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

Date: Grantee:

Site: Cohort:

Program Director: Site Coordinator:

Target # of students: Funding amount:

___ Program is meeting requirements and no further action is required.

___ Compliance Plan is required.

_____   _____
Quality Advisor, Capitol Region Education Council (CREC)   Date

_____   _____
21st CCLC Monitor, Connecticut State Department of Education (CSDE)   Date

Monitoring of the 21st Century Community Learning Center (21st CCLC) grants is required by the United States Department of Education (USDE) and is an element of the Connecticut 21st CCLC Evaluation System. The monitoring tool is designed to uphold federal and state regulations and promote implementation of best practices for after school programming. The tool is used for site monitoring visits to evaluate grantee compliance with programmatic and fiscal indicators.

Monitoring process
Each program will be monitored annually. Monitoring will vary from year to year, with each site receiving a comprehensive monitoring review at least once every three years of the five year grant cycle. Sites categorized as high risk will automatically receive a comprehensive monitoring review. Any site receiving a comprehensive monitoring review will be notified of the process and expectations.

Preparing the evidence binder
Sites must create and maintain an organized binder that catalogues all of the required documentation outlined in this tool. Binders should remain on-site at all times and be readily available for federal or state review. Tabs should link documented evidence to each indicator within each section. Sections include:

A.   Safety
B.   Program Operations
C.   Program Administration
D.   Partnerships & Collaboration
E.   Expenditure of Funds & Sustainability
F.   Family Engagement

If the evidence provided is part of a large document, such as a parent handbook, or a district publication, specific sections or pages can be photocopied; anything over 10 pages that may contain evidence for an indicator can be cited with page numbers in place of the document.

Before the monitoring visit

The program director will be responsible for preparing for the comprehensive monitoring review in the following ways:

- notify staff and students that the monitoring team will be coming to observe and that they should continue to operate as usual;
- schedule meeting times with required attendees, including program director, program coordinator and grant partner(s);
- prepare the evidence binder with tabbed sections to help organize documentation for all required indicators; and
- prepare a quiet space for review of the evidence binder and meetings.

During the monitoring visit

If your site is scheduled for a monitoring team visit, the scheduling will be completed at the beginning of the school year. The visit will include, a detailed review of the evidence binder, partnership interview with program leadership and grant partners, and an observation of the program. Quiet meeting space must be secured and program leadership must be available on-site to answer questions.

After the monitoring visit

Any findings from the monitoring review will be documented in a written report and shared with the program director. A follow-up meeting or desk review may be scheduled to discuss results of the visit and further action steps. Sites must submit a written response containing objectives and deliverables for any finding(s). A compliance follow up visit may be scheduled to return the site to compliance. Programs that do not show adequate progress in meeting compliance objectives and outcomes may receive a reduction or elimination of funding.

Monitoring components

  I.   Evidence Binder
 II.   Partnership Interview
III.   Observation Checklist

I. Evidence Binder

Required document that must be included as evidence. Other evidence may be included to supplement as needed.

A. Safety

	Grant Requirement	Source	Documentation	Status	Comments
A.1.	At least two program staff per site are certified in First Aid/CPR. At least one First Aid/CPR certified staff is on-site at all times during program operation.	Federal guidance B-1, F-3	❏ Valid First Aid/CPR certificates (2)* ❏ Other:	❏ Met requirements ❏ Sufficient progress with recommendation(s) ❏ Finding	
A.2.	There is an emergency readiness plan specific to the afterschool program that includes procedures for fire and lockdown drills, posted evacuation plans, and staff training. The program has provided notice of this plan to families.	Federal guidance B-1, F-3	❏ Emergency plan* ❏ Parent Handbook/ communication with families* ❏ Other:	❏ Met requirements ❏ Sufficient progress with recommendation(s) ❏ Finding	

	Grant Requirement	Source	Documentation	Status	Comments
A.3	All paid staff and volunteers who regularly interact with student participants have appropriate background checks.	Federal guidance B-1, F-3	❏ District hiring policy* ❏ District volunteer policy (if applicable)* ❏ Other:	❏ Met requirements ❏ Sufficient progress with recommendation(s) ❏ Finding	
A.4	Staff are aware of their responsibilities to report suspected child abuse/neglect.	Federal guidance B-1, F-3	❏ Employee Handbook or staff training agenda* ❏ Other:	❏ Met requirements ❏ Sufficient progress with recommendation(s) ❏ Finding	
A.5	First aid kit is visible and accessible at all times, including off-site activities.	Federal guidance B-1, F-3	❏ Map or photo showing location of first aid kit* ❏ Policy or protocol on staff use of first aid kit* ❏ Other:	❏ Met requirements ❏ Sufficient progress with recommendation(s) ❏ Finding	
A.6	Current emergency contact and health information for students and staff is maintained in an easily accessible but secure location.	Federal guidance B-1, F-3	❏ Policy on collecting and storing emergency contact and health information* ❏ Other:	❏ Met requirements ❏ Sufficient progress with recommendation(s) ❏ Finding	

	Grant Requirement	Source	Documentation	Status	Comments
A.7	Procedures for safe transportation of participants have been established, including authorization for student pick-ups and have been shared with families.	Federal guidance B-1, D-1, F-3, F-10 21st CCLC RFP	❏ Policy on transportation and release of students* ❏ Parent Handbook/ communication with families* ❏ Other:	❏ Met requirements ❏ Sufficient progress with recommendation(s) ❏ Finding	
A.8	Procedures for staff communication, both on-site and off-site, are established.	Federal guidance B-1, F-3	❏ Policy on staff communication/ Staff Handbook* ❏ Other:	❏ Met requirements ❏ Sufficient progress with recommendation(s) ❏ Finding	
A.9	Site is handicapped accessible.	Federal guidance B-1, F-3, F-10	❏ District/ organization policy on accessibility of facility* ❏ Map or photo showing handicapped accessibility* ❏ Other:	❏ Met requirements ❏ Sufficient progress with recommendation(s) ❏ Finding	

B. Program Operations

	Grant Requirement	Source	Documentation	Status	Comments
B.1	Student participants are recruited in a fair and equitable way.	Federal guidance F-5	❏ Policy on recruitment of students/ Staff Handbook* ❏ Recruitment flyers/ communication with families* ❏ Other:	❏ Met requirements ❏ Sufficient progress with recommendation(s) ❏ Finding	
B.2	Equitable access to the program and all 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 of Discrimination Act of 1975.	Federal guidance G-4	❏ Policy on recruitment and enrollment of students* ❏ Grant application- Appendix F: Statement of Assurances* ❏ Other:	❏ Met requirements ❏ Sufficient progress with recommendation(s) ❏ Finding	

	Grant Requirement	Source	Documentation	Status	Comments
B.3	Days and hours of operation are outlined and align with the grant application. Programs must operate for a minimum of 25 weeks per year. Elementary programs must operate for a minimum of 2.5 hours per day for 4 days per week. Middle and high school programs must operate for a minimum of 2 hours per day for 3 days per week.	Federal guidance B-4, F-3, F-11 21st CCLC RFP	❏ Grant application pages- outlining weeks/days/hours programming will be provided (include any approved revision requests outlining changes)* ❏ Yearly program calendar showing days of operation* ❏ Other:	❏ Met requirements ❏ Sufficient progress with recommendation(s) ❏ Finding	

	Grant Requirement	Source	Documentation	Status	Comments
B.4	Program activity offerings align with the goals outlined in the grant application and school day learning.	Federal guidance B-1, B-4, F-3, G-1, G-8 21st CCLC RFP	❏ Grant application pages- outlining program goals and activity offerings (include any approved revision requests outlining changes)* ❏ Yearly program calendar of activity offerings* ❏ Descriptions of activity offerings outlining goals* ❏ Meeting dates and agendas for program and school day staff to align academic goals* ❏ Other:	❏ Met requirements ❏ Sufficient progress with recommendation(s) ❏ Finding	

	Grant Requirement	Source	Documentation	Status	Comments
B.5	An attendance policy is implemented that outlines the importance of consistent participant attendance to ensure students receive the full benefits of programming. Policy should be shared with students and families.	Federal guidance F-11 21st CCLC RFP	❏ Policy on attendance* ❏ Parent Handbook/ communication with families* ❏ Other:	❏ Met requirements ❏ Sufficient progress with recommendation(s) ❏ Finding	
B.6	Program goals and objectives are communicated clearly to staff, participants, families and community members.	Federal guidance F-5	❏ Policy on communication with families and community members* ❏ Program flyers/ Communication with families and community members* ❏ Other:	❏ Met requirements ❏ Sufficient progress with recommendation(s) ❏ Finding	

