



External Evaluation Documents

Please use the included cover sheets and forms while compiling your documentation for the annual external evaluation. The submission window is **April 1st – July 15th, 2020**. Please return documents via e-mail to pierroa@missouri.edu. If you are unable to e-mail documentation, please be aware that there will be a delay in receiving your mail as all packages are being held on the MU Campus until further notice.

Missouri AfterSchool Network (MASN)
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If you are unable to submit certain pieces of evidence at this time due to school closure and not being able to access documents in school buildings or offices, please include a brief narrative statement describing the documentation for the specific rubric item that will be submitted when you have access to the documentation. For example:

We currently do not have access to the lesson plans with state standards on them. When the buildings reopen this summer, we will submit lesson plans in reading, math, and science with basic coding to earn More than Satisfactory.

OR

I do not have copies of the weekly schedule at home with me. When the school reopens, I will send in a copy of the schedule to document Advanced. The schedule shows three activities per day and four broad array activities per week.

We want to help you through this process as much as possible, so please reach out to Alicia Pierro with any documentation questions, concerns, or ideas that you have.

Contact Alicia Pierro at pierroa@missouri.edu or 573-882-3548 with any questions.

Written Plan for Coordination of Academic Support (2.2.A)

Please attach this cover sheet to the appropriate section, whether submitted electronically or by mail.

Note: There is no form for this section; the plan should be based on the program's agreement with the school.

Documentation (such as agendas, minutes/notes, emails) verifying program staff meetings and communication between program staff and school day teachers may also meet the DESE On-Site Monitoring Tool requirements: B-1 and B-2.

Satisfactory Plans should contain an explanation of how the coordination of academic support will take place, including:

- content covered that is consistent and coordinated, but not replicated
- type of student information (formal or informal assessment) shared by the school with the afterschool program to help determine academic strategies to be implemented based on individual student needs
- when or how often the above information will be shared with the afterschool program
- what communication methods will be used (in-person meetings, emails, etc.)
- the type of school day staff that will share the individual student academic needs with afterschool staff

More than Satisfactory Plans should contain all of the above in addition to:

- signature of **both** the principal or other school building administration **AND** the afterschool site director (the signature could be in the form of an e-mail confirmation from the school administrator)

Advanced Plans should contain all of the above in addition to:

- documentation that any aspect of the plan has been implemented

WHY THIS IS IMPORTANT: Fostering healthy relationships with school day staff insures that afterschool programs are complimenting the work of the school day team. By coordinating with school day staff, afterschool programs then provide enrichment activities that enhance academic success.

TIPS:

- In person five-minute report at monthly faculty/staff meeting
- Weekly email with building administrator
- An afterschool section in Principal's Newsletter
- Communication with ELL, School Counselor, School Nurse, Special Services personnel, transportation, maintenance and custodial team.

Flow and Choice Summary (3.4.F)

Please attach this cover sheet to the appropriate section, whether submitted electronically or by mail.

Note: There is an "Age Group Flow and Choice" form included on the next page.

Satisfactory Documentation should include:

- completed "Age Group Flow and Choice" form

More than Satisfactory Documentation should contain the above in addition to:

- choice of broad array of activities **at least twice a week**

Advanced Documentation should contain the above in addition to:

- choice of broad array of activities **daily**

Age Group Flow and Choice

Summary Form

Site: _____

To help us understand your weekly schedule and lesson plan documentation, please answer the following questions. Weekly schedule and lesson plan documentation will be reviewed also.

- 1) How are the youth in your program grouped? When are they in whole groups vs. smaller groups. How are the groupings determined (age – older/younger, grades, interests, etc.) Please explain using the weekly schedule(s) being submitted with the lesson plans.

- 2) When do the youth have choices within the weekly schedule? Are there daily choices? Please explain using the weekly schedule(s) being submitted with the lesson plans.

- 3) If your program does not allow students to have weekly choice of the broad array of activities offered, do the youth have the opportunity to select “clubs” on at least a quarterly basis (e.g., cooking club for the next 4 weeks, then robotics club for the following four weeks)? Please explain.

Documentation:

_____ Provide copy of weekly schedule and daily schedule if not detailed enough on weekly schedule.

Weekly Schedule (3.4.D & 3.4.E)

Please attach this cover sheet to the appropriate section, whether submitted electronically or by mail.

Note: There is no form for this section; please attach both the weekly schedule and the daily schedule if the daily activities are not clear on the weekly schedule. Example weekly schedule is included on the next page.

