

		<input type="checkbox"/> (c) Other:			
E-2	Academic Enrichment and Additional Services Program activities include both academic enrichment and a broad array of additional services that support both academic and social emotional development through active learning designs not typically offered during the regular school day. <i>Examples of Active learning designs include experiential learning, hands-on learning, project-based learning, and service learning.</i>	<input type="checkbox"/> (a) Sample of lesson plans reflect the following: <input type="checkbox"/> Learning objective(s)* <input type="checkbox"/> Alignment with NYS Learning Standards* <input type="checkbox"/> Reflect SEL guidelines/benchmarks ^{15*} <input type="checkbox"/> Adherence to principles and evidence-based practices that support CR-S Education <input checked="" type="checkbox"/> (b) Programming, as seen through observations, program activity schedules, and lesson plans, reflects all of the following: <input checked="" type="checkbox"/> Academic enrichment experiences to help students deepen their understanding of the academic subject and broaden their skills* <input checked="" type="checkbox"/> Active learning designs to help students practice and apply a holistic set of skills* <input type="checkbox"/> (c) Reviewer observation of staff's delivery/implementation of activities demonstrate strong adherence/fidelity to the lesson plans*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
E-3	Culturally Responsive-Sustaining (CR-S) Education ¹⁶ CR-S Education is grounded in a cultural view of learning and human development in which multiple expressions of diversity are recognized and regarded as assets for teaching and learning. Program activities that are intentionally designed to include student voice and choice – as well as designed to encompass the <u>four principals of culturally responsive sustaining education</u> : <ul style="list-style-type: none"> • Welcoming and Affirming Environment • High Expectations and rigorous instruction 	<input checked="" type="checkbox"/> (a) Reviewer observation of staff's delivery of evidence-based practices that support CR-S Education* (if applicable) <input type="checkbox"/> (b) Program & activity lesson plans demonstrate adherence to principles and evidence-based practices that support CR-S Education* <input type="checkbox"/> (c) Family outreach materials (i.e., flyers, event agendas/plans) reflecting CR-S Education principles and content*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

¹⁵ Social Emotional Learning benchmarks and other guidance are available: <http://www.p12.nysed.gov/sssel>.

¹⁶ Culturally Responsive-Sustaining Education Framework is available as an additional resource: <http://www.nysed.gov/crs>

	<ul style="list-style-type: none"> Inclusive curriculum and assessment Ongoing professional learning <p>CR-S Education includes but is not limited to the acknowledgement of differences in race, religion, ethnicity, language, mental or physical ability, sexual orientation, gender identity, and/or sex.</p>				
E-4	<p>21st CCLC Student and Family Handbook(s) are site- specific includes written procedures.</p>	<input checked="" type="checkbox"/> (a) Safety Procedures * <i>I.e., procedures for emergency situations, closings, dismissals, etc.</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		<input checked="" type="checkbox"/> (b) Policy/procedure for reporting harassment, bullying and discrimination*			
		<input type="checkbox"/> (c) Sample of Student Code of Conduct with signed acknowledgement page*			
		<input type="checkbox"/> (d) Outline of Program Activity schedule(s)			
		<input type="checkbox"/> (e) Other:			
E-5	<p>Communication of Expectations to Students and Families Expectations, responsibilities, rules for program participation, and opportunities for family involvement, have been communicated clearly to students' families in all pertinent languages.</p>	<input type="checkbox"/> (a) Evidence that the 21 st CCLC Student and Family Handbook [E-4] has been shared with students and families within 30 days of program start up and for open enrollment* (e.g., agendas, assembly dates, sign-in sheets, etc.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/> (b) Evidence of ongoing family communication (e.g., informational flyers, announcements, etc.)			
E-6	<p>Adherence to Program's Grant Proposal Programming aligns with the Template for Goals and Objectives as it appears in proposal and/or <i>NYSED-approved</i> program modifications.</p>	<input checked="" type="checkbox"/> (a) Verbal conversation about Program Modification requests* (if applicable)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/> (b) Other:			
Section E Notes:					

E-1: The reviewers observed materials available to support students of special populations, including fidget toys and games, and there is a quiet space available to students who need it. Reviewers also observed that there was a bilingual staff member at Rhodes site for students who required bilingual instruction.

E-2: The reviewers observed staff's delivery of activities, but were not provided adequate lesson plans and can not speak to the adherence of the plans. Reviewers were also able to observe programming and saw both academic enrichment activities and active learning designs. 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.

E-3: The reviewers observed evidence-based practices that support CR-S education such as a Welcoming and Affirming environment and Inclusive Curriculum and assessment, through Sensei Darren's class rules and pledge, which reflects respect for others, as well as a bilingual staff member. 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.

E-4: The subgrantee submitted their family handbook which includes site and program contact information and hours of operation, a guardian acknowledgment form, a 21st CCLC standard enrollment form, medical authorization form, and permission forms for program and activities, code of conduct, technology policy, program philosophy, goals, safety procedures, behavior policy, and includes DASA policy and DASA form. 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. To be fully compliant, the subgrantee must include a sample of signed acknowledgment pages.

E-5: The subgrantee has updated their handbook to include all requirements of the SMV tool. 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.

E-6: The program has stated that they do not see the need for any changes at this time, they are expecting 200 students during their break camps, and will revisit if any changes need to be made after running break camp. The subgrantees changed partnerships from Hispanic Counseling group and Adelphi University to LaVie without NYSED approval. 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.

F: Establishes Strong Links to the School

Indicators of Success		Supporting Documentation	Compliance		
			Full	Partial	Not
F-1	Educational Liaison¹⁷ communicates regularly with school staff to support alignment to schools'	<input checked="" type="checkbox"/> (a) Evidence of Educational Liaison activity*	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¹⁷ Educational Liaison is responsible for facilitating linkage between the school day and OST programming. Refer to "[Maximizing the Education Liaison Role In 21st CCLC programs](#)"

	lessons and remain informed of the academic and behavioral progress of students.	<p><i>Correspondence records demonstrating communication between education liaison and school(s) staff * (i.e., agendas, minutes, program content planning, notes.)</i></p> <p><input type="checkbox"/> (b) Evidence of programming aligned with school day curriculum</p>			
F-2	<p>Communication regarding data</p> <p>Program maintains on-going communication with school administration, helping to ensure a mutually supportive relationship, in order to access all relevant data required for Annual Performance Report (APR) and program evaluation.</p> <p><i>Note: Some programs may need to apply for the required APR data to be released through an Institutional Review Board (IRB).</i></p>	<p>Rest of State:</p> <p><input type="checkbox"/> (a) Meeting records or emails documenting the communication/contact between program and school-day leaders regarding data*</p> <p><input type="checkbox"/> (b) Institutional Review Board (IRB) approval (if necessary) *</p> <p><input type="checkbox"/> (c) Other</p> <p>New York City:</p> <p><input type="checkbox"/> (a) Not applicable</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Section F Notes:

F-1: The subgrantee submitted emails and meeting agendas and minutes from the educational liaison. 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](#).

F-2: The subgrantee did not submit any evidence for this indicator. To be fully compliant, the subgrantee must submit meeting records or emails documenting the communication between program and school-day leaders regarding data.

G: Participation, Engagement, & Partnerships

Indicators of Success	Supporting Documentation	Compliance		
		Full	Partial	Not
Engaging & Communicating with Students				

G-1	Surveying Students about Program Offerings¹⁸ Regularly elicits input from students at all sites to determine programming that matches students' needs and interests. <i>These surveys should reflect the grades served within the grant.</i>	<i>To be fully compliant, the subgrantee must provide evidence of at least one of the following:</i> <input checked="" type="checkbox"/> (a) A sample of Student Interest Surveys developed, administered, and results provided about program offerings (A) <input type="checkbox"/> (b) Focus group protocols & notes documenting (findings and recommendations) with participants to be used to inform program design/activity offerings	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advisory Board					
G-2	Advisory Board Membership, Attendance, and Schedule¹⁹ Members regularly attend meetings and actively participate in proceedings. Advisory Board meetings are scheduled in advance and take place at least <i>four times</i> per year.	<input type="checkbox"/> (a) Member roster(s)* (A) <i>Include(s) the following:</i> <input checked="" type="checkbox"/> School administration (e.g., principals, teachers, etc.) <input checked="" type="checkbox"/> Representation from lead agency <input checked="" type="checkbox"/> Representation from partners <input checked="" type="checkbox"/> Families <input checked="" type="checkbox"/> Evaluator <input type="checkbox"/> Age-appropriate students (middle/high school, <i>if applicable</i>) <input type="checkbox"/> Other <input type="checkbox"/> (b) Attendance records , including names of all attendees with title/roles* (A) <input type="checkbox"/> (c) Advisory Board Meeting Schedule* (A) <input type="checkbox"/> Advisory Board #1 (July-Sept) <i>Include date/scheduled:</i> <input checked="" type="checkbox"/> Advisory Board #2 (Nov-Dec) <i>Include date/scheduled: 11/21/24</i> <input checked="" type="checkbox"/> Advisory Board #3 (Feb-Mar) <i>Include date/scheduled: 3/25/25</i> <input checked="" type="checkbox"/> Advisory Board #4 (May-June)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

¹⁸ Indicator G-1 is focused on engaging participants in the *design and selection of program activities* – i.e., student choice. This can be differentiated from Indicator H-4 which focuses on the collection of feedback from participants regarding their *satisfaction with the quality of program service delivery and their perceptions of program impact*.

¹⁹ If subgrantees use other platforms to discuss 21st CCLC programming (e.g. Community School Team/School Leadership Team, etc.) they must show evidence of attendance and/or supporting documentations, such as agenda and meeting minutes that are specific to 21C, as well as attendance representation from 21C partners, 21C evaluator, 21C parents, etc

		Include date/scheduled: 6/1/25 <input type="checkbox"/> (d) Advisory Board Meeting agendas and/or minutes* (A)			
Engaging & Communicating with Families					
G-3	Gathering Family Members' Input about Program Offerings Regularly elicits input from families to inform program decision-making and planning at all sites . <i>Parents should be meaningfully involved in planning and design of the program, and should continue to have ongoing, meaningful involvement in planning throughout the duration of the program.</i>	<input type="checkbox"/> (a) Parent/Guardian/Family surveys are developed and administered to gather input about program design/activity offerings* (A) <input type="checkbox"/> (b) Summary of findings.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G-4	Needs Assessment is conducted annually, at all sites, and the data is used to ensure that the program remains aligned with potentially shifting needs of the target population while adhering to the program's goals and objectives.	<input type="checkbox"/> (a) Needs Assessment: An annual check-in with adults has been implemented at all sites to help program staff understand & identify families' needs, capacity, and interest in educational programming and support service information *(A) <i>[Possible implementation strategies may include an inventory, household surveys assessing family service needs, individual interviews, focus groups]</i> Date last administered: <input type="checkbox"/> (b) Summary of findings*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G-5	Adult Learning Opportunities Program offers opportunities for families that support empowerment, including but not limited to, family literacy, parenting skills, English as a Second Language, résumé building, financial and computer literacy ²⁰ .	<input type="checkbox"/> (a) Schedule of family educational programming that reflect Needs Assessment results* [Related to G-4] <input type="checkbox"/> (b) Attendance Records from family events* <input type="checkbox"/> (c) Evidence of sessions' resources/materials for adult education programs/events <input type="checkbox"/> (d) Other	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G Notes:					

²⁰ See RFP p. 16-17 for Eligible Activities

G-1: The subgrantee submitted their student surveys summary which was administered on March 6, 2024 and had 36 responses. The survey asked which school the students were attending, grade, favorite subjects, interest in other activity offerings, and how often they attended the program in a week. 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.

G-2: The subgrantee submitted a member roster and attendance that had all required participants except for age appropriate students, however, it did not represent all sites. The program states that the middle school students are invited, but they were not listed on the members roster. Also submitted were advisory board meeting minutes, however there is no evidence that all sites are being represented in the discussion of the agenda. The subgrantee also submitted a meeting schedule for the 24-25 program year which only represents three meetings. 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.

G-3: The subgrantee submitted a survey, but it does not explicitly elicit input about program design/activity offerings for decision-making and planning from parents/guardians, or include a summary of findings. 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.

G-4: The subgrantee submitted a survey, but it does not explicitly elicit input about identifying family's needs and interest in educational programming from families/parents/guardians. 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.

G-5: The subgrantee submitted evidence of attendance sheets but they are not labeled with what event they were for. Also submitted was a Hempstead Parent Resource Center Weekly Calendar that does not specify any of the events are specific to 21st CCLC and do not reflect a needs assessment. Fliers were also submitted and not specific to 21st CCLC programming. 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.

H: Measuring Outcomes, Evaluation, and Program Sustainability

Indicators of Success		Supporting Documentation	Compliance		
			Full	Partial	Not
Joint Responsibility – Local Evaluator AND Program Administration					
H-1	Annual Evaluation Report All required elements of local evaluation, as per the Local Evaluation Framework and Timeline, have been met, such that	<input checked="" type="checkbox"/> (a) Proof of timely email and submission of Annual Evaluation Report *(due Sept. 30)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<p>the evaluator has provided each of the required services and the program leaders have facilitated completion of those activities.</p> <p><i>If the site visits in the current academic year have not yet occurred, please provide evidence of those from the prior program year.</i></p>	<p><input checked="" type="checkbox"/> (d) Evidence of two visits per site in each program year* (e.g., observation summary notes; dated memo outlining the protocol used, activities observed, persons interviewed, etc.)</p> <p><input checked="" type="checkbox"/> Site Visit #1 Evidence (Nov-Dec)</p> <p><input checked="" type="checkbox"/> Site Visit #2 Evidence (Mar-May; Point of Service Quality Review)</p> <p><input checked="" type="checkbox"/> (c) AER Evaluation Plan & Results Tables (excel workbook) measuring the implementation and outcome indicators match the awarded grant components defined in the Template for Goals and Objectives and any NYSED-approved program modifications.</p>			
H-2	<p>Additional Evaluation Requirements</p> <p>Ongoing communications between evaluators and stakeholders regarding both formative and summative findings and recommendations that support continuous, data-driven program improvement.</p>	<p><input type="checkbox"/> (a) Evidence of improvement activities informed by recommendations in the AER*</p> <p><input type="checkbox"/> (b) Proof of timely email and submission of Interim Evaluation Report to program directors (recommended Feb/March annually) *</p> <p><input checked="" type="checkbox"/> (c) Correspondence records between the program director and evaluator *</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
H-3	<p>Evaluability is established, and Program Fidelity is maintained, through active collaboration between program director and evaluator.</p> <p><i>Program Fidelity refers to how well the program, as implemented, adheres to the</i></p>	<p><input type="checkbox"/> (a) Evaluability Checklist (first year of program operation only) * Date submitted:</p> <p><input checked="" type="checkbox"/> (b) Up to date/annually reviewed Program Logic Model²¹ (Years 2-5) *</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

²¹ Requirements for the co-creation of a program Logic Model at the end of Year 1, and subsequent annual review of this document, are specified on Page 17 in New York State's 21st CCLC Evaluation Manual: <http://www.p12.nysed.gov/sss/21stCCLC/NYSEvaluationManual.pdf>

	program's plan described in the NYSED-approved grant application and program modifications (if applicable).				
H-4	<p>Surveying Students' satisfaction and perception of program impact is formally assessed towards the end of programming for all participants in <u>grades 4 and above</u>, at each site.</p> <p><i>Note: Instruments and items related to soliciting student choice in programming are evidence of Indicator G-1</i></p>	<input type="checkbox"/> (a) A sample of age-appropriate Surveys and/or other sources of feedback , (interviews, focus groups, rap sessions, etc.) is developed, administered, and results provided. The method should assess the following: <input checked="" type="checkbox"/> Satisfaction with services provided*(Satisfaction indicators focus on the quality of the implementation of the program as experienced by participants – offerings, delivery, interactions with the staff, the space, etc.) <input checked="" type="checkbox"/> Perceived impact of the program*(Impact indicators focus on participants' perceptions of their own change as a result of the program – in attitudes, behavior, confidence, self-efficacy, problem solving, schoolwork, etc.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Program's Responsibility regarding Evaluation					
H-5	<p>Program Self-Assessment tools, including the Mid- Year Report, are completed and used to promote ongoing program improvement.</p> <p>The QSA Tool must be used by all 21st CCLCs twice each year for self-assessment and planning for program improvement. It provides an opportunity for program leaders and key staff, in collaboration with other stakeholders, to utilize a common set of standards to assess, plan, design and execute strategies for ongoing program improvement.</p>	<input type="checkbox"/> (a) Sample of completed QSAs* <input type="checkbox"/> Fall QSA Date: <input checked="" type="checkbox"/> Spring QSA Date: <input type="checkbox"/> (b) Evidence of at least two meeting(s) to discuss QSA results* <input type="checkbox"/> (c) QSA Action Plans and/or evidence of improvement activities informed by QSA results/ findings* <input type="checkbox"/> (d) Mid-Year Report* (due to NYSED annually in February)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
H-6	<p>Communication of Evaluation Findings</p> <p>Families and community stakeholders at all sites are</p>	<input type="checkbox"/> (a) Evidence of evaluation report and/or summaries being distributed/presented via a communication mechanism. * Check all that apply:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	<p>actively informed about program evaluation.</p> <p><i>Results of the evaluation must be made available to public upon request, in format that is accessible to a lay audience, with public notice of such availability provided and kept continuously up to date using <u>at least one</u> of the specified communication methods.</i></p>	<p><input type="checkbox"/> Program/district/school website</p> <p><input type="checkbox"/> E-blasts</p> <p><input type="checkbox"/> 21st CCLC school/site bulletin board</p> <p><input type="checkbox"/> Electronic distribution of brochure</p> <p><input type="checkbox"/> Use of other media platforms</p> <p><input type="checkbox"/> Stakeholder meeting agendas</p> <p><input checked="" type="checkbox"/> (b) Other: Local evaluator's evaluation highlight report</p>			
H-7	<p>Sustainability Plan</p> <p>A preliminary plan for sustainability is in place or there is a long-term plan for sustaining the afterschool program, including multi-year funding plan with diversified sources of funding.²²</p>	<p><input checked="" type="checkbox"/> (a) Written Sustainability Plan, including the date of the last annual updates *</p> <p><input checked="" type="checkbox"/> (b) Verbal discussion of contingency efforts when there is turnover in key staff positions.* <i>Key staff positions include, but are not limited to, program director, site coordinator, fiscal manager, education liaison, and data manager.</i></p> <p><input checked="" type="checkbox"/> (c) List of current partners and service providing vendors and summary of their roles *</p> <p><input type="checkbox"/> (d) List of prospective additional funding efforts/sources and/or coordination 21st CCLC with other federal, state and local programs to effectively utilize public resources</p> <p><input type="checkbox"/> (e) List of prospective community assets/resources</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section H Notes:

²² See RFP pages 15 and 45.

H-1: The subgrantee submitted their AER report which included evidence of the local evaluator's site visit reports and the AER Evaluation Plan and Results Tables. The AER was submitted on 10/2/24; the subgrantee had previously asked for, and was granted, an extension until 10/25/24. The local evaluator visited 4 sites across 4 days in the fall and 5 sites across 4 days in the spring. Rhodes was not visited by the evaluator in the 2023-2024 program year. Reviewers recommend prioritizing the Rhodes Elementary site in this year's evaluation. Reviewers further recommend that the local evaluator work with the school district to establish performance indicators that will allow the program to assess academic and behavior improvements of students; a program modification request will be required (see notes in indicator E-6).

H-2: The subgrantee submitted correspondence records between the program director and local evaluator; they hold a standing monthly meeting, notes of the meetings were submitted. 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.

H-3: The subgrantee submitted a program logic model, which included implementation objectives as well as short- and long-term objectives. There are clear objectives with descriptions. Reviewers recommend that the subgrantee submit the updated program logic model to NYSED with the other documents required for the program modification request outlined in indicator E-6.

H-4: The subgrantee submitted two vendor surveys for 3-8th grade students, one related to Huntington Learning Center activities and one related to Morison Mentor activities. The questions on the vendor survey included aspects of student satisfaction and the perceived impact of the vendor activity, specifically asking if students felt the vendor activity made them feel more confident at school. To be fully compliant, the subgrantee must develop a survey to assess student satisfaction and perceived impact of the program as a whole.

H-5: The subgrantee submitted a screenshot of a partial QSA survey that was sent to stakeholders; the document was labelled 2024-2025 QSA but there is no additional information: no results, no evidence that the results were discussed at a meeting, and there was no action plan. The subgrantee submitted a blank QSA survey for Spring 2024 that included elements 3, 7, and 8 of the QSA. It is unclear who the survey was administered to and results were not provided. However, evidence was submitted that the answers to two of the 25 questions were discussed at a stakeholder meeting in June. An action plan was not submitted. 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. The QSA tool was provided on site and additional resource links for administering the QSA can be found on the TARC website. A 21stCCLC specific QSA presentation was offered in April 2024; the [session recording](#) and [session slides](#) are available on the TARC website. The Mid-Year report was submitted on 2/29/24.

H-6: The subgrantee submitted a one-page summary of evaluation findings. The document says that it was prepared for a 10/2024 meeting but no other supporting documentation was submitted so it is unclear that this document was shared publicly. To be fully compliant, the subgrantee must submit evidence that the evaluation report or summaries were shared with the public.

H-7: The subgrantee submitted their written sustainability plan; the district is looking to build community partnerships and increase in-kind services. The subgrantee submitted a document listing program partners and service providing vendors with a summary of their roles. To mitigate instances of staff turnover, the program director explained that they cross train staff and pair new staff members with seasoned ones; floater staff are available to fill in when there are staff absences. For more information on program sustainability, refer to "[Sustainability at a Glance for 21stCCLC Program Directors](#)" on the [TARC website](#).