	Grant Requirement	Source	Documentation	Status	Comments
B.7	The program offers a wide array of academic and enrichment activities including; homework assistance, literacy/language arts, math, science, health/nutrition, recreational components and additional services not offered during the regular school day as aligned with grant application.	Federal guidance B-1, B-4, G-1, G-8 21st CCLC RFP	❏ Grant application pages- outlining academic and enrichment activities (include any approved revision request)* ❏ Description of activity offerings/ Program Handbook* ❏ Other:	❏ Met requirements ❏ Sufficient progress with recommendation(s) ❏ Finding	
B.8	Programs that are eligible to receive reimbursements through the Child and Adult Care Food Program (CACFP) have implemented this practice.	Federal guidance B-5, F-3 21st CCLC RFP	❏ Documentation of participation in the CACFP snack reimbursement or documentation on ineligibility* ❏ Other:	❏ Met requirements ❏ Sufficient progress with recommendation(s) ❏ Finding	

	Grant Requirement	Source	Documentation	Status	Comments
B.9	Staff and volunteers are aware of and follow the Federal guidelines prohibiting religious activities during federally funded programming. Access to programming must be offered to students regardless of religious background.	Federal guidance F-15	❏ Policy on prohibited activities/ Staff Handbook* ❏ Grant application- Appendix F: Statement of Assurances* ❏ Other:	❏ Met requirements ❏ Sufficient progress with recommendation(s) ❏ Finding	
B.10	A plan is in place that employs qualified staff for each activity and sets appropriate student to staff ratios as outlined in the grant application.	Federal guidance F-5 21st CCLC RFP	❏ Policy on employment practices and student to staff ratios* ❏ Overview of activity offerings with maximum student to staff ratios* ❏ Other:	❏ Met requirements ❏ Sufficient progress with recommendation(s) ❏ Finding	
B.11	Activities are offered based on student and family needs and interests.	Federal guidance F-3	❏ Policy on seeking feedback from participants and families* ❏ Other:	❏ Met requirements ❏ Sufficient progress with recommendation(s) ❏ Finding	

	Grant Requirement	Source	Documentation	Status	Comments
B.13	The program strives to meet the individual and specific needs of students, including, those with Individualized Education Plans (IEP's), ELL students, and those at risk of academic failure.	Federal guidance F-3 21st CCLC RFP	❏ Policy on meeting individual student needs and protocols for intervention strategies/ Staff Handbook* ❏ Template/example of participant intervention plan* ❏ Other:	❏ Met requirements ❏ Sufficient progress with recommendation(s) ❏ Finding	
B.14	The program incorporates cultural competency practices into activity offerings and the overall program environment.	Federal guidance F-5 21st CCLC RFP	❏ Policy on cultural competency/ Staff Handbook* ❏ Activity descriptions/ event flyers* ❏ Other:	❏ Met requirements ❏ Sufficient progress with recommendation(s) ❏ Finding	

C. Program Administration

	Grant Requirement	Source	Documentation	Status	Comments
C.1	All program staff receive on-going professional development and training on the purpose, goals, policies, procedures, and expectations of the program.	Federal guidance E-1	❏ Policy on professional development/ Staff Handbook* ❏ List and descriptions of all professional development and training that staff receive* ❏ Other:	❏ Met requirements ❏ Sufficient progress with recommendation(s) ❏ Finding	
C.2	The grant director, coordinator or other appropriate staff (at least 2 members) attend required state meetings and trainings.	Federal guidance E-1 21st CCLC RFP	❏ Email confirmation of registration for three annual Networking Meetings* ❏ Other:	❏ Met requirements ❏ Sufficient progress with recommendation(s) ❏ Finding	
C.3	Required data is entered into the Cayen database system and updated by monthly deadlines.	Federal guidance H-2 21st CCLC RFP	❏ Monthly Attendance Reports are signed by program director each month* ❏ Other:	❏ Met requirements ❏ Sufficient progress with recommendation(s) ❏ Finding	