This documentation may also meet the DESE On-Site Monitoring Tool requirements: A-1 and E-1 (if AE and BA activities are both reflected on the schedule.)

Satisfactory Schedules should include:

- academic support and at least two broad array activities per week
- at least two activities per day (excluding snacks/meals)

Activities should specify which of the following they are (Acronyms have been provided):

- **AS-T** = tutoring
- **AS-H** = homework help
- **AS-M** = academic support-math
- **AS-ELA** = academic support-English Language Arts
- **AS-S** = academic support-science
- **AS-O** = academic support-other
- **BA-H/R/F** = broad array health/recreation/fitness
- **BA-A** = broad array fine or performing arts
- **BA-C** = broad array career awareness and post-secondary access (CAPSA)
- **BA-SEL** = broad array social and emotional learning (SEL)
- **BA-L** = broad array life skills
- **BA-S** = broad array service learning
- **O** = other
- **O-S/M** = other-snack/meal
- **O-FT** = other-free time

More than Satisfactory Schedules are the same as above with the addition of at least one more broad array activity (3+) per week

Advanced Schedules are the same as above with the addition of at least two more broad array activities (4+) per week AND a minimum of three activities per day (excluding snacks/meals)

SAMPLE ONLY

	Monday	Tuesday	Wednesday	Thursday	Friday
3:30-3:50	Cadets-Lunch O-S/M	Cadets-Lunch O-S/M	Cadets-Lunch O-S/M	Cadets-Lunch O-S/M	Cadets-Lunch O-S/M
	Preps-Power Hour O-FT	Preps-Power Hour O-FT	Preps-Power Hour O-FT	Preps-Power Hour O-FT	Preps-Power Hour O-FT
3:50-4:10	Preps-Lunch O-S/M	Preps-Lunch O-S/M	Preps-Lunch O-S/M	Preps-Lunch O-S/M	Preps-Lunch O-S/M
	Cadets-Power Hour O-FT	Cadets-Power Hour O-FT	Cadets-Power Hour O-FT	Cadets-Power Hour O-FT	Cadets-Power Hour O-FT
4:10-4:30	Cadets-Spin Out BA-HRF	Cadets-Spin Out	Cadets-Spin Out	Cadets-Spin Out	Cadets-Spin Out
	Preps-Spin Out BA-HRF	Preps-Spin Out	Preps-Spin Out	Preps-Spin Out	Preps-Spin Out
4:30-5:30	Amy-Fear Factor AS-S	Sharon-Positive Action BA-SEL	Amy-Poptropica Madness O	Amy-Mystery Incorporated O	Friday Fun Day O
	Alicia-Triple Play AS-M	Amy-Around the World O	Alicia-Healthy Habits	Alicia-The Girls Room BA-SEL	
	Lena-Geography Gurus AS-O	Alicia-Fun Foods BA-A	BA-L	Lena-Art Antics BA-A	
	Heather-Journalism 101 BA-R	Lena-DIY STEM AS-S Heather-Tourney Tuesdays O	Heather-SMART Moves BA-HRF	Heather-Reading Rainbow BA-R	
	Brittoni-Farm Frenzy O	Staff-Future Team Leaders BA-L	Brittoni-Eye on the Sky O	Staff-Let's Get Ethnic BA-SEL	
5:30-6:00	Heather-HVA AS-H	Heather-HVA	Heather-HVA	Lena-HVA	Member's Choice O
	Lena-HVA AS-H	Alicia-HVA	Brittoni-HVA	Amy-HVA	
	Brittoni-HVA AS-H	Amy-HVA	Alicia-HVA	Staff-HVA	
6:00-7:00	Connect/Clean O	Connect/Clean O	Connect/Clean O	Connect/Clean O	Connect/Clean O
Hour and any Program/Activity between		Connect/Clean			

Please clean each room after activities are over

Documentation of State Standards In Lesson Plans (2.2.B & 2.3.C)

Please attach this cover sheet to the appropriate section, whether submitted electronically or by mail.

Note: There is no form for this section; please attach a copy of all lesson plans included on the weekly/daily schedule.

This documentation may also meet the DESE On-Site Monitoring Tool requirement: E-3.

