

# Grantee Submission List

Grantee Name: \_\_\_\_\_

Number of site packets included for review? \_\_\_\_\_

## Documentation

Documents included for the grantee level:

\_\_\_\_\_ Activity Plan from Grant Application/Continuation Report - **only needed if lesson plans do not document state standards**

\_\_\_\_\_ Family Activity Summary Forms (included in this document)

Documents included for each site

\_\_\_\_\_ Weekly Schedule

\_\_\_\_\_ Daily Schedule - only if choice and variety not captured on weekly schedule

\_\_\_\_\_ Lesson Plans matching the selected Weekly Schedule

\_\_\_\_\_ Age Group Flow and Choice Summary Form (included in this document)

\_\_\_\_\_ Academic Strategies Based on Student Needs Documentation Form (included in this document)

\_\_\_\_\_ SEL Activity Documentation Form (included in this document)

\_\_\_\_\_ SEL Summary - self-created (no form) - **only needed if meeting "OR" options**

\_\_\_\_\_ Plan for Coordination of Academic Support - self-created (no form)

## Definitions

*Lesson Plans* = Written document that includes the objective, procedures, and materials needed for a particular activity. This document should have enough detail that if a substitute were needed, he/she would know what activity was to be done, what the youth should learn/why the activity is being done (objective), how to lead the activity (procedures), and what materials were needed for the activity (materials).

*Minimum Coding of State Standards* = Subject Area and Strand (e.g., ELA - Speaking/Listening)

*Full Description of the State Standards* = Subject Area, Strand, Grade Level, and Item. This may look different for each subject area but generally, it is a multi-digit/letter MLS Code (e.g., 5.SL.1.A.a). The full description of the state standard can also be written out (e.g., Fifth Grade – Speaking/Listening -

Develop and apply effective listening skills and strategies in formal and informal settings by following agreed upon rules for listening and fulfilling discussion rules independently.)

*Academic Enrichment Activities* = Activities that provide additional learning in the areas of math, science, and reading.

*Broad Array Activities* = The wide variety of enrichment activities offered by the afterschool program (health/recreation/fitness, fine and performing arts, college and career readiness, social and emotional learning, STEM, life skills education, service learning, etc.).

*Academic Strategy Based on Student Needs* = An academic strategy based on student needs is an ongoing, intentional intervention selected and implemented to meet the identified academic needs of designated students.

*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).

*Additional Needs Assessment* = Collecting information from the families of the children served during the current programming year to help in the selection of the educational development opportunities offered. Note: For the purpose of these rubric items, Family & Child Academic Enrichment Opportunities and Educational Development for Adult Family Members of Students Served cannot take place on the same date. Programs must select one category for each event submitted.

*Plan for Coordination of Academic Support* = The plan should include details about how school day staff and afterschool staff will ensure consistency of curriculum and coordination (but not replication) of content. The plan should include information about what content the afterschool program will cover that is consistent/coordinated, but not replicated, the type of individual student information that will be shared to help determine targeted interventions, and methods of ongoing communication between school and afterschool team members (what will be communicated about students, methods of communication, regularity/timing of communication, etc.).

*School Building Administration* = The building principal or assistant principal should agree to the plan for coordination of academic support strategies. If the building has a curriculum coordinator or other point of contact for the afterschool program to work with, both the principal and curriculum coordinator should agree to the plan.

**Family Engagement  
Summary Form**

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.).

One of each type of event will meet the requirements for "Satisfactory". Copy this form as many times as needed.

Date of Event : \_\_\_\_\_ Name of Event: \_\_\_\_\_

Type of event:

\_\_\_\_\_ Type 1: Family & Child Academic Enrichment Opportunity

\_\_\_\_\_ 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.

\_\_\_\_\_ Provide documentation of attendance at event.

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

**Age Group Flow and Choice  
Summary Form**

Site: \_\_\_\_\_

To help us understand your weekly schedule and lesson plan documentation, please answer the following questions.

- 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 their 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.

**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.

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”)

**Social and Emotional Learning Activity  
Documentation Form**

Site: \_\_\_\_\_

Please use the form below to describe the Social and Emotional Learning activity that was implemented. (Optional – the SEL activities could be documented in lesson plan format instead.)

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?

Alternate lesson plan documentation form. If you use a copyrighted curriculum for a particular activity during the week that you are submitting lesson plans for review, you may use this form for the lesson verification instead of copying the pages from the activity book and/or rewriting the lesson on a separate lesson plan form.

**Lesson Plan Verification Form  
for use with Copyrighted Curriculum**

Site: \_\_\_\_\_

Date/Time:

Lesson/Activity Title:

Objective(s):

State Standard(s):

The procedures and materials are included in the copyrighted curriculum.

Curriculum Name:

Publisher:

Page Numbers:

**OPTIONAL**

You may submit this expected level sheet with your documentation (optional). If this sheet is included and the postmark is by 5/31/19, MASN will contact the person listed below if your expected level in any item differs from the reviewed level.

If there are differences, please contact \_\_\_\_\_ at \_\_\_\_\_ or \_\_\_\_\_.

This item is to be completed only once for the grantee. The next four pages are site specific items and should be completed separately for each site.

**Objective 2.4: The afterschool grantee will score satisfactory or above on the family engagement rubric.**

	NA	Documentation At Grantee Level	Satisfactory	More than Satisfactory	Advanced
A Family & Child Academic Enrichment Opportunities		Family activity summary form (S, M, A) Note: This is at the grant level.	Documentation of one family engagement opportunity with participating families in attendance.	Documentation of two family engagement opportunities with participating families in attendance.	Documentation of three family engagement opportunities with participating families in attendance.
B Educational Development for Adult Family Members of Students Served	NA for SAC	Family activity summary form (S, M, A) Note: This is at the grant level.	Documentation of one educational development opportunity for families of students served with participating adult family members in attendance.	Documentation that the educational development opportunity for families of students served with attendance was planned based on additional needs assessment/survey within current year.	Documentation that two educational development opportunities for families of students served with attendance planned based on additional needs assessment/survey within current year.



Complete the next four pages for each site.

Site \_\_\_\_\_

**Goal 2 - Develop and maintain a quality program that includes a safe and supportive environment, positive interactions,**

**Objective 2.2: The afterschool site(s) will score satisfactory or above on the school day alignment rubric.**

	NA	Documentation For Each Site	Satisfactory	More than Satisfactory	Advanced
A	NA for SAC	Plan (S, M, A)  Documentation of the implementation (A)	Written plan documenting how coordination of academic support will take place (see note 2.2.A).	Documentation that the written plan is agreed upon by both parties (school day and afterschool - see note 2.2.A).	Documentation of the implementation of the agreed upon plan.
B		Program Activity Plan (S) Note: If you are documenting lesson plans (M or A), you do not have to document the Activity Plan (S).  Weekly schedule (M, A)  Lesson plans (M, A)	Identify state standards for all activities in the Program Activity Plan of the grant application or continuation report ( <i>minimum coding of the standards - see note 2.2.B</i> ).	Lesson plans for all academic enrichment activities (math, reading, and science) include the state standards ( <i>minimum coding of the standard - see note 2.2.B</i> ).	Lesson plans for all academic enrichment activities (math, reading, and science) include the <i>full description of the state standards</i>  OR  lesson plans for all activities (except homework help, tutoring, snack, and free time) include the <i>minimum coding of state standards</i> .

Site \_\_\_\_\_

**Objective 2.3: The afterschool site will score satisfactory or above on the broad array rubric.**

	NA	Documentation For Each Site	Satisfactory	More than Satisfactory	Advanced
A	Academic Strategies Based on Student Needs	Academic strategies form (S, M, A)	Documentation that at least one intentional, academic strategy based on individual student academic needs has been implemented.	Documentation that at least two intentional, academic strategies based on individual student academic needs have been implemented in at least two subject areas.	Data to document impact of at least two academic strategies based on individual student academic needs.
B	Social and Emotional Learning Activities	SEL activities form or SEL lesson plans (S, M, A)  Summary of the site's approach to supporting SEL (M, A)	Documentation that at least two SEL activities (individual, small group, or whole group) were implemented.	Documentation of at least three SEL activities  OR  a summary of the site's approach to supporting SEL that includes at least two of the following: topics covered, frequency of SEL activities, rationale for selection.	Documentation of at least four SEL activities with data to document impact  OR  the SEL summary must include topics covered, frequency of SEL activities, rationale for selection, and data to document impact.
C	Lesson Plans	Weekly schedule (S, M, A)  Lesson plans (S, M, A)	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.	All academic support activities have lesson plans with objectives, procedures, materials, etc.	All activities (except tutoring, homework help, snack, and free time) have lesson plans with objectives, procedures, materials, etc.

Site \_\_\_\_\_

D	Weekly Schedule - Exposure to a Variety of Topics		Weekly schedule (S, M, A)	Weekly schedule includes academic support and at least two of the following additional areas: health/recreation/fitness, fine or performing arts, college and career readiness, social and emotional learning, service learning, and life skills education.	Weekly schedule includes academic support and at least three of the following additional areas: health/recreation/fitness, fine or performing arts, college and career readiness, social and emotional learning, service learning, and life skills education.	Weekly schedule includes academic support and at least four of the following areas: health/recreation/fitness, fine and performing arts, college and career readiness, social and emotional learning, service learning, and life skills education.
E	Daily Schedule - Variety of Activities Each Day		Weekly schedule (S, A) Age group flow and choice form (S, A)	Daily schedule has at least two activities per day for each age group (excluding snack/meal).		Daily schedule has at least three activities per day for each age group (excluding snack/meal).
F	Choice of Activities		Weekly schedule (S, M, A) Age group flow and choice form (S, M, A)	Daily or weekly schedule allows youth the opportunity to choose at least one activity throughout the week. (Note: Evidence that youth "select" a class/group/club to sign up for at least quarterly can be accepted for "choice" at the satisfactory level.)	Youth have opportunities at least twice a week to choose from the site's broad array of enrichment activities (health/recreation/fitness, fine and performing arts, college and career readiness, social and emotional learning, STEM, life skills education, service learning, etc.).	Youth have daily opportunities to choose from the site's broad array of enrichment activities (health/recreation/fitness, fine and performing arts, college and career readiness, social and emotional learning, STEM, life skills education, service learning, etc.).

Site \_\_\_\_\_

Objective 3.3: The afterschool grantee will score satisfactory or above on the Positive School Behaviors - Commitment to Learning rubric.

	NA	Documentation for Each Site	Satisfactory	More than Satisfactory	Advanced
A		SEL plan	Documentation optional - Youth Survey scores can be used for this item  OR  information about how the site will address commitment to learning is included in the site level SEL summary.	Documentation optional - Youth Survey scores can be used for this item  OR  the site level SEL plans include commitment to learning and documentation of at least one Commitment to Learning lesson plan (in addition to the two SEL lesson plans provided in 2.2.B)	Documentation optional - Youth Survey scores can be used for this item  OR  the site level SEL plan includes commitment to learning, lesson plan, and data to document impact.