	Grant Requirement	Source	Documentation	Status	Comments
C.4	Cayen data is certified by established deadlines for federal and state reporting.	Federal guidance F-5 State Reporting Requirements	❏ APR reports are signed by program director each term* ❏ Other:	❏ Met requirements ❏ Sufficient progress with recommendation(s) ❏ Finding	
C.5	Data and assessment reports are used for quality improvement of programming.	Federal guidance D-1, H-2, H-6	❏ Policy on program improvement* ❏ Other:	❏ Met requirements ❏ Sufficient progress with recommendation(s) ❏ Finding	
C.6	Progress is shown in improving areas identified in previous monitoring visits, if applicable.	Federal guidance H-2, H-6	❏ Previous monitoring reports/compliance plans* ❏ Action Plan- providing detailed plans for improvement* ❏ Other:	❏ Met requirements ❏ Sufficient progress with recommendation(s) ❏ Finding	
C.7	A self-assessment using the Assessment of Program Practices Tool (APT) is completed at least once per year. The written report and accompanying action plan are used to inform improvement plans.	Federal guidance H-2, H-6 21st CCLC RFP	❏ APT Report and Action Plan* ❏ Observation date and team member names, roles, and organizations* ❏ Other:	❏ Met requirements ❏ Sufficient progress with recommendation(s) ❏ Finding	

	Grant Requirement	Source	Documentation	Status	Comments
C.8	Staff personnel files are maintained.	Federal guidance F-5	❏ Policy on staffing* ❏ Other:	❏ Met requirements ❏ Sufficient progress with recommendation(s) ❏ Finding	

D. Partnerships and Collaboration

	Grant Requirement	Source	Documentation	Status	Comments
D.1	A process is in place for consistent and effective communication between program staff and school day staff regarding student learning, individualized assistance, and behavior plans (may include reference to Student Success Plans for students in grades 6-12).	Federal guidance F-3, F-9, G-8 21st CCLC FP	❏ Policy on communication/ Staff Handbook* ❏ Meeting schedules/ agendas with program staff and school day staff* ❏ Other:	❏ Met requirements ❏ Sufficient progress with recommendation(s) ❏ Finding	

	Grant Requirement	Source	Documentation	Status	Comments
D.2	An advisory committee is created to inform program planning, implementation, assessment, and sustainability. The team is comprised of stakeholders that may include, students, parents, staff, administrators, community members, program partners and vendors.	Federal guidance F-3, F-9	❏ Policy on creating and implementing an advisory committee* ❏ List of advisory committee members and titles* ❏ Meetings dates and agendas* ❏ Other:	❏ Met requirements ❏ Sufficient progress with recommendation(s) ❏ Finding	
D.3	Any individual or organization providing services is selected based on qualifications, training/certification, and experience.	Federal guidance F-5	❏ Policy on employment/ vendor recruitment and hiring* ❏ Other:	❏ Met requirements ❏ Sufficient progress with recommendation(s) ❏ Finding	

	Grant Requirement	Source	Documentation	Status	Comments
D.4	At least one significant grant partner has been identified (community based organization or public school system) and partners work collaboratively to implement the program. Formal written agreements have been established with all partners and subcontractors to specify services, roles, responsibilities, and expectations.	Federal guidance F-3, F-9 21st CCLC RFP	❏ MOU/MOA with partner organization(s) identified in the grant application* ❏ Verification of services provided* ❏ Other:	❏ Met requirements ❏ Sufficient progress with recommendation(s) ❏ Finding	
D.5	Efforts are made to retain successful partnerships and establish new partnerships if necessary to meet the changing needs of the program.	Federal guidance F-3, F-9	❏ Policy on evaluation of partnership contract(s)* ❏ Other:	❏ Met requirements ❏ Sufficient progress with recommendation(s) ❏ Finding	

	Grant Requirement	Source	Documentation	Status	Comments
D.6	Regular communication practices with partners and subcontractors are established.	Federal guidance F-9	❏ Policy on partner communication/ outline in MOU/MOA* ❏ Meeting dates and agendas* ❏ Other:	❏ Met requirements ❏ Sufficient progress with recommendation(s) ❏ Finding	
D.7	Professional development and training opportunities are shared as appropriate between partner organizations.	Federal guidance F-5 21st CCLC RFP	❏ Policy on professional development and training* ❏ Other:	❏ Met requirements ❏ Sufficient progress with recommendation(s) ❏ Finding	

E. Expenditure of Funds and Sustainability

	Grant Requirement	Source	Documentation	Status	Comments
E.1	There is a written sustainability plan to secure other funding and in-kind resources that will allow the services to continue as the grant funding decreases or ends. The plan is reviewed and updated regularly.	Federal guidance F-5 21st CCLC RFP	❏ Grant application pages- outlining sustainability plan (including updates)* ❏ Meeting dates/ agendas on sustainability* ❏ Other:	❏ Met requirements ❏ Sufficient progress with recommendation(s) ❏ Finding	

	Grant Requirement	Source	Documentation	Status	Comments
E.2	Programs identify and collaborate with other federal, state, and local resources when appropriate, examples include, Title I, USDA Food & Nutrition Services, TANF, Title V-OJJDP programs.	Federal guidance B-5, F-13, G-7	❏ Verification of other resources sought and received* ❏ Other:	❏ Met requirements ❏ Sufficient progress with recommendation(s) ❏ Finding	
E.3	Programs supplement and not supplant funds that would have otherwise been available.	Federal guidance B-2, F-13 21st CCLC RFP	❏ ED114 budget and detailed narrative* ❏ Other:	❏ Met requirements ❏ Sufficient progress with recommendation(s) ❏ Finding	
E.4	All non-consumable items purchased with 21st CCLC funds are marked and used solely for the purposes of the program.	Federal guidance F-5	❏ 21st CCLC purchase assurance (signed annually)* ❏ Other:	❏ Met requirements ❏ Sufficient progress with recommendation(s) ❏ Finding	

	Grant Requirement	Source	Documentation	Status	Comments
E.5	Documentation is provided for any revenue from the program and how it is expended for the program, if applicable.	Federal guidance G-14 21st CCLC RFP	❏ Income and expense account of revenue collected, including parent fees, and how money was spent in the program during the same fiscal year* ❏ Other:	❏ Met requirements ❏ Sufficient progress with recommendation(s) ❏ Finding	
E.6	A procurement policy is in place for any contract over $5,000.	Federal guidance F-5	❏ Policy on procurement-outlining how contracts are put out to bid and the review process for award* ❏ Contracts with vendors that exceed $5,000* ❏ Other:	❏ Met requirements ❏ Sufficient progress with recommendation(s) ❏ Finding	

	Grant Requirement	Source	Documentation	Status	Comments
E.7	Any fees charged to families must be implemented on a sliding scale, taking into account the financial need of the students and families targeted for services. Communication regarding fees must be easily accessible and clearly state that no student/family is excluded due to inability to pay, or non-payment.	Federal guidance G-14 21st CCLC RFP	❏ Policy on program fees/ Parent Handbook* ❏ Recruitment flyers/ communication with families* ❏ Other:	❏ Met requirements ❏ Sufficient progress with recommendation(s) ❏ Finding	
E.8	A minimum of 5% of funds is allocated to family engagement.	Federal guidance F-5	❏ ED114 and detailed budget narrative* ❏ Other:	❏ Met requirements ❏ Sufficient progress with recommendation(s) ❏ Finding	

F. Family Engagement

	Grant Requirement	Source	Documentation	Status	Comments
F.1	The program shares program goals, activities, events, and outcomes with families and the community. All materials include recognition of 21st CCLC funds.	Federal guidance F-3	❏ Policy on communication with families and community* ❏ Program brochures, flyers, newsletters* ❏ Other:	❏ Met requirements ❏ Sufficient progress with recommendation(s) ❏ Finding	
F.2	Family literacy/engagement services are provided for the families of the enrolled participants and meet the needs of the community as outlined in the grant application.	Federal guidance F-3, G-2 21st CCLC RFP	❏ Policy on family engagement/ Parent Handbook* ❏ Activity/ event flyers and descriptions* ❏ Participation records* ❏ Other:	❏ Met requirements ❏ Sufficient progress with recommendation(s) ❏ Finding	

	Grant Requirement	Source	Documentation	Status	Comments
F.3	There is regular communication and outreach to the families of enrolled participant. Communication is provided in ways that are appropriate and easily understood by all families, including those with limited English proficiency.	Federal guidance F-3	❏ Policy on communication with families and communities/ Parent Handbook* ❏ Activity/event flyers (English, and other languages)* ❏ Other:	❏ Met requirements ❏ Sufficient progress with recommendation(s) ❏ Finding	

