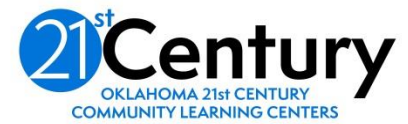


Oklahoma State Department of Education
21st Century Community Learning Centers
Monitoring Tool



Date of Site Visit: _____ Grantee: _____ Co/Dist/Site Code: _____

Superintendent: _____ Program Director: _____

Site Visited: _____ Site Coordinator: _____

Site Visited: _____ Site Coordinator: _____

Number of sites funded: _____ Number of active sites: _____

Projected Number of students: _____ Average Attendance: _____

Grant Amount: _____ Expenditures to Date: _____

Audit issues corrected: _____ Non-district Independent Audit copy provided: Yes No

Monitoring Summary

Program is meeting requirements and no further action is required.

Compliance/Improvement Plan is required.

Program Monitor

Staff Comments:

Name: _____ Position: _____

Staff Comments:

Name: _____ Position: _____

Student Comments:

Name: _____ Grade: _____

Student Comments:

Name: _____ Grade: _____

Partner Comments:

Name: _____ Organization: _____

Position: _____ Phone: _____ Email: _____

Partner Comments:

Name: _____ Organization: _____

Position: _____ Phone: _____ Email: _____

Monitoring of the 21st Century Community Learning Center (CCLC) grants is required by the United States Department of Education (USDE) and is an element of the Oklahoma 21st CCLC Evaluation System. Grantees may be monitored through desk monitoring, auditing of reimbursement claims, site visits, and/or monitoring visits. Monitoring plans for each grantee will be developed based upon a completed risk analysis. This monitoring tool was designed to incorporate both federal and state regulations, as well as essential elements of quality programming. The tool is used for site monitoring visits to evaluate program compliance and management, both programmatically and fiscally. It is suggested that this tool be used as a “checklist” for programs in developing quality 21st CCLC programs.

Monitoring

When the risk analysis indicates that a monitoring visit is needed, a visit will be scheduled with the grantee. Prior to the visit, the State Education Agency (SEA) monitor will review the monitoring tool with the program director by phone to assist the program in gathering all necessary documentation and scheduling required participants during the monitoring process. During the on-site monitoring visit, the SEA monitor will view program and fiscal procedures and documents to determine if proper systems of internal control are employed. The monitor will also arrange to meet with the primary partner/s to assess the strength of the partnership and will observe program site/s during normal operations. At the end of the monitoring visit, the monitor will check in with the program director to clarify any questions they may have and schedule a follow-up meeting, either in person or by phone, at a later date with the program director and other available stakeholders (superintendent or executive director, primary staff, primary partner). The meeting agenda will include discussion related to the results of the monitoring visit and further action that may be needed.

If the grantee is found to be out of compliance with any requirements of the grant, a Compliance Plan will be created with the assistance of the SEA monitor. A timeline for plan completion will be established and, if necessary, a compliance check visit will be scheduled. The monitor will also determine what training and technical assistance would be beneficial for the program and assist the program director in scheduling those opportunities.

Steps for the Program Director to take in preparation for the Monitoring Visit:

- Notify staff and students that the monitor will be coming to observe. Let them know to carry on as normal and that they are welcome to talk to the monitor or answer questions if asked.
- Print this monitoring tool and review all areas. Make notes on the tool that relate to each item. Identify needed supporting documentation and put copies in a folder or notebook for the monitoring visit. If you find items that may have been overlooked in your program, consider how you will address those items in the future. The monitor will complete the check boxes on this form.
- Notify your administration of the monitoring visit.
- Prepare a schedule and map of your program space for the monitor to be able to observe as they choose.
- Prepare copies of the following for the monitor to include in your file at the SEA office: program schedule and a list of non-disposable inventory.
- Set up a time for the monitor to meet with the primary partner/s during the monitoring visit.

If you have questions about monitoring, please contact your SEA monitor at 405-522-6225.

A. PROGRAM STRUCTURE AND PROCEDURES					
Grant Requirement	Source	Suggested Documentation	Status	Comments	
A1	The grantee has designed a staffing plan that yields a student-to-staff ratio that is appropriate for each activity, employs qualified, experienced staff members, and produces minimal staff turnover.	Federal Guidance E-1, F-6 Grant Application	<ul style="list-style-type: none"> Attendance sheets Activity schedule and descriptions Other: <input type="text"/> 	<input type="checkbox"/> Met requirements <input type="checkbox"/> Sufficient Progress w/Recommendations <input type="checkbox"/> Non-compliance w/Finding	
A2	Program staff is in place and conducting activities as per approved application and job descriptions.	State Guidance	<ul style="list-style-type: none"> Personnel applications Job descriptions Timesheets Other: <input type="text"/> 	<input type="checkbox"/> Met requirements <input type="checkbox"/> Sufficient Progress w/Recommendations <input type="checkbox"/> Non-compliance w/Finding	
A3	All project staff members receive professional development in program purpose, goals, policies and procedures; active and experiential learning techniques; and a minimum of 5 local, state, and/or national afterschool-specific professional development opportunities.	Federal Guidance E-1 State Guidance	<ul style="list-style-type: none"> Staff handbook Staff meeting agendas/notes Professional development log Professional development certificates Other: <input type="text"/> 	<input type="checkbox"/> Met requirements <input type="checkbox"/> Sufficient Progress w/Recommendations <input type="checkbox"/> Non-compliance w/Finding	
A4	The program director/coordinator or designated representative participates in all required state meetings and trainings.	Federal Guidance E-1, H-2, H-6 State Guidance	<ul style="list-style-type: none"> Meeting sign-ins Meeting agendas Other: <input type="text"/> 	<input type="checkbox"/> Met requirements <input type="checkbox"/> Sufficient Progress w/Recommendations <input type="checkbox"/> Non-compliance w/Finding	
A5	Staff and volunteers are aware of and follow the Federal guidelines prohibiting religious activities during federally-funded program activities.	Federal Guidance F-15	<ul style="list-style-type: none"> Staff handbook Staff meeting agendas/notes Other: <input type="text"/> 	<input type="checkbox"/> Met requirements <input type="checkbox"/> Sufficient Progress w/Recommendations <input type="checkbox"/> Non-compliance w/Finding	
A6	All paid staff and volunteers who regularly interact with student participants have appropriate background checks.	Federal Guidance B-1 State Guidance Grant Assurances	<ul style="list-style-type: none"> Background Check District policy Other: <input type="text"/> 	<input type="checkbox"/> Met requirements <input type="checkbox"/> Sufficient Progress w/Recommendations <input type="checkbox"/> Non-compliance w/Finding	
A7	All snacks and meals that are provided meet USDA guidelines. Child Nutrition programs are used if possible.	Federal Guidance F-6, B-5 Grant Application	<ul style="list-style-type: none"> Meal/snack menus Reimbursement documentation Meal/snack count Other: <input type="text"/> 	<input type="checkbox"/> Met requirements <input type="checkbox"/> Sufficient Progress w/Recommendations <input type="checkbox"/> Non-compliance w/Finding	
A8	Emergency contact and health information for students and staff is maintained and up-to-date in an easily accessible but secure central location.	Federal Guidance F-3, F-6 Grant Application	<ul style="list-style-type: none"> Contact information Consent/Permission forms Student/Staff health information Other: <input type="text"/> 	<input type="checkbox"/> Met requirements <input type="checkbox"/> Sufficient Progress w/Recommendations <input type="checkbox"/> Non-compliance w/Finding	

A. PROGRAM STRUCTURE AND PROCEDURES – CONTINUED					
Grant Requirement	Source	Suggested Documentation	Status	Comments	
A9	The grantee has adopted an emergency readiness plan specific to the afterschool program that includes staff training and drills, and has provided notice of this plan to families.	Federal Guidance F-3, F6 Grant Application	<ul style="list-style-type: none"> • Emergency Plan • Staff meeting notes • Safety drill log • Correspondence to families • Parent handbook • Other: <input type="text"/> 	<input type="checkbox"/> Met requirements <input type="checkbox"/> Sufficient Progress w/Recommendations <input type="checkbox"/> Non-compliance w/Finding	
A10	The grantee follows established procedures for authorized student pick-ups and has provided notice of these procedures to staff and families.	Federal Guidance F-3, F-10 Grant Application	<ul style="list-style-type: none"> • Parent release form • Sign-in/sign-out sheets • Student release policy • Other: <input type="text"/> 	<input type="checkbox"/> Met requirements <input type="checkbox"/> Sufficient Progress w/Recommendations <input type="checkbox"/> Non-compliance w/Finding	
A11	Vehicles used for transportation are safely maintained and inspected on a regular basis.	Federal Guidance F-10 Grant Application	<ul style="list-style-type: none"> • Inspection records • District policy • Outside carrier policy • Other: <input type="text"/> 	<input type="checkbox"/> Met requirements <input type="checkbox"/> Sufficient Progress w/Recommendations <input type="checkbox"/> Non-compliance w/Finding	

B. PROGRAM IMPLEMENTATION AND EFFECTIVENESS					
Grant Requirement	Source	Suggested Documentation	Status	Comments	
B1	The grantee has identified and actively recruited the targeted population to ensure that those PK-12 students most in need are being served.	Federal Guidance D-1, F-4 Grant Application State Guidance	<ul style="list-style-type: none"> Recruitment plans and activities Enrollment and attendance records Program handbook Other: <input type="text"/> 	<input type="checkbox"/> Met requirements <input type="checkbox"/> Sufficient Progress w/Recommendations <input type="checkbox"/> Non-compliance w/Finding	
B2	The grantee demonstrates that all equitable access to and equitable participation in the program's activities is conducted in compliance with applicable federal civil rights laws, including Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975.	Federal Guidance G-4	<ul style="list-style-type: none"> Enrollment policies Hiring policies Other: <input type="text"/> 	<input type="checkbox"/> Met requirements <input type="checkbox"/> Sufficient Progress w/Recommendations <input type="checkbox"/> Non-compliance w/Finding	
B3	The grantee provides services that are equally accessible to all students targeted, regardless of location, access to transportation, or ability to pay. The program is as accessible as a public school, activities are held in a safe and accessible facility, safe transportation to and from services has been addressed, and a sliding scale is used if fees are charged for program.	Federal Guidance F-10, G-14 State Guidance	<ul style="list-style-type: none"> Policies for serving all students Parent handbooks Sliding Scale document Activity fee printout Other: <input type="text"/> 	<input type="checkbox"/> Met requirements <input type="checkbox"/> Sufficient Progress w/Recommendations <input type="checkbox"/> Non-compliance w/Finding	
B4	The grantee employs both an effective marketing strategy that results in the program and its achievements being well known and respected, and celebrating of student achievement by showcasing student work within the school and to the wider community. All materials include recognition of 21 st CCLC funds.	Federal Guidance F-3 State Guidance Grant Application	<ul style="list-style-type: none"> Flyers, letters to parents Marketing plan Newspapers/newsletters Other: <input type="text"/> 	<input type="checkbox"/> Met requirements <input type="checkbox"/> Sufficient Progress w/Recommendations <input type="checkbox"/> Non-compliance w/Finding	
B5	The grantee communicates its goals and objectives to staff, participants, families of the students, and the community.	Federal Guidance F-3	<ul style="list-style-type: none"> Handbooks Meeting minutes/agendas Program handouts/flyers Newspaper articles Other: <input type="text"/> 	<input type="checkbox"/> Met requirements <input type="checkbox"/> Sufficient Progress w/Recommendations <input type="checkbox"/> Non-compliance w/Finding	

B. PROGRAM IMPLEMENTATION AND EFFECTIVENESS - CONTINUED					
Grant Requirement	Source	Suggested Documentation	Status	Comments	
B6	The grantee is providing the number of hours of programming as described in the original grant during non-school hours (a minimum of 10 hours per week).	Federal Guidance F-11 State Guidance Grant Application	<ul style="list-style-type: none"> Calendar and schedule of activities Parent handbooks and promotional materials Enrollment information Other: <input type="text"/> 	<input type="checkbox"/> Met requirements <input type="checkbox"/> Sufficient Progress w/Recommendations <input type="checkbox"/> Non-compliance w/Finding	
B7	The grantee implements an attendance policy that emphasizes the importance of regular attendance for students to reap the benefits of the extended learning time, staff to maintain accurate records, and should spell out the expectations for both the students and the parents.	Federal Guidance F-6, F-11	<ul style="list-style-type: none"> Written policies/handbooks Attendance records Contact log Other: <input type="text"/> 	<input type="checkbox"/> Met requirements <input type="checkbox"/> Sufficient Progress w/Recommendations <input type="checkbox"/> Non-compliance w/Finding	
B8	The grantee has a formal process for regular and effective communication with school day staff regarding students' academic and behavioral progress and how they can provide individualized assistance and supplement regular school educational activities.	Federal Guidance G-8, H-8 State Guidance	<ul style="list-style-type: none"> Communication plan Meeting schedules/notes Correspondence Other: <input type="text"/> 	<input type="checkbox"/> Met requirements <input type="checkbox"/> Sufficient Progress w/Recommendations <input type="checkbox"/> Non-compliance w/Finding	
B9	Program enrichment and activities reflect the goals outlined in the original grant application, and are aligned with the school's improvement strategies.	Federal Guidance F-2, F-6, G-1, G-8	<ul style="list-style-type: none"> Lesson/activity plans, with specific grant goals and objectives Descriptions of activities Other: <input type="text"/> 	<input type="checkbox"/> Met requirements <input type="checkbox"/> Sufficient Progress w/Recommendations <input type="checkbox"/> Non-compliance w/Finding	
B10	The grantee is implementing the evidence-based academic and enrichment activities described in the original grant application (or approved amendments) that meet the <i>Principles of Effectiveness</i> and support but are different from the regular school day activities.	Federal Guidance B-2, F-6, G-1, G-8	<ul style="list-style-type: none"> Activity schedules and descriptions Other: <input type="text"/> 	<input type="checkbox"/> Met requirements <input type="checkbox"/> Sufficient Progress w/Recommendations <input type="checkbox"/> Non-compliance w/Finding	

B. PROGRAM IMPLEMENTATION AND EFFECTIVENESS - CONTINUED					
Grant Requirement	Source	Suggested Documentation	Status	Comments	
B11	The program offers a broad array of services, programs, and activities, based on scientific research (if appropriate) in the approved areas: Homework assistance, Tutoring, Reading/LA activities, STEM, Civic Education, Technology, Drug and Violence Prevention, Character Education, Physical Education and Wellness activities, Art and Music.	Federal Guidance H-3, H-4	<ul style="list-style-type: none"> • Activity schedules and descriptions • Parent communication • Program Handbook • Other: <input type="text"/> 	<input type="checkbox"/> Met requirements <input type="checkbox"/> Sufficient Progress w/Recommendations <input type="checkbox"/> Non-compliance w/Finding	
B12	The activities provided in the program are selected based on student needs and student interest surveys.	Federal Guidance F-3	<ul style="list-style-type: none"> • Student surveys • Teacher reports • Activity schedule • Other: <input type="text"/> 	<input type="checkbox"/> Met requirements <input type="checkbox"/> Sufficient Progress w/Recommendations <input type="checkbox"/> Non-compliance w/Finding	
B13	The grantee provides literacy and related education services for the families of the enrolled students and family services to meet the needs for the community described in the original grant application.	Federal Guidance G-2	<ul style="list-style-type: none"> • Activity schedules and descriptions • Advertising/Communication • Sign-in sheets • Family surveys • Other: <input type="text"/> 	<input type="checkbox"/> Met requirements <input type="checkbox"/> Sufficient Progress w/Recommendations <input type="checkbox"/> Non-compliance w/Finding	
B14	The grantee provides regular communication with and outreach to participants' families, including information regarding students' experiences, behavior, and achievements in the program in modes that are appropriate and easily understood by all families including those with limited English proficiency.	Federal Guidance F-3 Grant Application	<ul style="list-style-type: none"> • Communications • Communication plan • Other: <input type="text"/> 	<input type="checkbox"/> Met requirements <input type="checkbox"/> Sufficient Progress w/Recommendations <input type="checkbox"/> Non-compliance w/Finding	

C. DATA AND PROGRAM EVALUATION					
	GRANT REQUIREMENTS	Source	Possible Documentation	Status	Comments
C1	The grantee uses data, staff input, and assessment reports in decision-making, program refinement, and for purposes of quality improvement.	Federal Guidance H-2, H-6 Grant Application	<ul style="list-style-type: none"> Staff meeting notes Documentation of procedure changes Other: <input type="text"/> 	<input type="checkbox"/> Met requirements <input type="checkbox"/> Sufficient Progress w/Recommendations <input type="checkbox"/> Non-compliance w/Finding	
C2	The grantee participates in reporting procedures to meet the Federal and state monitoring and evaluation requirements in a timely and complete manner.	Federal Guidance H-6 State Guidance	<ul style="list-style-type: none"> YPQA reports Federal data reports Weikart data completion audits Other: <input type="text"/> 	<input type="checkbox"/> Met requirements <input type="checkbox"/> Sufficient Progress w/Recommendations <input type="checkbox"/> Non-compliance w/Finding	
C3	The grantee shows progress in improving areas identified in previous monitoring visits.	Federal Guidance H-6	<ul style="list-style-type: none"> Previous monitoring reports/compliance plans Leading Indicator report Other: <input type="text"/> 	<input type="checkbox"/> Met requirements <input type="checkbox"/> Sufficient Progress w/Recommendations <input type="checkbox"/> Non-compliance w/Finding	
C4	The grantee holds a consensus meeting with staff members after different self-assessments have occurred to score one self-assessment tool and submit on Scores Reporter.	Federal Guidance H-6	<ul style="list-style-type: none"> Notes from meeting(s) Agenda Sign-in sheet(s) Other: <input type="text"/> 	<input type="checkbox"/> Met requirements <input type="checkbox"/> Sufficient Progress w/Recommendations <input type="checkbox"/> Non-compliance w/Finding	
C5	The grantee has updated progress related to program quality improvement goals within Scores Reporter system in a timely manner.	Federal Guidance H-6	<ul style="list-style-type: none"> YPQA reports Weikart data completion audits 	<input type="checkbox"/> Met requirements <input type="checkbox"/> Sufficient Progress w/Recommendations <input type="checkbox"/> Non-compliance w/Finding	

D. ORGANIZATIONAL CAPACITY AND COMMITMENT					
GRANT REQUIREMENTS		Source	Possible Documentation	Status	Comments
D1	Grantee has developed a written sustainability plan including strategies for securing other funding or in-kind resources to maintain program services as grant decreases/ ends. Plan is reviewed regularly.	Federal Guidance F-3	<ul style="list-style-type: none"> Written sustainability plan Meeting agenda/notes Contact log Other: <input type="text"/> 	<input type="checkbox"/> Met requirements <input type="checkbox"/> Sufficient Progress w/Recommendations <input type="checkbox"/> Non-compliance w/Finding	
D2	Grantee has identified other Federal, state, and local programs offering afterschool services they could collaborate with to meet mutual goals including Title I, USDA Food & Nutrition Services for Afterschool snacks and Summer Food Service, TANF, and Title V-OJJDP programs.	Federal Guidance B-5, F-13, G-7	<ul style="list-style-type: none"> Meeting notes/agenda Email/written/phone correspondence Other: <input type="text"/> 	<input type="checkbox"/> Met requirements <input type="checkbox"/> Sufficient Progress w/Recommendations <input type="checkbox"/> Non-compliance w/Finding	
D3	The grantee uses 21st CCLC funds appropriately: supplementing and not replacing funds that would have been available to conduct activities had 21st CCLC funds not been available.	Federal Guidance B-2, F-13	<ul style="list-style-type: none"> GMS Claim auditing Purchase invoices Other: <input type="text"/> 	<input type="checkbox"/> Met requirements <input type="checkbox"/> Sufficient Progress w/Recommendations <input type="checkbox"/> Non-compliance w/Finding	
D4	Grantee communicates with OSDE on programmatic and/or budgetary changes, requesting approval for single item purchases over \$1,000 and combined purchases over \$2,500 prior to purchase.	EDGAR I-1 State Guidance Use of Funds	<ul style="list-style-type: none"> Emails GMS budget printout Other: <input type="text"/> 	<input type="checkbox"/> Met requirements <input type="checkbox"/> Sufficient Progress w/Recommendations <input type="checkbox"/> Non-compliance w/Finding	
D5	Grantee maintains a list of all non-consumable items purchased with 21st CCLC funds, has items marked as "21st CCLC", and items are used solely for the purposes of the afterschool program with the exception of those items purchased as shared costs.	EDGAR I-1 State Guidance	<ul style="list-style-type: none"> Inventory List Observation of items Other: <input type="text"/> 	<input type="checkbox"/> Met requirements <input type="checkbox"/> Sufficient Progress w/Recommendations <input type="checkbox"/> Non-compliance w/Finding	
D6	Grantee has documentation that any revenue from program is expended for program.	Federal Guidance G-14	<ul style="list-style-type: none"> Activity fund reports Other: <input type="text"/> 	<input type="checkbox"/> Met requirements <input type="checkbox"/> Sufficient Progress w/Recommendations <input type="checkbox"/> Non-compliance w/Finding	
D7	The grantee maintains appropriate documentation for administrators, staff, and volunteers of the grant program.	State Guidance	<ul style="list-style-type: none"> Personnel files Job applications Timesheets Emergency contact forms Other: <input type="text"/> 	<input type="checkbox"/> Met requirements <input type="checkbox"/> Sufficient Progress w/Recommendations <input type="checkbox"/> Non-compliance w/Finding	

D8	The grantee files claims for reimbursement of 21 st CCLC funds from OSDE on a monthly basis.	State Guidance	<ul style="list-style-type: none"> GMS printout Other: <input type="text"/> 	<input type="checkbox"/> Met requirements <input type="checkbox"/> Sufficient Progress w/Recommendations <input type="checkbox"/> Non-compliance w/Finding
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E. ADVISORY BOARD, PARTNERSHIPS AND COLLABORATIONS

GRANT REQUIREMENTS		Source	Possible Documentation	Status	Comments
E1	The Advisory Committee: <ul style="list-style-type: none"> Represents community (students, parents, partners, staff, administrators); Meets quarterly; Discusses program planning, implementation, assessment, and sustainability; and Is actively involved in the program 	Federal Guidance F-3, F-9 Grant Application	<ul style="list-style-type: none"> Advisory Committee members and roles Meeting agendas/notes Calendar Meeting sign-in sheets Other: <input type="text"/> 	<input type="checkbox"/> Met requirements <input type="checkbox"/> Sufficient Progress w/Recommendations <input type="checkbox"/> Non-compliance w/Finding	
E2	The grantee and at least one significant partner (community organization/public school) are working collaboratively on implementing the program.	Federal Guidance F-9	<ul style="list-style-type: none"> Partnership Agreement Partner roles and responsibilities Staff/Advisory Committee sign-in/notes Other: <input type="text"/> 	<input type="checkbox"/> Met requirements <input type="checkbox"/> Sufficient Progress w/Recommendations <input type="checkbox"/> Non-compliance w/Finding	
E3	All individuals or entities providing goods and services are selected based on prior experience, qualifications, and where applicable, specialized training and/or certification.	Federal Guidance E-1, F-6, H-3, H-4 Grant Application	<ul style="list-style-type: none"> Mission of organization Description of organization activities Hiring process Other: <input type="text"/> 	<input type="checkbox"/> Met requirements <input type="checkbox"/> Sufficient Progress w/Recommendations <input type="checkbox"/> Non-compliance w/Finding	
E4	Grantee has formal written agreements with partners and subcontractors that clearly specify roles, responsibilities, services and resources, and deadlines.	Federal Guidance F-3, F-9	<ul style="list-style-type: none"> Written Agreements Verification of services provided Activity schedule Other: <input type="text"/> 	<input type="checkbox"/> Met requirements <input type="checkbox"/> Sufficient Progress w/Recommendations <input type="checkbox"/> Non-compliance w/Finding	
E5	Grantee holds regular staff and partnership meetings that review progress toward program goals, discuss and resolve barriers to program implementation, and that engage staff and partners in collaboration and sharing promising practices.	Federal Guidance F-3, F-9 Grant Application	<ul style="list-style-type: none"> Meeting sign-in sheets Meeting agenda / notes Meeting notification Emails/written communication Other: <input type="text"/> 	<input type="checkbox"/> Met requirements <input type="checkbox"/> Sufficient Progress w/Recommendations <input type="checkbox"/> Non-compliance w/Finding	
E6	The grantee makes efforts to recruit new and retain established partners to address unmet needs and ensure long-term commitments of resources, including human capital.	Federal Guidance F-3, F-9 Grant Application	<ul style="list-style-type: none"> Needs Assessment Self/External assessment Leading Indicator Report Partner communication Partner agreements Other: <input type="text"/> 	<input type="checkbox"/> Met requirements <input type="checkbox"/> Sufficient Progress w/Recommendations <input type="checkbox"/> Non-compliance w/Finding	

E7	The grantee communicates with partners and subcontractors regularly keeps them informed of program activities.	Federal Guidance F-3, F-9	<ul style="list-style-type: none"> • Communication • Other: <input style="width: 100px; height: 20px;" type="text"/> 	<input type="checkbox"/> Met requirements <input type="checkbox"/> Sufficient Progress w/Recommendations <input type="checkbox"/> Non-compliance w/Finding	
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F. PARTNER FEEDBACK		
F1	What is your role with the 21 st CCLC program?	
F2	What is the frequency of your interaction with the grantee?	
F3	How has your partnership been mutually beneficial, supporting both of your missions or goals?	
F4	What do you see as the program's successes?	
F5	What do you see as the program's challenges?	

G. PROGRAM CHALLENGES AND SUCCESSES		
G1	What challenges/barriers have you faced in your program this year?	
G2	Describe any growth or successes you have seen in your program as a whole or in particular situations.	
G3	In what areas would you like to have technical assistance and training available?	