

RHODE ISLAND 21st CENTURY COMMUNITY LEARNING CENTERS

QUALITY ASSURANCE EVIDENCE

Introduction

I. Safety

II. Fiscal Management

III. Governance

IV. Program

V. School Linkages

VI. Family, Youth and Community Engagement

Introduction

The *Quality Assurance Evidence* or "*Evidence Binder*" is an integral part of the Rhode Island Program Quality Assessment (RIPQA) process for RI 21st Century Community Learning Centers (21st CCLCs). It outlines key 21st CCLC program quality expectations and provides a structure for maintaining paperwork documenting that those expectations are being met.

The Evidence Binder has two major intended purposes:

- **Accountability** – The *Evidence Binder* helps show, in a consolidated way, that applicable federal and state laws and regulations are being followed, along with state 21st CCLC program requirements. It should be readily available for state or federal site visits.
- **Guiding Quality Improvement** – The *Evidence Binder* can help 21st CCLC programs identify areas that may need improvement. In consultation with the program's Quality Advisor, an action plan should be developed to address areas of need. The *Evidence Binder* supports/supplements the RIPQA Form B process.

The Evidence Binder should have the following six sections:

- I. Safety
- II. Fiscal Management
- III. Governance
- IV. Program
- V. School Linkages
- VI. Family, Youth and Community Engagement

Please note that the Evidence Binder is arranged roughly by priority, with the most immediate concern (i.e., Safety) first, followed by the next most immediate concern (i.e., Fiscal Management), etc. Each section starts with a short explanation of the importance of collecting information for this component of the binder as well as the overall requirements. This is followed by a table with a row for each of the expected elements.

- The "Expected Element" column outlines the specific standard or expectation.
- The "Acceptable Evidence" column lists the type(s) of documentation which can be used as evidence for that particular expectation. ***Unless otherwise noted, one document per checkbox (☐) is sufficient.*** If more than one document is needed for any element, a number will be included in parentheses, e.g. "(2)" or "(1 for each staff member)".
- The "Was Evidence Provided?" column indicates whether the Quality Advisor found that documentation to be satisfactory.
- The "QA Comments" column allows the Quality Advisor to enter additional information or commentary about the evidence provided for this element.

Instructions

Please place all documentation *in order* in the appropriate section of your binder, after the checklist. If possible, these should be numbered, highlighted or labeled, so that it is easy to tell to what Expected Element the document corresponds. In some cases a single document such as a handbook or manual may provide documentation for multiple Expected Elements. In that case, please include a single copy of the handbook or manual in the front or back of the binder, with flags or sticky notes clearly marking each page where it provides required documentation; within the appropriate sections of the binder, please include pieces of paper stating what the evidence is and where it can be found.

I. Safety

Every Rhode Island 21st CCLC program is required to provide for the physical and emotional safety of every child/youth in the program. All programs are expected to have well-documented policies and procedures that cover the day-to-day operations of the program as well as any emergency or special-need situations.

Expected Element	Acceptable Evidence	Was Evidence Provided?	QA Comments (optional)
1. At least two program staff per site are certified in First Aid/CPR.	Valid First Aid/CPR certificates (2)	<input type="checkbox"/>	
2. There is an emergency management plan in place, with specific adaptations for after-school hours, as appropriate. The plan should include: a. procedures for fire drills once per program session during afterschool hours (at least two times per year); and b. one lockdown drill per year. Evacuation plans are posted in each space. All staff and participants are familiar with the plan (e.g., part of staff orientation).	Emergency management plan Fire drill logs (2) with time begun, time ended, and # participants evacuated Lockdown drill log with time begun, time ended, and # students participating Map or photo showing location of posted evacuation plan Orientation agenda with emergency plan listed	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
3. There is an emergency staffing plan to provide adequate staff coverage in case of emergencies or staff illness.	Emergency staffing plan	<input type="checkbox"/>	
4. Background checks are conducted for prior criminal records, child protective service findings and other improper conduct. a. A national screening, via fingerprinting is required for paid staff, including outside providers. b. Fingerprinting or a national Social Security screening for volunteers is preferred, but a state Bureau of Criminal	Staff handbook and/or policy indicating under what circumstances staff would be hired Cover letters or other official document verifying screening (1 for each staff member and outside provider) List of all currently hired staff members and outside providers (for comparison)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

Expected Element	Acceptable Evidence	Was Evidence Provided?	QA Comments (optional)
<p>Identification (BCI) check, combined with a check of the National Sex Offender Public Website is acceptable. In this case, a clear volunteer policy is adopted to ensure that under no circumstances is a volunteer who has not been fingerprinted left alone with a child/youth. The policy includes specific, enforceable protocols for handling a variety of situations.</p>	<p>Volunteer policy with detailed protocols, if applicable</p>	<p><input type="checkbox"/></p>	
<p>5. Up-to-date emergency information, including a signed medical release, primary and alternative contact information for each participant is on file and accessible.</p>	<p>Enrollment form or separate emergency contact form with spaces for phone numbers, alternative names, key medical/allergy information, and medical release signature line</p>	<p><input type="checkbox"/></p>	
<p>6. First aid kit is visible and accessible at each site to adults in the program, including off-site activities and field trips.</p> <p>Kit includes at a minimum: bandages (adhesive and cloth), antibacterial ointment, medical tape, protective gloves, tweezers, ice packs, and an elastic bandage/wrap.</p>	<p>Map or photo showing location of first aid kit</p> <p>Policy, protocol or handbook stating that first aid kits will be brought on field trips</p> <p>First aid kit inventory/resupply list</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	
<p>7. A system is in place to track and promote student attendance and participation rates and is updated at a minimum monthly, preferably daily.</p>	<p>Attendance policy and/or handbook</p> <p>Student attendance printout from YouthServices.net or other acceptable data-tracking system</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	
<p>8. There are safeguards to ensure that children/youth are not left alone with:</p> <p>a. program staff under 18</p>	<p>Policy, handbook, job posting, job description and/or volunteer position description</p>	<p><input type="checkbox"/></p>	

Expected Element	Acceptable Evidence	Was Evidence Provided?	QA Comments (optional)
years of age; or b. short-term or event volunteers of any age.			
9. There is an age-appropriate system to ensure that children: a. receive safe, adequate and sufficient transportation between the program and home; and b. are signed out by a parent or other parent-approved person.	Release/transportation policy, handbook or other document that clearly states whether the program offers transportation and whether adult signature is required at sign out Registration or other form for parents to sign to allow their child to walk home, if policy allows Sign-out sheet	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
10. Staff are able to communicate with one another, both on-site and off-site (e.g., via walkie-talkie or cell phone)	Communication policy, protocol or handbook which addresses on- and off-site activities and field trips	<input type="checkbox"/>	
11. Staff are aware of their responsibilities under RIGL §40-11-3 to report suspected child abuse/neglect	Employee handbook Orientation agenda stating these responsibilities	<input type="checkbox"/> <input type="checkbox"/>	

II. Fiscal Management

Every 21st CCLC program must have proper safeguards to ensure proper management of federal grant funds and follow applicable federal and state guidelines.

Expected Element	Acceptable Evidence	Was Evidence Provided?	QA Comments (optional)
<p>1. Spending occurs according to the most recently approved budget, with drawdowns occurring at least quarterly.</p>	<p>Approved budget and approved budget amendment (if applicable), as well as printout of email strand(s) with budget clarifications provided to RIDE (if applicable)</p> <p>Expenditure report (detailed backup documentation should be on file but not does not need to be included here)</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	
<p>2. Expenses charged to the 21st CCLC grant are segregated from other expenses within the financial system.</p>	<p>Printout or screenshot from financial system</p>	<p><input type="checkbox"/></p>	
<p>3. Contracts or memoranda of understanding/agreement are in place with all providers.</p>	<p>Provider contract, MOU or MOA (at least 1 of <i>each type</i> currently in place)</p>	<p><input type="checkbox"/></p>	
<p>4. A procurement policy is in place for:</p> <ul style="list-style-type: none"> a. what purchases should be put out to bid; b. how bids are to be evaluated; c. when/if sole-source contracts are acceptable; and d. how many people and which roles/titles are required to approve contracts and payments. <p>Bid competitions are full and open.</p> <p>All vendors are screened via the www.sam.gov website to ensure that they are not debarred or excluded from receiving federal funds.</p>	<p>Procurement policy</p>	<p><input type="checkbox"/></p>	
<p>5. A system is in place to track</p>	<p>Copy of timesheet, with</p>	<p><input type="checkbox"/></p>	

Expected Element	Acceptable Evidence	Was Evidence Provided?	QA Comments (optional)
<p>pay;</p> <p>b. Either a sliding scale may be used or a fixed scale with scholarships may be used. In either case, a fair and transparent process must be used to determine eligibility;</p> <p>c. Fees are used solely for the 21st CCLC during the fiscal year they were collected, and are tracked separately from other funds in the accounting system.</p>	<p>Sliding fee scale / scholarship application form and/or fee policy</p> <p>Screenshot or printout from accounting system showing fees</p>	<p style="text-align: center;">☐</p>	

III. Governance

Every 21st CCLC program must establish an ongoing, viable governance structure that includes a broad range of stakeholders that reflects the community served by the grant(s). The governance body may take one of a number of different forms, such as a stand-alone board, advisory group, subcommittee of another board (e.g., the grantee organization's board), or even a standing agenda item for another board. In addition, multi-site grantees may have a single governance body or multiple. In any case, the structure should meet the 21st CCLC program needs for quality, practice, and support.

Expected Element	Acceptable Evidence	Was Evidence Provided?	QA Comments (optional)
<p>1. The 21st CCLC governance body has:</p> <p>a. clearly defined roles and responsibilities relative to the grantee organization or school/district;</p> <p>b. clearly defined roles and responsibilities for various positions within the governance body; and</p> <p>c. a clear "chain of command."</p>	<p>Governance body charter and/or key position descriptions</p> <p>Organizational chart and/or other document showing chain of command</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	
<p>2. The 21st CCLC governance body membership includes a broad range of stakeholders and partners, including school personnel, grantee staff, parents, community providers, and youth (when appropriate). The governance body should reflect the communities of all schools served by the grant(s).</p>	<p>List of governance members and affiliations</p>	<p><input type="checkbox"/></p>	
<p>3. The 21st CCLC governance body:</p> <p>a. meets at least four times per year;</p> <p>b. addresses meaningful organizational and/or programmatic issues, including, among other issues, student satisfaction and parent involvement; and</p> <p>c. if it falls under the umbrella of a larger governance body, has time be set aside on the agenda specifically for the 21st CCLC.</p>	<p>Meeting schedule for year</p> <p>Meeting agenda</p> <p>Meeting minutes</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	

IV. Program

Every 21st CCLC program is expected to establish centers that offer a variety of high-quality programs and engaging learning opportunities. Programs should be intentional, well-designed, taught by qualified instructors, and meet the needs of all students in that community.

Expected Element	Acceptable Evidence	Was Evidence Provided?	QA Comments (optional)
<p>1. The 21st CCLC:</p> <p>a. provides a variety of high-quality program offerings that enhance academic, social, emotional, and 21st century skill development, including daily opportunities for physical activity; and</p> <p>b. has an operational structure that effectively supports this.</p>	<p>Program brochure, chart, and/or schedule</p>	<input type="checkbox"/>	
<p>2. Activities are planned, sequential, and designed to lead to mastery.</p>	<p>Program plan that includes the following: program goals, objectives, age-appropriate sequence of activities, and lesson plans</p> <p>RFP for programs, program description, and/or program proposal</p>	<input type="checkbox"/> <input type="checkbox"/>	
<p>3. High expectations and qualifications are maintained for all staff, differentiated by role, including:</p> <p>a. paid and volunteer staff who have direct contact with children and youth; and</p> <p>b. program site leadership.</p>	<p>Hiring policy or protocols and/or job descriptions (1 for each type of role)</p> <p>Resumes or application forms (for each current staff member)</p> <p>Professional development plan for each staff member, totaling at least 20 hours of training per year</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<p>4. The program has a useful evaluation plan in place and evaluation activities are in line with its goals and objectives. These plans and activities are</p>	<p>Evaluation plan</p> <p>Annual plan, professional development plan and/or other planning document</p>	<input type="checkbox"/> <input type="checkbox"/>	

Expected Element	Acceptable Evidence	Was Evidence Provided?	QA Comments (optional)
used to support program improvement.	reflecting data analysis		
5. Behavior guidelines for students are in place. Ideally, they were developed with youth input.	Behavior guidelines per site/program/activity/classroom	<input type="checkbox"/>	
6. The program serves a diverse student population that is reflective of the school, including children with specialized learning needs.	<p>Printout of demographic data from data-tracking system (e.g. YouthServices)</p> <p>Printout of school demographic data for comparison (e.g. from InfoWorks)</p>	<input type="checkbox"/> <input type="checkbox"/>	
<p>7. Timely and meaningful consultation is conducted on an annual basis with private schools in the school's or schools' catchment area on the provision of "equitable services," as applicable.</p> <p>"Equitable services" are provided to eligible private school students, if requested by the private school.</p>	<p>Copy of letter to private schools, if applicable, offering consultation meeting (all sent)</p> <p>Consultation meeting response forms (all received) and/or spreadsheet documenting responses, if applicable</p> <p>Minutes from consultation meetings (all held), if applicable</p> <p>Registration form, contract with provider, printout from attendance-tracking system, or other documentation of services provided, if applicable</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

V. School Linkages

Every RI 21st CCLC program must establish mechanisms to ensure strong linkages to the target school(s).

Expected Element	Acceptable Evidence	Was Evidence Provided?	QA Comments (optional)
1. Regular communication mechanisms are maintained with the entire school community.	Newsletters, email blasts, social media posts, etc. (1 of each type used)	<input type="checkbox"/>	
2. Regular dialogue is maintained with classroom teachers and/or other school-day staff (e.g., guidance or adjustment counselors, student support services) around the academic or social/emotional needs of individual students.	<ul style="list-style-type: none">• Agendas/minutes/notes from meetings with individual teachers or staff;• phone logs;• printouts of email strands; and/or• IEP meeting records (2-4 total samples, with individual student names redacted)	<input type="checkbox"/>	
3. 21 st CCLC staff serve on continuing school decision-making teams, such as School Improvement Teams (SIT), common planning time teams, school reform planning teams, etc.	SIT or other team membership list	<input type="checkbox"/>	
4. 21 st CCLC program goals and content are aligned to school-day activities and to School Improvement Plans.	<ul style="list-style-type: none">• Content/standards alignment map,• program plans with sequence of activities aligned to school content/standards, and/or• survey of teachers on program design (1-2 total samples)	<input type="checkbox"/>	

VI. Family, Youth and Community Engagement

Every RI 21st CCLC program must develop and implement mechanisms and strategies that engage youth, families, and community members in the program.

Expected Element	Acceptable Evidence	Was Evidence Provided?	QA Comments (optional)
<p>1. Families are engaged in the program in a variety of ways including:</p> <p>a. Multiple, ongoing, two-way communication mechanisms are maintained with families of participants and non-participants;</p> <p>b. Families and community members are given opportunities to participate and/or volunteer in the program; and</p> <p>c. Family input is sought and used in developing program policies, procedures and activities.</p>	<p>Parent/Guardian involvement policy</p> <p>Newsletter, email blast, and/or social media post (1 sample)</p> <p>Family event flyer or invitation</p> <p>Call log, home visit log, and/or family meeting or conference notes (1 sample with individual student names redacted)</p> <p>Volunteer invitation and/or sign-in sheet</p> <p>Family survey summary, focus group summary, and/or planning committee notes</p> <p>(Governance membership is addressed in Section III and is relevant but does not need to be included here)</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	
<p>2. Youth input is sought and used in program design and in setting policies.</p>	<p>Student survey summary and/or focus group summary</p> <p>Student advisory council minutes, student leadership group minutes, and/or governance body membership list (optional for programs serving elementary students)</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	
<p>3. The program’s leadership pursues opportunities for community members to support the program.</p>	<p>Document that describes the community outreach by the program and referral of children and families to appropriate resources</p>	<p><input type="checkbox"/></p>	

	Leveraged funds chart, in-kind donation records, and/or MOU/MOA	<input type="checkbox"/>	
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