Findings and Required Action Steps:

II.   Partnership Interview

Interview attendees:

21st CCLC Director: _____

21st CCLC Partner(s): _____

Partnerships between schools, families and the community are integral to building strong 21st Century Community Learning Centers. 21st CCLC programs that intentionally build strong relationships among staff, families and students thrive. They have the capacity to locate resources for quality improvement and the ability to create public awareness for ongoing support. This component of the monitoring review is designed to assess the partnership between the lead applicant and the partner applicant(s).

Interview Questions	Comments
Tell me about each lead partners roles and responsibilities.	
How does each partner meet the identified needs of your population?	
How is each partner involved in on-going planning and quality improvement efforts?	
Describe your partnership communication process.	

Interview Questions	Comments
What professional development and/or training opportunities do you offer staff?	
As the lead agency, how do you evaluate the success of your partnership (including MOA/MOU and contract)?	
How are the grant and approved revisions shared between partners?	
Who has access to the budget and how is budget information shared between partners?	
How are participants and families engaged in leadership roles and the decision making process?	

Partnership Strengths   **Recommendations**

III.   Observation Checklist

A. Safety

	Grant Requirement	Status	Comments
A.5	First aid kit is visible and accessible at all times, including during off site activities.	❏ Observed ❏ Not observed	
A.6	Current emergency contact and health information for students and staff is maintained in an easily accessible but secure location.	❏ Observed ❏ Not observed	
A.9	Site is handicapped accessible. *Example: Ramps and elevators are available to handicapped students who need access to programming.*	❏ Observed ❏ Not observed	
A.10	At least one First Aid/CPR certified staff is on-site during program operations.	❏ Observed ❏ Not observed	

B. Program Operations

	Grant Requirement	Status	Comments
B.5	An attendance policy is implemented that outlines the importance of consistent participant attendance to ensure students receive the full benefits of programming. *Example: Student sign out sheets are examined for the number of students who are leaving before the end of the day.*	❏ Observed ❏ Not observed	
B.7	The program offers a wide array of academic and enrichment activities including; homework assistance, literacy/language arts, math, science, health/nutrition, recreational components and additional services not offered during the regular school day as aligned with the grant application. *Example: Review the schedule of activities for the day of observation and visit two program offerings.*	❏ Observed ❏ Not observed	

C. Program Administration

	Grant Requirement	Status	Comments
C.7	A self-assessment using the Assessment of Program Practices Tool (APT) is completed at least once per year. The written report and accompanying action plan are used to inform improvement plans. *Example: One goal that is identified in the current Self Assessment Observation Tool (APT) Action Plan is in practice.*	❏ Observed ❏ Not observed	

D. Partnerships & Collaboration

	Grant Requirement	Status	Comments
D.1	A process is in place for consistent and effective communication between program staff and school day staff regarding student learning, individualized assistance, and behavior plans (may include reference to Student Success Plans for students in grades 6-12). *Example: Program staff provide individual support to youth as identified by school day staff. Homework assignments from the school day staff are incorporated into homework time.*	❏ Observed ❏ Not observed	

E. Expenditure of Funds & Sustainability

	Grant Requirement	Status	Comment
E.5	All non-consumable items purchased with 21st CCLC funds are marked and used solely for the purposes of the program. *Example: Locations such as rooms, closets and or cabinets that contain 21st CCLC exist and are labeled.*	❏ Observed ❏ Not observed	
E.7	Any fees charged to families must be implemented on a sliding scale, taking into account the financial need of the students and families targeted for services. Communication regarding fees must be easily accessible and clearly state that no student/family is excluded due to inability to pay, or non-payment. *Example: Communication to parents regarding outstanding fees.*	❏ Observed ❏ Not observed	

F. Family Engagement

	Grant Requirement	Status	Comment
F.1	The program shares program goals, activities, events, and outcomes with families and the community. All materials include recognition of 21st CCLC funds. *Example: Bulletin board reserved for 21st CCLC notifications, website, etc.*	❏ Observed ❏ Not observed	

Findings and Required Action Steps: