



2024-25 Verification Documents

As part of the afterschool grantee's quality improvement and external evaluation process, 21st CCLC and SAC grantees submit documentation to MASN for review.

Please use the included cover sheets and forms while compiling your documentation for the annual verification.

There is an early bird submission window (optional) that opens December 1st and closes December 31st, followed by the usual spring window of April 1st – May 31st. Programs that operate summer programs in June may submit documentation through June 30th.

The preferred method of submitting is to scan and attach your documents (with the attached cover sheets) in an email to Alicia at pierroa@missouri.edu. Google Doc file sharing and snail mail are also options. Our new mailing address follows:

ATTN: Alicia Pierro
Missouri Afterschool Network
524 Hitt Street, 4th Floor Gentry
Columbia, MO 65211

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

pierroa@missouri.edu 573-864-3172

Weekly Schedule (2.3.B & 2.3.C)

Please insert this page ahead of the documentation.

There is no form for this section; please attach a weekly schedule and, if needed, the daily schedule to show multiple daily activities.

Please label the activities on the schedule using the following codes:

- **Academic Support options:**
 - **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
- **Broad Array options:**
 - **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
- **Other options**
 - **O** = other
 - **O-S/M** = other-snack/meal
 - **O-FT** = other-free time

Note: This documentation is similar to information that might be submitted to meet the DESE Monitoring Tool requirements: A-1 and E-1. Documents are reviewed by MASN staff for specific details as listed below.

Satisfactory Schedules should include:

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

More than Satisfactory Schedules should include:

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

Advanced Schedules should include:

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

Flow and Choice Summary (2.3.D)

Please insert this page ahead of the documentation.

There is an “Age Group Flow and Choice” form included on the next page. Please complete that form and return it to MASN for review.

Satisfactory Documentation should include:

- Opportunity for youth to choose at least one activity throughout the week

More than Satisfactory Documentation should include:

- Opportunity for youth to choose from the site’s broad array activities **at least twice a week** (*weekly schedule from next section reviewed*)

Advanced Documentation should include:

- Opportunity for youth to choose from the site’s broad array of activities **daily** (*weekly schedule from next section reviewed*)

ELA & Math High Impact Targeted Academic Experiences (2.2.E & 2.2.F)

21st CCLC Only – Not Applicable for SAC

Please insert this page ahead of the documentation.

There is a “Targeted Academic Experience Based on Student Needs” form included on the next page. Please complete that form and return it to MASN for review.

Satisfactory - One intentional, high impact, targeted ELA or Math (specify on form) academic experience based on student academic needs

More than Satisfactory - Two intentional, high impact, targeted ELA or Math (specify on form) academic experiences based on student academic needs

Advanced - Three intentional, high impact, targeted ELA or Math (specify on form) academic experiences based on student academic needs

Targeted Academic Experience Based on Student Needs

Documentation Form

Please use the form below to describe the targeted high impact activity. The activity can be individual or small group and should be based on the academic needs of the students. High impact strategies involve multiple sessions to achieve the desired results.

The federal Department of Education supports the National Partnership for Student Success. NPSS partners have conducted research and made recommendations about high impact tutoring, an academic strategy based on student needs. Please visit [NPSS](#) for further information.

(Copy form for additional strategies.)

Site: _____

___ ELA

___ Math

Name of Activity _____

How many students will be included in the activities? _____

What is the duration of each activity? _____

How many times will they meet? _____

Description of Targeted Academic Experience:

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

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

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

Please insert this page ahead of the documentation.

There is an optional “Social and Emotional Learning Activity” form included on the next page or you may submit copies of SEL lesson plans for review.

Satisfactory – Two forms or lesson plans

More than Satisfactory – Three forms or lesson plans

Advanced – Four forms or lesson plans

**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. (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 Enrichment Opportunity (2.4.E)

Please insert this page ahead of the documentation.

There is a “Family Engagement-Enrichment” form included on the next page. (This documentation can be per grantee/district if the activities are open to all families at the program.)

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

Satisfactory forms should include:

- Documentation of at least one family and child engagement opportunity with participating families in attendance

More Than Satisfactory forms should include:

- Documentation of at least two family and child engagement opportunities with participating families in attendance

Advanced forms should include:

- Documentation of at least three family and child engagement opportunities with participating families in attendance

**Family Engagement
Summary Form**
Family & Child 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 Enrichment Opportunity - Meaningful opportunities for families to be actively involved in their child's education. Family enrichment opportunities for families and students could include STEM night, family game night, literacy night, student showcase, 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: _____

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

Percent of students attending with a family member: _____

Brief description of event:

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

21st CCLC Only – Not Applicable for SAC

Please insert this page ahead of the documentation.

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

More Than Satisfactory forms should include:

- Documentation of at least two educational development opportunities for families of students served with participating adult family members in attendance

Advanced forms should include:

- Documentation that at least one of the two educational development events was planned based on family needs assessment or family survey results

**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:

- 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. Unique events are needed for each category.

Date of Event: _____ Name of Event: _____

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

Brief description of event:

Activity Leaders – Academic Enrichment (2.2.A)

Please insert this page ahead of the documentation.

For satisfactory, please answer the question below. Please attach supporting documentation for More Than Satisfactory and Advanced.

Satisfactory - The program orients staff to its focus on academic enrichment (staff meetings, staff handbooks, orientation)

More Than Satisfactory - The program provides its staff with higher level, ongoing training and support in academic enrichment (**Attach MOPD ID Record**)

Advanced - Staff implementing high impact, targeted academic experiences receive mentoring or other advanced professional supports (**Provide description and documentation of this support**)

Please describe how the program orients new staff to its focus on academic enrichment.

Family Connection – Academic Enrichment (2.2.D)

Please insert this page ahead of the documentation.

There is no form for this section; please attach supporting documentation.

Satisfactory - Staff provide families information regarding upcoming academic enrichment activities in the program, inviting families to participate when feasible

More Than Satisfactory – Meet satisfactory, and staff host a family engagement event specific to the students’ academic enrichment focus

Advanced – Meet satisfactory and more than satisfactory, and provide families at home activity suggestions related to academic enrichment in order to extend the learning and make links that will carry over to the home

Activity Leaders – Family Engagement Activities (2.4.A)

Please insert this page ahead of the documentation.

For satisfactory, please answer the question below. Please attach supporting documentation for More Than Satisfactory and Advanced.

Satisfactory - The program orients new staff to its family engagement framework, strategies, and policies (staff meetings, staff handbooks, orientation training, etc.)

More Than Satisfactory - Staff implementing family engagement activities have training on specific family engagement skills (planning family engagement events, communicating with families) **Attach MOPD ID Record**

Advanced - The program supports the skills of individual staff members responsible for implementing family engagement activities (self-assessments, PD plans, extra training, etc.) **Provide description and documentation of this support**

Please describe how the program orients new staff to its family engagement framework, strategies, policies, etc.

Quality Improvement Cycle – Family Engagement Activities (2.4.B)

Please insert this page ahead of the documentation.

There is no form for this section; please attach supporting documentation.

Satisfactory - Develop and attach a Quality Action Plan (QAP) for how to improve Family Engagement

More Than Satisfactory – Complete and attach self or external assessment about Family Engagement

Advanced - Documentation of implementing prior year's QAP in Family Engagement