessary to meet the immediate needs of the grant project. For more information on FS-25s, please see the FS-25 Payments for Federal and State Grants advisory and the Fiscal Guidelines for Federal and State Funded Grants.

C-3: It is recommended that these staff be entered into EZR.

D-3: Reviewers recommend making more intentional efforts to invite vendors and partners to these important meetings.

E-4: It is recommended that if the program includes the standard enrollment form, that it does not need the additional student registration page, which does not meet the needs of the standard enrollment form, so that guardians do not need to fill out the information twice.

F-1: Reviewers recommend that the staff review requirements of the role to ensure that the program is making the most out of the position. The educational liaison is charged with communicating regularly with school staff to support alignment to schools' lessons and remain informed of the academic and behavioral progress of students. For more information on getting the most from this role, refer to [Maximizing the Education Liaison Role in 21st CCLC Programs](#).

G-1: It is recommended that the program make more of an effort to gather survey information from all sites, as there were no responses from two of their sites. It is also recommended that surveys be conducted in a more age appropriate and inclusive format, such as focus groups for younger participants in the program.

Promising Practices

Successful practices observed in this Out of School Time (OST) program.

The students enjoyed Sensei Darren's activity.

New York
21st Century Community
Learning Centers
SOARING BEYOND EXPECTATIONS



Using the Site Monitoring Visit Report

The Site Monitoring Visit (SMV) Report has been developed to help ensure comprehensive and consistent monitoring of 21st Century Community Learning Centers (CCLC) in New York State. While this document is intended for use by program reviewers, it is also recommended for use by subgrantees to (1) guide program implementation, and (2) assist in preparing for a smooth site monitoring visit.

Structure & Definitions

- The 'Indicators of Success' column outlines the indicator to be evaluated.
 - All Indicators are coded by the lettered Sections (A-H) within the Monitoring Tool, and then by ascending numerical order (1-10) within that Section.
- The 'Supporting Documents' column lists evidence that may be used to support successful implementation of the applicable indicator. If a sample is requested, the TARC will select a minimum of three examples to be provided.
 - Each Indicator is associated with criteria represented under Supporting Documents and are coded in ascending alphabetical order [(a)-(g)]. E.g., H-2(b) references Section H, Indicator H-2, criterion (b).
 - **Required Documentation Key:**
 - * Required documentation for all programs
 - ** Required documentation for district programs
 - *** Required documentation for programs requiring School-Age Childcare Registration
 - (A) Required documentation for all sites must be provided to reviewer(s)
- The 'Compliance' column is segmented into three rating options – Full, Partial, and Not. Presence/absence of the required criteria listed in the Supporting Documents column determines the rating of compliance for each Indicator.
 - **Guidance for selecting a Compliance Rating:**
 - Full** If all the required criteria are checked, that will equate to a rating of *FULL* compliance for that indicator. If none of the supporting documents are required – i.e., designated by an asterisk – at least one of the choices must be checked in order to be in Full compliance. For programs operating multiple sites, certain supporting documentation may be required for ALL sites in order to receive a Full compliance rating.
 - Partial** If at least one, but not all, of the required criteria are checked, that will equate to a rating of *PARTIAL* compliance for that indicator; this is the case even when all other non-required criteria – e.g., additional supporting evidence of an indicator – are checked. A rating of Partial compliance will also be assigned to programs that do not possess critical required documentation

for each operating site (Reviewers will inform programs which critical documents need to be presented for each site during pre-visit communications).

Not If none of the required criteria are checked, that will equate to a rating of *NOT* in compliance for that indicator; this is the case even when any other non-required criteria – e.g., additional supporting evidence of an indicator – are checked.

➤ **Definitions & Implications of Indicator Compliance Ratings**

Compliant	Meets state and federal guidelines for this Indicator.
Partially Compliant	Partially meets state and federal guidelines. Programs receiving this rating must follow the reviewer's recommendations and/or develop an action plan for achieving Full Compliance in this area.
Non-Compliant	Does not meet state and federal guidelines. Programs receiving this rating must follow the reviewer's recommendations and develop an action plan for improving compliance in this area.

Site Monitoring Visit Procedure:

○ **Pre-Visit:**

- **Document Review & Document Preparation (off-site).** Prior to the visit, subgrantees will be asked by the Technical Assistance Resource Centers (TARCs) or NYSED to send several documents in advance; other documents will need to be made available on site. NYSED recommends that subgrantees become familiar with the Site Monitoring Visit (SMV) Report template and work to prepare for the visit in advance. Programs should develop a system to organize all the required information indicated in the tool. That way, whenever the program is notified that it has been selected to receive a visit, all the required items have already been gathered and are readily accessible during the review process. Depending on when the visit occurs, reviewers may have to review documents for the previous year. If subgrantee does not have specific documentation to substantiate an indicator at the time of visit, they have up to 24 hours to provide to the TARC.
- **Schedule & Agenda.** The TARC's will explain the purpose and process of the site visit. The TARC reviewer will select the site(s) to be visited and coordinate schedules with the program staff to draft an agenda for the day of the visit.
- **Participation of Key Program Staff and Partners.** NYSED recommends that the program director, site coordinator(s), fiscal staff and local evaluator be available (in-person or via conference call) at points during the visit to contribute to the thorough review of all components of the program.

○ **Day of Visit:**

- **Meeting & Document Review Session (on site).** On the day of the visit, members of the review team (TARC and/or NYSED program office staff) will meet with program leaders to review all required documents in the SMV Report. This meeting also provides an opportunity for program leaders/key staff to ask questions, seek clarification on documents or procedures, and inquire about technical assistance offerings.
- **Program Walk-through.** The reviewers will visit TARC selected program site(s) to observe in-session programming and to interact with leaders, staff, students, family members, and/or other program stakeholders. During these walk-throughs, reviewers will refer to the SMV report and review the relevant criteria listed for each of the indicators. Reviewers may utilize multiple methods to gather information during a walk-through; these may include impartial observation, informal interview, focus group discussion (e.g., with multiple students, parents, staff), and artifact review.
- **On-Site Support.** Program reviewers may respond to requests from program personnel for immediate feedback and/or technical assistance to help address a critical need. However, the primary purpose of the visit is to conduct a thorough review of the program. The RC support team can marshal resources and schedule follow-up technical assistance services to target program needs/ areas for improvement identified during the site monitoring visit walk-through and based on a comprehensive review of the SMV Report findings.

○ **Post-Visit:**

- **Final SMV Report.** Following the visit, the TARC reviewer will submit the completed Site Monitoring Visit Report to NYSED for review and approval. Once that has been completed, the SMV Report will be sent to the program within 30 days of the visit. Reports will identify areas of full, partial compliance, and non-compliance. Reports will also provide a summary of actions to be taken by a given date, additional recommendations to strengthen practice, and acknowledgment of promising practices.
- **Action Plan Agreement.** All subgrantees are required to operate their centers in full compliance with state and federal regulations. If areas of non-compliance or partial compliance are identified, programs are expected to submit an Action Plan Agreement to the TARC within two weeks of receiving the report. This Action Plan Agreement must identify the specific actions that the program will take to ensure compliance in the areas of greatest need. A member of the TARC support team will follow up with the program on an as-needed basis, to check progress implementing the action plan agreement, and to offer support and resources. The objective is for the program to achieve full compliance expectations within the dates stipulated by the RC's approval of the Action Plan Agreement. Once the indicators of success have been substantiated by the subgrantee and verified by the TARC, the TARC will send a letter confirming full compliance. If the indicators for success have not been substantiated by the subgrantee, the TARC will send a notification of non-compliance and the State Program Office will be engaged to manage the process.

A: Environment and Climate

Indicators of Success		Supporting Documentation		Compliance		
				Full	Partial	Not
A-1	Effective Supervision of participants is provided by approved adult(s) at all times.	<input checked="" type="checkbox"/> (a) Reviewer observation of staff's supervision practices* <input checked="" type="checkbox"/> (b) Reviewer observation of staff-student ratios maintained during each activity ***		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A-2	Security is provided effectively and continuously throughout program hours. <i>Presence of security guards and/or security cameras, if applicable.</i>	<input checked="" type="checkbox"/> (a) Reviewer observation of security practices* <i>I.e. sign-in/out procedures, visitor procedures, designated entrances and exits</i>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A-3	Safety Supplies are accessible, including first aid kits, fire extinguishers, fire alarms, and safety procedures; all fire exits are posted, etc.	<input checked="" type="checkbox"/> (a) Safety Supply Inventory records* (A) <input checked="" type="checkbox"/> (b) Reviewer observation of the accessibility of safety supplies , and visibility of alarms/exits, etc.*		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A-4	Safety Drills are conducted at all sites as required, including evacuations, shelter-in-place, and lockdowns. Drills must occur during the 21 st CCLC program hours. <i>May include current- or prior-year completed drills.</i>	School Year programming: <input type="checkbox"/> (a) Shelter-in-place records* (A) <i>SACC programs: Twice yearly</i> <i>District or CBO high school programs: Once a year</i> <input type="checkbox"/> (b) Evacuation Drills records* (A) <i>SACC programs: Monthly [OCFS LDSS-4439 form]</i>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		<p><i>District or CBO high school programs: Twice yearly (fall & spring)</i></p> <p><input type="checkbox"/> (c) Lockdown records** (A) <i>SACC programs: None required, but NYSED recommended</i> <i>District or CBO high school programs: Twice yearly (fall & spring)</i></p> <p>Summer programming (if applicable):</p> <p><input type="checkbox"/> (d) Evacuation Drill(s) records* (A) <i>SACC programs: Monthly</i> <i>District or CBO high school programs: Twice during summer</i></p> <p><input type="checkbox"/> (e) Lockdown Drill(s) records** (A) <i>SACC programs: None required, but NYSED recommended</i> <i>District or CBO high school programs: Once during the summer</i></p>			
A-5	<p>Transition Procedures are in place to ensure safety and ease during arrival, dismissal, field trips and transitions.</p> <p><i>These procedures specifically include: (✓) participant sign-in/sign-out, (✓) notification of changes in routine</i></p>	<p><input checked="" type="checkbox"/> (a) Reviewer observation of at least one of the following: participant arrivals or departures*</p> <p><input checked="" type="checkbox"/> (b) Sign-in and Sign-out sheets^{1*}</p> <p><input type="checkbox"/> (c) Reviewer observation of a program activity transition</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A-6	<p>Enrollment systems are in place for staff to be prepared to address individual student's health needs that may require immediate attention.</p> <p><i>Participants' files are updated and shared with staff on a need-to-know basis, and in full compliance with HIPAA ² and FERPA ³ regulations.</i></p>	<p><input type="checkbox"/> (a) Sample of completed Enrollment forms^{4 *}</p> <p><input checked="" type="checkbox"/> (b) Incident log, medication administration record, emergency care plan or other method of tracking out of school time students' health needs*</p> <p><input checked="" type="checkbox"/> (c) Presence of a school nurse on site during programming hours* If not, provide evidence of at least one other staff trained⁵ for:</p> <p><input type="checkbox"/> Participants who have orders for Epinephrine Auto Injector and/or Glucagon⁶ (if applicable) ** (A)</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

¹ Sign in and sign out procedures may differ across sites based on age-level groups/programs. Sign out is only required if leaving the program early.

² Health Information Portability and Accountability Act (HIPAA) regulations: <http://www.p12.nysed.gov/sss/schoolhealth/schoolhealthservices/#HIPAA>

³ Family Educational Rights and Privacy Act (FERPA) regulations: <http://www.p12.nysed.gov/sss/schoolhealth/schoolhealthservices/#FERPA> and <https://studentprivacy.ed.gov/resources>.

⁴ For sample and translated enrollment forms, see: <https://www.nys21cclc.org/forms>

⁵ Staff must be trained by one of the following: Registered Nurse, Medical Doctor, Doctor of Osteopathic Medicine, Physician's Assistant or Nurse Practitioner

⁶ Education law permits schools to train unlicensed persons to administer both medications to students who have orders for such. A school nurse can train the staff.

		AND			
		<input type="checkbox"/> CPR and AED Certification ⁷ *			
A-7	Supportive Environment & Culture of Respect A stimulating, engaging, and welcoming environment is provided for all participants. <i>A culture of support, inclusion, and mutual respect is provided; one which embraces dignity for all participants, fosters a sense of belonging, and promotes physical and emotional safety.</i>	<input checked="" type="checkbox"/> (a) Reviewer observation of engagement and support provided to participants* <input checked="" type="checkbox"/> (b) Reviewer observation of respectful student-to-student and staff-to-student interactions* <input type="checkbox"/> (c) Other:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section A Notes:

A-1: The reviewers observed the staff-student ratios were maintained at least 1:10 throughout program activities. Staff were actively engaging with students and students were being supervised appropriately.