Satisfactory Lesson Plans (2.2.B & 2.3.C) should include:

- evidence that lesson plans are created in advance with at least some detail (such as objectives, procedures, materials, etc.) for at least some activities each week

More than Satisfactory Lesson Plans should include:

- *objectives, procedures, materials, etc. on EACH academic lesson plan
- at least the MINIMUM state standards written/typed on EACH academic lesson plan
- at least one lesson plan EACH for math, reading, and science

Advanced Lesson Plans should include all of the above in addition to:

- *objectives, procedures, materials, etc. on EACH academic **AND** BA lesson plan
- a copy of a lesson plan for **EVERY academic and BA activity** listed on the Weekly Schedule
- full coding of state standards written/typed on EACH academic lesson plan **OR** every lesson plan (both academic and BA) have the minimum state standards

***objectives** (what will be learned and why)

procedures (info for sub)

materials (info for sub)

If Minimum State Standards are not included on the Lesson Plans,
you must attach *the Activity Plan from the Grant*
Application/Continuation Report **with the State Standards added to**
it (written or typed).

Academic Strategies Based on Individual Student Needs (2.3.A)

Please attach this cover sheet to the appropriate section, whether submitted electronically or by mail.

Note: There is an “Academic Strategy Based on Student Needs” form included on the next page.

Satisfactory Academic Strategies Based on Individual Student Needs should include:

- at least one completed Academic Strategy form
- description of strategy
- who it is for (no names)
- how the strategy will be targeted to that student’s needs

More than Satisfactory Academic Strategies Based on Individual Student Needs should include:

- at least two completed Academic Strategy forms with the above information in DIFFERENT subject areas

Advanced Academic Strategies Based on Individual Student Needs should include all of the above in addition to:

- the results
- data to document results
- pre/post data (optional)

Academic Strategy Based on Student Needs

Documentation Form

Site: _____

Please use the form below to describe the Academic Strategy Based on Student Needs. The academic strategy can be individual, small group, or whole group but should be based on the academic needs of at least a portion of the students and involve multiple sessions to achieve the desired results. (Copy form for additional strategies.)

Description of Academic Strategy:

Without giving specific names, explain for whom this academic strategy was designed.

Describe how this academic strategy is targeted to the students' academic needs.

What were the results of the academic strategy implemented? Did this strategy help the targeted students?
(Optional – only needed for “Advanced”)

Is there data to document the impact of this academic strategy based on individual student academic needs? If so, please describe. (Optional – only needed for “Advanced”)

Documentation:

_____ Data to document the impact (Optional – only needed for “Advanced”)

Social and Emotional Learning Activity OR Summary form (2.3.B)

Please attach this cover sheet to the appropriate section, whether submitted electronically or by mail.

Note: There is a “Social and Emotional Learning Activity” form included on the next page.

Satisfactory SEL Activity Forms/Lesson Plans should include:

- **At least TWO SEL activity forms or lesson plans**
- description of strategy
- who is it for (no names)
- what are the results

Two forms/lesson plans – **Satisfactory**

Three forms/lesson plans **OR** a Summary with 2+ requirements included – **More than Satisfactory**

Four forms/lesson plans **OR** a Summary with the top 4 requirements included (see below) - **Advanced**

SEL Summary (if chosen in place of Activity Forms or Lesson Plans) should include (minimum of two of the following):

- topics to be covered
- frequency of activities
- rationale for selection of activities
- data to document the impact of activities
- how the site will address personal and social skills (optional)
- data to document the impact of personal and social skills (optional)
- how the site will address commitment to learning (optional)
- data to document the impact of commitment to learning (optional)

**Social and Emotional Learning Activity
Documentation Form**
(Optional - Alternative Documentation to including SEL Lesson Plan)

Site: _____

Please use the form below to describe the Social and Emotional Learning activity that was implemented.
(Optional – This is an alternative to providing the SEL lesson plan describing the activity.)

Description of Social and Emotional Learning activity. Include whether the activity was individual, small group, or whole group.

Without giving specific names, explain for whom this SEL activity was selected to help. Include how this SEL strategy could meet the students' social and emotional needs.

What were the results of the SEL activity? Did this activity help the selected students?

Family & Child Academic Enrichment Opportunity (2.4.A)

Please attach this cover sheet to the appropriate section, whether submitted electronically or by mail.

Note: There is a "Family Engagement-Enrichment" form included on the next page. (This documentation can be per grantee/district instead of per site if desired.)

This documentation may also meet the DESE On-Site Monitoring Tool requirement: D-5.