A-2: The reviewers observed security practices, the buildings were locked and had one entry point, visitors had to be let in, show ID, and sign-in. Security cameras were visible at Rhodes site.

A-3: The subgrantee submitted safety supply inventory for all their first aid kits at all six sites. The reviewers observed that the exits were all clearly labeled, there were fire extinguishers, and fire alarms, and first aid kit at the Parent Resource Center - Jackson site, and an AED seen at the Rhodes site.

A-4: The subgrantee did not submit evidence of any drills in the afterschool time. NYSED recommends conducting one shelter-in-place drills, two Evacuation drills, and two Lockdown drills during the school year in the afterschool program. Principals are responsible for the safety of their buildings.

A-5: The subgrantee submitted a participant's sign-in/out sheet from EZR, which lists the students name, grade, time in/out, and shows students marked in and students absent. The reviewers also observed the Students arrival from Jackson Elementary where they are walked by the staff from the school building to the Parent Resource Center where they receive programming. On arrival, students hang up coats and greet the other program staff, and attendance is taken as students get settled.

A-6: The subgrantee submitted a health referral to the nurse form and a school incident form. The subgrantee also submitted the school contract with the Nurses to work all afterschool programs at the Elementary Schools and Middle School with information for the staff (nurse), locations, hours, and compensation. To be fully compliant, the subgrantee will need to submit a sample of enrollment forms.

A-7: The reviewers observed that staff were respectful, and actively engaging with the students; offering encouragement during activities. Reviewers observed Sensei Darren's rules and pledge which promotes a welcoming and inclusive environment for its participants. Students-to-student interactions were respectful as well.

B: Program Administration/Organization

Indicators of Success	Supporting Documentation	Compliance
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⁷ Cardiopulmonary Resuscitation and Automated External Defibrillator; School districts are required by Ed Law Article 19 to have at least one person certified in CPR/AED use, along with an AED at all school sponsored functions in a school building. A district-led SACC program with an OCFS waiver will need to comply with all laws which schools are required to follow.

			Full	Partial	Not
B-1	Staff and Student Recruitment Programs should have clear and research-based strategies for recruitment and retention of program participants. Since full funding is based on meeting attendance targets, recruitment and retention of students is critical to the functioning of the program. Program has identified any barriers and challenges and proposed solutions in maintaining staff while to ensuring it can meet participation targets.	<input type="checkbox"/> (a) Evidence of recruitment efforts* (e.g., recruitment plan, meeting notes, correspondence records, distribution of promotional materials, etc.) (A) <input checked="" type="checkbox"/> (b) Verbal discussion of student selection protocol and program target population* <input checked="" type="checkbox"/> (c) Written description of hiring process and required experience for staff* <input type="checkbox"/> (d) Volunteer files (if applicable) <input type="checkbox"/> (e) Other:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B-2	Scheduling Program Activity schedules for all sites are current, accurate and have assigned staff. These schedules may be found in original application and approved program modifications. <i>Refer to RFP, p. 16-17 for Eligible Activities.</i>	<input type="checkbox"/> (a) Program Activity schedule(s) * (A) <input type="checkbox"/> (b) Verbal discussion regarding alignment of Program Activity schedule(s) and what is entered in EZReports*	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B-3	EZReports Data Entry Programs are required to enter up-to date APR data and accurate data into EZReports, such as participation data, by student, by participation hour, regularly throughout the program year, as often as daily or no less frequently than monthly. <i>Note: Students ID's must be accurate: 10-digit NYSSIS #s for ROS and 9-digit OSSIS #s for NYC subgrantees)</i> <i>Evidence of effective communication between the designated Data Manager can be email correspondence about data such as: student data uploads, APR data checks (printed or screenshot), missing enrollment, missing attendance, data deadlines, GPRA requirements and deadlines.</i> <i>Refer to the Data Management Handbook for additional guidance.</i>	<input type="checkbox"/> (a) EZReports reflects <u>all</u> of the following*: <input type="checkbox"/> Activities with Student enrollment <input type="checkbox"/> Staffing <input checked="" type="checkbox"/> Student IDs <input type="checkbox"/> Student attendance <input type="checkbox"/> Program Contacts <input checked="" type="checkbox"/> Grant Director/Program Director <input type="checkbox"/> Data Manager <input type="checkbox"/> Fiscal Agent <input type="checkbox"/> (b) Data Manager runs APR data checks , at least once in the following months: November,	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

		<p>February, and May. If summer programming, once in beginning of August. *</p> <p><i>To be fully compliant, the subgrantee must provide evidence of at least one of the following:</i></p> <p><input type="checkbox"/> Print-out of APR data check</p> <p><input checked="" type="checkbox"/> Screen capture of APR data check</p> <p><input type="checkbox"/> Other:</p> <p><input type="checkbox"/> (c) Correspondence records between the Program Director and Data Manager*</p> <p><i>If the Program Director is also the Data Manager, this is not applicable.</i></p>			
B-4	Certificates & Licenses All applicable and required documents are maintained for program site(s).	<input checked="" type="checkbox"/> (a) Certificate of Insurance* <input type="checkbox"/> (b) Certificate of Occupancy^{8, 9*} <input type="checkbox"/> (c) SACC Registration(s)*** (A) <input type="checkbox"/> (d) Other:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B-5	21st CCLC Program Annual Staff Orientation Program's internal policies, safety procedures and professional expectations are communicated to all program and partner staff within 30 days of program start up and for additional new hires.	<input type="checkbox"/> (a) Agenda and attendance records *(A) <input type="checkbox"/> (b) Other: <i>E.g., staff orientation materials or resources, etc.</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B-6	Staff Schedule(s) shows days and hours of employment for all program staff, including volunteers, along with their title/role in the program.	<input type="checkbox"/> (a) Staff schedule(s)* (A)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B-7	21st CCLC Staff Handbook are site-specific and include all required written procedures. General district or CBO staff handbooks do not satisfy this indicator; Handbook should be specific to 21 st CCLC.	<input checked="" type="checkbox"/> (a) Supervision procedures * <i>Effective Supervision of participants is provided by an approved adult at all times.</i> <input checked="" type="checkbox"/> (b) Security procedures*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

⁸ New York City's Certificate of Occupancy (CO) regulations: <https://www.nyc.gov/site/buildings/property-or-business-owner/certificate-of-occupancy.page>

⁹ Information about Fire Safety and Certificates of Occupancy, issued by NYSED's Office of Facilities Planning: http://www.p12.nysed.gov/facplan/articles/B08_certificate_of_occupancy_referen.html and http://www.p12.nysed.gov/facplan/FireSafety/fire_safety_report_homepage.html

	<p><i>I.e. Safety procedures for emergency situations, closings, dismissals, locating missing participants, etc.</i></p>	<p><i>Examples of security includes sign-in/out procedures, visitor procedures, designated entrances, security guards, security cameras</i></p> <p><input checked="" type="checkbox"/> (c) Safety procedures* <i>Approved safety plans¹⁰ and emergency procedures for all sites have been communicated to staff. I.e., procedures for emergency situations, closings, dismissals, locating missing participants, etc.</i></p> <p><input checked="" type="checkbox"/> (d) Transition Procedures* <i>Transition Procedures are in place to ensure safety and ease during arrival, dismissal, field trips and transitions. These procedures specifically include: (✓) participant sign-in/sign-out, (✓) notification of changes in routine</i></p> <p><input type="checkbox"/> (e) Procedure for reporting harassment, bullying and discrimination* <i>The written procedure must accurately reflect process for reporting complaints during out of school time.</i></p> <p><input type="checkbox"/> (f) Sample of Signed acknowledgement page *</p>			
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Section B Notes:

B-1: The subgrantee submitted recruitment fliers for Jackson Elementary in English and Spanish. The subgrantee submitted job descriptions for teaching assistants, attendance aides, and success coaches; each included description of job duties and required experience. Teachers at each school help identify students that can benefit most from the program but all students are invited to participate. To be fully compliant, the subgrantee must submit evidence of recruitment efforts for all sites in the grant.

B-2: The subgrantee submitted a program activity schedule that included all sites but did not include assigned staff. The schedule does not match the days and times that activities are recorded in EZReports. Reviewers recommend offering students additional and engaging activity options; the current schedule indicates that students' only option some days each week is 3-4 hours of "homework" help. To be compliant, the subgrantee must submit program activity schedules for all sites that are current, accurate, and include assigned staff.

B-3: EZReports is missing information, activities do not match daily practice, attendance is not up to date, staff are not connected to activities, and key program contacts like site coordinators, data manager, and fiscal contact are not accurate. Additionally, site coordinators should not oversee more than one site as the RFP states that, "Site coordinators for all programs must not be assigned to more than one site, as they should be on site during program times." Screen captures of data checks were submitted. Correspondence

¹⁰ SACC programs need to have safety plans approved by OCFS/DOH and district-run programs' safety plans need to be approved by district

records between the Program Director and Data Manager were not submitted. To be fully compliant, the subgrantee must enter up-to date APR data and accurate data into EZReports.

B-4: The subgrantee submitted certificates of occupancy for Jackson Elementary, Barack Obama Elementary, Joseph McNeil Elementary, and Rhodes Elementary but the expiration date on each certificate is 1/1/2025. The Certificate of Insurance was submitted. To be fully compliant, the subgrantee must submit the valid Certificate of Occupancy for all six sites in the grant.

B-5: The subgrantee submitted the annual staff training agenda and attendance record. One training was offered for all sites and the attendance record indicates that staff from each site were represented. The agenda does not include safety procedures. The Program Director stated that staff and vendors that could not accommodate the meeting time were offered individual orientations. To be fully compliant, the subgrantee must submit evidence that all staff and vendors have received training about site specific safety procedures.

B-6: The subgrantee submitted a staff schedule for all sites but it doesn't include all program staff, staff listed on the schedule are not listed in EZReports, and is not reflective of the staff reviewers observed during the program observation portion of the site monitoring visit. To be fully compliant, the subgrantee must submit a staff schedule for all sites that is accurate and includes all program staff.

B-7: The subgrantee submitted their 21stCCLC staff handbook. It does not include site specific information, the procedure for reporting harassment, bullying and discrimination, and there were no signed acknowledgement pages. The subgrantee submitted a separate document outlining the school district's DASA policy; this must be part of the staff handbook. To be fully compliant, the subgrantee must update their staff handbook to include site specific safety and transition procedures, the procedure for reporting harassment, bullying, and discrimination, and a sample of signed acknowledgement pages.

C: Fiscal Administration/Organization (based on the Federal Uniform Guidance¹¹)

Indicators of Success		Supporting Documentation	Compliance		
			Full	Partial	Not
C-1	Cooperative Budget Management Program administration and the fiscal department of the lead agency work together to prepare the budget and monitor spend-down and ensure proper cash management procedures are being followed. (2 CFR §200.308, 200.302)	<input checked="" type="checkbox"/> (a) Meeting records specifying a planned, cooperative budget discussion between program leaders and fiscal managers* <input checked="" type="checkbox"/> (b) Verbal discussion of FS-25 including dates of submission.* <i>Programs may only request as much cash as is necessary to meet the immediate needs of a grant project¹²</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¹¹ Based on the Education Department General Administrative Regulations (EDGAR) and [Electronic Code of Federal Regulations: https://www.ecfr.gov/cgi-bin/text-idx?SID=6214841a79953f26c5c230d72d6b70a1&tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl](https://www.ecfr.gov/cgi-bin/text-idx?SID=6214841a79953f26c5c230d72d6b70a1&tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl). Federal regulations refer to the established accounting practices of the non-federal entity, NYSED.

¹² <https://www.oms.nysed.gov/cafe/guidance/payments.html>

C-2	<p>Fiscal Records are up to date. Systems are in place for identifying and tracking costs that are allocated specifically to the 21st CCLC program.</p>	<p><input type="checkbox"/> (a) Timely submission of fiscal forms: <input type="checkbox"/> FS-10* (Annually by May 15) <input checked="" type="checkbox"/> FS-10-F* (Annually by Sept. 30) <input type="checkbox"/> FS-10-A (if applicable; annually by April 15)</p> <p><input checked="" type="checkbox"/> (b) Sample of Accounting System printouts*</p> <p><input checked="" type="checkbox"/> (c) Single Audit record (2 CFR Part 200 Subpart F) * (if applicable) <i>Note: If the annual award amount is \$750,000 or more, a Single Audit must be completed for the year. (2CFR §200.302, 200.501).</i></p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C-3	<p>Personnel Time and Effort tracking system is in place. <i>I.e., time sheets and Personnel Activity Reports (PARs)¹³ are available, complete, and up to date in accordance with federal regulations. (2 CFR §200.430)</i></p>	<p><input checked="" type="checkbox"/> (a) Sample of Time sheets*</p> <p><input type="checkbox"/> (b) Sample of completed Personnel Activity Reports (PARs)*</p> <p><input type="checkbox"/> (c) Other</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C-4	<p>Inventory Control system is in place. <i>Equipment (including computers) is properly tagged and recorded; a disposal process is in place. (2 CFR §200.313)</i></p>	<p><input checked="" type="checkbox"/> (a) Inventory tracking record*</p> <p><input type="checkbox"/> (b) Other:</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C-5	<p>Fiscal Manual includes all required policies. <i>Fiscal Manual of the lead applicant may be provided if it meets all of the 21st CCLC requirements.</i></p>	<p><input checked="" type="checkbox"/> (a) Safeguard Policy documenting appropriate allocation of funds by funding source*. <i>Fund Allocation Safeguard (Supplement, not Supplant) system is in place to ensure that existing funds for a project and its activities are not displaced by federal 21st CCLC funds and reallocated for other organizational expenses. Federal law prohibits recipients of federal funds from replacing/supplanting state, local, or agency funds with federal funds. (ESEA: 20 U.S.C. 7174(b)(2)(G))</i></p> <p><input checked="" type="checkbox"/> (b) Internal Control Policy and Procedures documenting program's operating, reporting, and compliance procedures* <i>Internal Control System is in place to provide reasonable assurance of the</i></p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¹³ Sample PARs are available at: <https://www.nysed.gov/student-support-services/21stcclc-templates>

		<p><i>effectiveness and efficiency of operations, reliability of reporting for internal and external use, and compliance with applicable laws and regulations. (2 CFR §200.303)</i></p> <p><input checked="" type="checkbox"/> (c) Fraud Detection & Prevention Policy and Procedures, including a protocol to report fraud*</p> <p><i>Fraud Detection & Prevention system is in place to detect, prevent, and mitigate fraud. (2 CFR §200.303)</i></p> <p><input checked="" type="checkbox"/> (d) Equipment Inventory Control Policy and Procedures* (2 CFR §200.313)</p> <p><input checked="" type="checkbox"/> (e) Purchasing Policy and Procedures* <i>Procurement/Purchasing Policy is established to guide micro-purchases, small purchases, sealed bids, competitive bids, and non-competitive or "sole source" bids. (2 CFR §200.320)</i></p> <p><input checked="" type="checkbox"/> (f) Record Retention Policy and Procedures* <i>Record Retention Policy is established. Note: New York State requires record retention for seven years, which supersedes the current federal requirement. (2 CFR §200.334)</i></p> <p><input checked="" type="checkbox"/> (g) Employee Travel Policy and Procedures* <i>A travel policy for employees is established. (2 CFR §200.475)</i></p>			
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Section C Notes

C-1: The subgrantee submitted emails which showed a planned ongoing cooperative Budget discussion between the program leaders and the fiscal managers. At the moment, Dr. Kimberlee Pierre is filling the role of the fiscal manager as the district's staff position is currently vacant. The subgrantee stated that they submit the FS-25 twice annually; this form is only used to request funds from an approved grant and subgrantees should only request as much cash as is necessary to meet the immediate needs of the grant project. For more information on FS-25s, please see the FS-25 Payments for Federal and State Grants advisory and the Fiscal Guidelines for Federal and State Funded Grants.

C-2: The FS-10F was submitted 9/11/23 for 23-24. The FS-10 for 24-25 was late; the FS-10A is not applicable as they did not need one. The subgrantee submitted a sample of an accounting system printout. The subgrantee submitted a single audit record for Hempstead Union Free School District, dated June 30, 2024. To be fully compliant, the subgrantee will need to submit evidence of timely submission of fiscal form FS-10 by May 15, 2025.

C-3: The subgrantee submitted a sample of timesheets for 21st CCLC staff, however none of these staff are listed as staff in EZReports. It is recommended that these staff be entered into EZR. The subgrantee also submitted evidence that they are processing PARs, but are waiting on the staff signatures to be complete. To be fully compliant, submit a sample of completed PARs.

C-4: The subgrantee did not spend over \$5,000 on any items for the 21st CCLC requirement for an inventory tracking record.

C-5: The subgrantee submitted all of the required fiscal policies.

D: Staffing and Professional Development

Indicators of Success		Supporting Documentation	Compliance		
			Full	Partial	Not
D-1	21st CCLC Conference Attendance Program Director and/or program staff attend required fall and spring 21 st CCLC conferences. <i>If the conference(s) in the current academic year have not yet occurred, please provide evidence of conference attendance for the previous academic year.</i>	<input checked="" type="checkbox"/> (a) Conference attendance records for <u>BOTH</u> fall & spring* <input checked="" type="checkbox"/> Fall Conference attendance certificate <input checked="" type="checkbox"/> Spring Conference attendance certificate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D-2	Assessment & Support of Staff An internal method for assessing and supporting <u>all</u> program staff with the implementation of high-quality program activities and consistent use of evidence based Out of School Time (OST) best practices is in place and occurs <u>at least twice</u> a program year. <i>Providing adequate support, guidance and coaching to staff includes the use of targeted performance feedback.</i>	<input type="checkbox"/> (a) Sample of completed staff observation forms (Program Activity Implementation Review (PAIR) or similar) * <i>Check all that apply:</i> <input type="checkbox"/> Fall observation forms <input type="checkbox"/> Spring observation forms	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D-3	Collaborative Planning Time (CPT) Time should be allocated for collaborative planning for school staff and partnering organizations in order to build strong systems of program delivery. <i>Please note: CPT is not the same as the Advisory Board. The Advisory Board focuses on large scale planning, while CPT focuses on smaller scale/day-to-day planning. Both meetings require program partners and may include vendors that provide programming.</i>	<input checked="" type="checkbox"/> (a) CPT agenda(s) or notes, and attendance records* <input type="checkbox"/> (b) Other: <i>E.g., CPT materials or resources, etc.</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D-4	Professional Development (PD) of Personnel Programs must provide ongoing relevant professional development for teachers, program staff and community partners in alignment with the goals and objectives of promoting quality programming and the school and district goals. <i>This excludes PD staff orientation [see B-5] or Fall and Spring Conferences [see D-1].</i>	<input checked="" type="checkbox"/> (a) PD agenda(s) with learning objectives and attendance records* <input type="checkbox"/> (b) Other: <i>E.g., PD materials or resources, etc.</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Section D Notes:

D-1: Subgrantee submitted both Certificates of attendance for the Fall conference in Sept '24 and the Spring conference held in April '24.

D-2: One blank observation form has been submitted. Four additional OST Observation instruments were submitted; these forms appear to have been completed by the local evaluator and do not meet the requirements of this indicator. To be compliant, the subgrantee must submit fall and spring observation forms that assess and support all program staff with the implementation of high-quality program activities; forms should provide support, guidance, and targeted performance feedback and should be signed by observer and staff. For a sample [PAIRs form](#), see the [TARC website](#).

D-3: Collaborative Planning Time meeting notes with attendance records were submitted from 10/25/24, 11/21/24, and 1/9/25. Reviewers recommend making more intentional efforts to invite vendors and partners to these important meetings.

D-4: Subgrantee submitted a skills workshop on Anger Management that was offered on 1/15/25 for staff at the Hempstead High School location. The agenda outlined the session's learning objectives; an attendance sheet was submitted for this session. Partners and vendors were invited to participate in this event. Additional documentation was submitted for Youth Mental Health First Aid from 8/30/23.

E: Programming & Activities

Indicators of Success	Supporting Documentation	Compliance		
		Full	Partial	Not
E-1 Support for Students of Special Populations Provides reasonable accommodations including special materials, equipment, and designed instruction as necessary for all participants ¹⁴ during the program and at special events.	<i>To be fully compliant, the subgrantee must provide evidence of at least one of the following:</i> <input type="checkbox"/> (a) Supplies or equipment used to support students of special populations. <input checked="" type="checkbox"/> (b) Reviewer observation of the provision of support for students of special populations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¹⁴ According to US ED's General Education Provisions Act (GEPA), programs must ensure equitable access to meet the needs of special populations (e.g. students with disabilities, English Language Learners, and socio-economic status).