Satisfactory forms should include:

- Documentation of at least one family engagement opportunity with participating families in attendance
- Unique date from other events
- Documentation of advertising event (flyer, newsletter, email, etc.)
- Documentation of attendance at even (sign-in sheet is perfect)
- Number of sites involved in the event

More Than Satisfactory forms should include:

- all of the above for TWO events

Advanced forms should include:

- all of the above for THREE events

**Family Engagement
Summary Form
*Family & Child Academic Enrichment Opportunity***

Grantee: _____

Event # _____ of _____ (copy form for additional events)

Please use the form below to document the Family Engagement opportunities offered by your program. Family Engagement opportunities can be reported at the grantee level and may be for one, multiple, or all sites. Each opportunity can only be counted toward one category of engagement:

- Family & Child Academic Enrichment Opportunity - Meaningful opportunities for families to be actively involved in their child's education. Family academic enrichment opportunities for families and students could include STEM night, family game night, literacy night, student showcase, etc.
- Educational Development for Adult Family Members of Students Served - Classes to enhance the knowledge, skills, and understanding of the adult family members of student attending the program (e.g., continuing education classes, ESL classes, literacy classes, finance/budgeting classes, computer classes, active parenting/strengthening families, etc.).

The event for this category cannot also be used in the other category also. Unique events are needed for each category.

Date of Event: _____ Name of Event: _____

Type of event:

_____ **Type 1: Family & Child Academic Enrichment Opportunity**

Select one: _____ One Site _____ Multiple Sites _____ All Sites

Brief description of event:

Documentation:

_____ Provide documentation of advertising event (if no attendance).

_____ Provide documentation of attendance at event.

_____ Provide documentation of additional needs assessment (optional - for Advanced Type 2 only)

Educational Development for Adult Family Members of Students Served (2.4.B)

Please attach this cover sheet to the appropriate section, whether submitted electronically or by mail.

Note: There is a “Family Engagement –Educational Development” form included on the next page.
(This documentation can be per grantee/district instead of per site if desired.)

This documentation may also meet the DESE On-Site Monitoring Tool requirement: D-4.

Satisfactory forms should include:

- Documentation of at least one educational development opportunity for families of students served with participating adult family members in attendance
- Unique date from other events
- Documentation of advertising event (flyer, newsletter, email, etc.)
- Documentation of attendance at even (sign-in sheet is perfect)
- Number of sites involved in the event

More Than Satisfactory forms should include all of the above in addition to:

- Documentation that the event was planned based on additional needs assessment from current year (survey, emails, letters, etc.)

Advanced forms should include:

- all of the above for TWO events

**Family Engagement
Summary Form
*Educational Development for Adult Family Members of Students Served***

Grantee: _____

Event # _____ of _____ (copy form for additional events)

Please use the form below to document the Family Engagement opportunities offered by your program. Family Engagement opportunities can be reported at the grantee level and may be for one, multiple, or all sites. Each opportunity can only be counted toward one category of engagement:

- Family & Child Academic Enrichment Opportunity - Meaningful opportunities for families to be actively involved in their child's education. Family academic enrichment opportunities for families and students could include STEM night, family game night, literacy night, student showcase, etc.
- Educational Development for Adult Family Members of Students Served - Classes to enhance the knowledge, skills, and understanding of the adult family members of student attending the program (e.g., continuing education classes, ESL classes, literacy classes, finance/budgeting classes, computer classes, active parenting/strengthening families, etc.).

The event for this category cannot also be used in the other category also. Unique events are needed for each category.

Date of Event: _____ Name of Event: _____

Type of event:

_____ **Type 2: Educational Development for Adult Family Members of Students Served**

Select one: _____ One Site _____ Multiple Sites _____ All Sites

Brief description of event:

Documentation:

_____ Provide documentation of advertising event (if no attendance).

_____ Provide documentation of attendance at event.

_____ Provide documentation of additional needs assessment (optional - for Advanced Type 2 only)

Lesson Plan Verification Form
Only used when Copyrighted Curriculum is used

This alternate lesson plan documentation form can be used if you use a copyrighted curriculum for a particular activity on the weekly schedule that you are submitting. You may use this form for the lesson plan verification instead of copying the pages from the activity book and/or rewriting the lesson on a separate lesson plan form.

Site: _____

Date/Time in Schedule:

Lesson/Activity Title:

Objective(s):

State Standard(s):

The procedures and materials are included in the copyrighted curriculum.

Curriculum Name:

Publisher:

Page Numbers: