2021-2022 21C Monitoring Process

The following pages outline the VT21C Monitoring process. Participation is required annually for selected VT21C grantees. Projects and sites are selected and prioritized based on an annual assessment of need that takes multiple factors into consideration.   In addition, selected projects receive an associated summer program visit.

Area	Full Project Review
Purpose	Project level assessment
Notification	By July 1, 2021
Timing	Per risk assessment, generally once every three years
Process	Set in advance
Visiting team members	3-5 members
Preparation Time	Several hours by the project director
Overview of Process	All documents posted on a shared wiki, agenda created, coordination of schedule with multiple stakeholders, self-assessments completed. Follow-up is tracked in the GMS system.
Visit Day(s)	If visit is entirely in-person: 9:45 a.m.- 5.30 p.m. interviews and site visits to multiple sites with a typical team of 3-5

The interview portion may be completed virtually or in a hybrid manner to be determined in collaboration with each project and in this case the schedule will vary |
| Post Visit Report | Full project report including observation component
Follow up actions listed in each report
Report and required actions posted and tracked in GMS |

The spirit of the design above is to work collaboratively with the Vermont Agency of Education, VT21C staff from the field, and others on the local level to address the continuous improvement of each 21C funded afterschool and summer program. Consider joining a team or having staff join a team for a unique and useful full day professional development experience.

Goals

1. To provide accountability and oversight as required by law
2. To provide projects with an on-going opportunity to reflect on their practice
3. To promote regular dialog and information sharing with and among projects

Contact Information:

If you have questions about this document or would like additional information please contact: Emanuel Betz, Student Pathways, at Emanuel.Betz@vermont.gov.

Project Review: What do I need to do?

1. **Lock in the date(s) for the visit.** Emanuel Betz at 802-828-6977 [Emanuel Betz](#) will set up an initial on-line *Teams meeting* to go over the process with you two months before the visit day(s). Meetings with visiting teams generally run in the time schedule listed above. An ongoing list of projects and dates can be viewed for sign up [here](#).

2. **Prepare supporting materials.** Documentation will be housed through a wiki in the project's site visit folder. All field postings are kept for viewing across years as a resource for all. Programs will need to gather and post a variety of documents and materials to inform the peer review process. These items fall into three basic categories: (i) Required documents; (ii) Afterschool Quality Self-Assessments: (iii) Budget actuals from the business office

   i. **Posting required documents-** all projects must include the following documents as part of their review. These items must be submitted electronically in the designated wiki folder prior to the scheduled visit day. These materials will be shared with all members of the visiting team and will serve to familiarize team members with your program.

   ii.

      A. Program Policies and Procedures- Provide a copy of your program policy handbooks including program staff and parent handbooks, safety policies, and emergency protocols.
      B. Evaluation Documents: Include any project evaluation plan documents and any copies of surveys or other evaluation documents you have.
      C. Sustainability Plan: Provide your most recent sustainability plan.
      D. Program Brochures: Include current program brochures and registration forms.
      E. Governance Documents- provide a list of all members of your governance/advisory team and any other info including such as meeting dates or meeting minutes (please provide names as well as affiliations) Include sample handouts or documents related to school board meetings, if available
      F. Job descriptions and expectations: Include any job descriptions and specific documents related to staff expectations if they are not included in any staff manual.
      G. Instructional planning: Include any documents from this area including program-planning tools.
      H. Promotional materials: Include any newspaper articles, awards, or other PR documentation.
      I. Digital Content: Include links to any program web sites, video, Facebook or other pertinent digital content the program has produced.

   iii. **Afterschool Quality Assessment Tool** - Using the tool below by completing *Cognito* forms, rate your project in each of the ten quality

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areas. At a minimum the director, all site coordinators and at least one third 'party' should complete the self-assessment. When producing a rating, note that the column for "Comments/Action Steps" provides the most useful information for the team so have people write out comments within fields.

iv. **Budget Update and Expenditure Report**- Provide a budget using a printout of actual revenue and expenditures to-date (since July 1, 2021) from the business office accountant. Include at least one detailed accounting record of two cost centers (E.g. supplies, staffing, etc.)

2. **Set a meeting agenda.** Create an agenda in collaboration with AOE at least three weeks before the visit starting with a 2 hr. meeting with the 21C Director, followed by meetings with individual key partners (e.g., teachers, parents, students, advisory board members, site coordinators, leaders), and a program visit. For in person visits if allowable: If you have multiple sites, the team will likely split at program time to visit multiple sites; with a minimum of 1-hour on-site time at each school. Have student ambassador(s) at each site to advise the team for a portion of the visit or include "student voice" in another meaningful fashion. If all or a representative majority of sites cannot be visited in one day, additional days may be set up to visit programs.

Sample Agenda

9.45	Arrival
10:00-12:00	Meeting with the Project Director (business manager joins at 11.45)
12.00-12.30	Lunch: no meetings (everyone brings lunch)
12:30-1:15	Site Coordinators for multi-site projects or interviews
1:15- 2:30	Four rolling 15-20 minute individual interviews (e.g. principal, staff, partner(s), students, parents) Travel to sites
2:50-5:00	Visit programs (for in-person visits)
5:15-5:30	Debrief and exit conference with Director (for in-person visits)

Generally, interviews will begin with questions around project success and challenges, the interviewees' association with the project and role, and then questions that drill into select statewide evaluation results, (see below) where the interviewee has knowledge or a meaningful perspective to share. Any interviewee may be asked questions that pertain to any of the areas in the grid below. To interpret each area and the chart below, the statewide evaluation plan on page 43 can be consulted.

3. **Host Visiting Team.** AOE will form a visiting team to come to your site(s) or to participate virtually on your selected date(s). The visiting team will be made up of 21C Directors or site coordinators, AOE staff, and may have other professionals and practitioners working in the afterschool, youth development, or education fields. Do not adapt or change schedules or standard approaches on the visit day. Visiting

teams understand afterschool and observing normal operations is essential for objectivity.

4. **Receive a report.** Within two weeks of your site visit, you will receive a report (see below) outlining the visiting team's comments, recommendations, priority action items, and findings. After receiving this report, read through the report and identify action steps to address suggestions or implement changes as needed. There will be a period of time to accept the report. Once the report is finalized, the report and follow–up items will be available on the Grants Management System. You may also receive a follow-up phone call or email as needed from AOE to go over the visiting team's report, to answer any questions, and to discuss follow-up if needed on required action steps. All final reports will be posted on the AOE 21C website.

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Vermont 21ˢᵗ Century Community Learning Centers (VT21C)
2021-22 Report Template

A Cognito Form will be used to guide the process, track data, and create a report inclusive of these categories, questions, and data points. The form may be changed in real time to track emergent data, questions, or needs. Grantees will always be notified of any changes.

The focus of the peer review process will use the 21c state evaluation plan as its framework along with additionally selected focus items* for 2021-22. The statewide evaluation results as detailed in the 21c statewide evaluation plan and the associated recent *Cognito* Annual Performance Report (APR) questions and data points will frame the agenda and questions, with the APR report serving as a baseline data set. In addition, completed self-assessments will inform the categories below and the analysis, as will past AOE responses to recent Annual Performance Reports.

Project Name:
Director:
Visit Date:
Visiting Team:
Date of Final Report:

Overview narrative:
Response to this report: Please submit a written response to Emanuel Betz. The response should include detailed steps and time line for addressing each of the '*Findings' and "Priority Action Items"* by the date indicated. Recommendations and comments do not require a formal response. See *definitions* below to guide your thinking on how to interpret this report. Items are numbered within each column from top to bottom.
Definitions:

- **Findings:** Steps that need to be taken immediately to be in compliance with a law or regulation.
- **Priority Action Items**: Action items requiring follow-up by the grantee to meet a 21C afterschool standard.
- **Recommendations:** Recommendations are judgments that could be classified as a "strong suggestions." They do not require action on the part of a project.
- **Comments:** Comments are suggestions generated from the team or from observations that warrant sharing. No action is required of a comment.

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Review Area and Alignment to Statewide Evaluation Plan	Evidence and Analysis Section Findings, Priority Action Items, Recommendations, and Comments will go in this column
1. Success Stories	*What is working well and how do you know?* *What strength-based lessons learned within the program design and implementation, if any, have occurred since the first day of school year programming?* *Do you have any best practices or new resources worth sharing (for peers)?*
2. Challenges/ Lessons Learned	*What barriers or challenges are you encountering this year that may be affecting the continuous quality improvement of your program?* *What lessons have you learned about your project and what adjustments will be made to ensure the site is continuously improving?*
3. Youth Centered Leadership and Activity	*How are programs youth centered?* *How do programs support youth leadership?*
4. Evaluation Plan /Local Evaluation Outcomes/Data Collection Systems	*What are the components of your comprehensive evaluation plan?*
5. Equity and Access; Dosage and Numbers *Result 1.2: 21c funded programs are open for enough hours, days, and weeks to meet student and family needs during the school year.*	*What strengths and challenges for program access and equity for all, if any, is the project experiencing?* *What are the estimated daily attendance ranges (low to high) by site?* *Since the last approved amendment, are there any new changes to program income rates, approaches or language sent to parents?* *How is transportation being addressed with regard to assuring program access and equity for all?*

Review Area and Alignment to Statewide Evaluation Plan	Evidence and Analysis Section Findings, Priority Action Items, Recommendations, and Comments will go in this column
Result 1.3: 21c funded programs provide enough summer programming to address summer learning loss *Result 1.4: 21c funded programs have a solid base of regular attendees* *IEP and Low income rates meet or exceed school averages* *Program income practices do not limit program access**	
6. Leader information **7. Staffing (Including Licensed Teachers)** *Result 3.1: 21c funded programs are led by experienced leaders includes adults and youth)* *Result 3.2: 21c funded programs utilize high quality staff to run programs* *Result 3.3: 21c funded programs have appropriate staff retention rates* *Result 3.4: 21c leaders participate in professional development and networking opportunities*	*How are your programs being staffed this year to date?* *Are there licensed teachers as staff? How are you maintaining program quality in this area so that engagement, rigor, and skill building is occurring?*

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Review Area and Alignment to Statewide Evaluation Plan	Evidence and Analysis Section Findings, Priority Action Items, Recommendations, and Comments will go in this column
8. Physical activity *Result 2.3: 21c programs provide healthy food and physical activity*	*How do 21c programs provide healthy food and daily physical activity?*
9. Linkage to the school day including principal involvement *Result 4.1: 21c funded programs link with the school day*	*How does the program align and integrate with the regular school day programs and systems?*
10. Culminating end products or performances *Result 2.2: 21c funded programs allow participants to experience interests in depth* *Result 2.4: 21c programs support learning*	*How do 21c funded programs allow participants to experience interests in depth?*
11. Intentional Academic Components *Result 2.4: 21c programs support learning*	*Does the site have at least one program strategy, beyond homework help, that is specifically designed to support students who are performing below grade level or struggling academically?*
12. Sustainability and partnerships *Result 4.2: 21c funded programs utilize diverse sources of funding*	*What are your Active Partnerships?*

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Review Area and Alignment to Statewide Evaluation Plan	Evidence and Analysis Section Findings, Priority Action Items, Recommendations, and Comments will go in this column
Result 4.3: 21c funded programs benefit from meaningful community partnerships	
13. Family engagement and parent communication *Result 4.3: 21c funded programs benefit from meaningful community partnerships*	*What types of family engagement or programming occurred?* *How and what communications methods are used to communicate with families and the community?*
14. Private school participation *Result 4.3 21c funded programs benefit from meaningful community partnerships (private schools)*	*How are local independent schools being consulted?*
15. Safety standards *See 21c safety standards*	
16. Governance	*How does a governance system meet regularly with diverse stakeholders who help guide the program?*
17. Budget	*How does the director maintain a well-developed system and provide sound fiscal management for the program?* *How does the fiscal agent provide proper oversight, organizational support, and fiscal management for the program?*
18. Covid-19 Recovery Period*	*What changes to programs and approaches have occurred as a result of district-wide Recovery Activity?*

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Program Observations
Site:
During programming time, team members will observe programming. Team members will observe and take objective factual notes of what is observed. After the visit, these observations will be transferred into the categories in chart below, and an analysis will be added, based on observations.

1. Youth observations/actions	
2. Staff observations/actions	
3. Observations of physical climate, space, set up, and available equipment/materials	
4. Observations on the schedule, transitions, and flow	
5. Other observations	
6. Youth Leadership (check if any observed)	Leading _____ Presenting _____ Facilitating _____ Planning _____ Collaborative Problem Solving _____ Collaborative Team-Work _____ Perservering _____ Reflecting/Evaluating _____ Logical Reasoning_____
7. Persistent Youth Negativity (check if any observed)	Arguing _____ Complaining _____ Not doing/Not Interested _____
8. Commentary/Analysis by reviewer	

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After-school Quality Self-Assessment Tool

This Tool will be filled out using a Cognito Form with questions below targeted to role. Use the tables below to rate your afterschool program in each of the ten quality areas: (1) Afterschool Program Leadership; (2) Linkages to the School Day; (3) High-Quality Staff; (4) Safe and Appropriate Environment; (5) High-Interest Programming and Youth Engagement; (6) School Leadership Support; (7) Relationships with Children/Youth and their Families; (8) Instructional Leadership; (9) Flexible Structures and Student Choice; and (10) Community Partnerships and Sustainability. For each row in the table, read the expectation and circle a number representing how your program meets that specific expectation. A score of 1 signifies an area where your program is in need of significant improvement. A score of 3 signifies a mid-level rating. A score of 5 signifies an area where your program fully meets or exceeds the expectation. If you do not know an answer to a question due to your role, put in an NA. It would be normal to expect that every program would have some low scores. Be sure to include comments. In many ways, these are more helpful for reviewers than scores.

I. Afterschool Program Leadership

Program Expectations	Rating	Comments/Needed Action Steps
1. Director has strong leadership and management skills.	1 2 3 4 5	
2. A governance system meets regularly with diverse stakeholders who help guide the program	1 2 3 4 5	
3. Director attends Professional Development opportunities or sends other relevant staff.	1 2 3 4 5	
4. Director hosts required site visits and participates on visiting teams to other sites.	1 2 3 4 5	
5. Director communicates regularly with the VTAOE and makes VTAOE aware of any challenges or difficulties before they become too great to correct or improve.	1 2 3 4 5	

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Program Expectations	Rating	Comments/Needed Action Steps
6. The program has a useful evaluation plan in place and activities are in line with its goals and objectives.	1 2 3 4 5	
7. Director has a system in place for the collection and analysis of program outcome data and uses that information for on-going program planning, improvement, and evaluation.	1 2 3 4 5	
8. Director is able to explain the purpose and mission of the program in the best interests of the children/youth.	1 2 3 4 5	
9. Director has strong experience working in education, youth development, or afterschool.	1 2 3 4 5	
10. Director establishes and maintains well-developed systems and sound fiscal management for the program.	1 2 3 4 5	
11. Director participates in professional development opportunities and is continually increasing his/her knowledge and skills.	1 2 3 4 5	
12. Director has fostered a strong network of colleagues and other afterschool directors to support him/her in their work.	1 2 3 4 5	

II. Linkages to the School Day

Program Expectations	Rating	Comments/Needed Action Steps
1. Programs are connected to the school curricula and to the school's vision and goals.	1 2 3 4 5	
2. The program has the support and participation of the school day classroom teachers.	1 2 3 4 5	
3. Program director, site coordinator, or other staff communicates regularly with the school day administration, teachers, and staff.	1 2 3 4 5	
4. The program has the support and cooperation of school personnel such as: custodians, kitchen staff, technology or media specialist, librarian, nurse, etc.	1 2 3 4 5	
5. The program has the support and input of the curriculum coordinator and/or the reading/ math specialists.	1 2 3 4 5	
6. The program has support in meeting student needs from the ELL teachers, special Ed teachers, guidance counselor, behavior specialist, etc.	1 2 3 4 5	
7. Program has access to appropriate space and resources in the school.	1 2 3 4 5	
8. Program policies and procedures are in alignment and complement the school day.	1 2 3 4 5	

Program Expectations	Rating	Comments/Needed Action Steps
9. Director and/or staff have a program office or working space in the school building.	1 2 3 4 5	
10. Director and/or staff attend school faculty meetings or other appropriate team meetings.	1 2 3 4 5	
11. Director and/or site coordinator are visible in the school and considered an integral part of the school staff.	1 2 3 4 5	

III. High-Quality Staff

Program Expectations	Rating	Comments/Needed Action Steps
1. A careful hiring, screening, and interview process is in place for the recruitment and hiring of all staff and instructors.	1 2 3 4 5	
2. Staff are offered professional development opportunities throughout the year.	1 2 3 4 5	
3. Staff are given time and/or adequate compensation so that they are able to attend relevant trainings, workshops, and other professional development opportunities.	1 2 3 4 5	
4. The program uses a variety of teachers, para-educators, and other school staff to deliver programs.	1 2 3 4 5	
5. The program brings in outside experts and new materials and programs.	1 2 3 4 5	

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Program Expectations	Rating	Comments/Needed Action Steps
6. Program staff and instructors serve as good role models and build healthy relationships with the students.	1 2 3 4 5	
7. Program staff and instructors are able to meet and discuss the program regularly or as needed.	1 2 3 4 5	
8. A staff handbook exists and staff and instructors are all familiar with its contents.	1 2 3 4 5	
9. All staff and instructors participate in a staff orientation or other similar training when they are first hired.	1 2 3 4 5	
10. A positive workplace environment is cultivated and recognition for the work they perform.	1 2 3 4 5	
11. A system for staff evaluations and feedback exists and performance reviews are conducted each year.	1 2 3 4 5	
2. A system is in place by which the director collects regular feedback and input from the staff.	1 2 3 4 5	

IV. Safe and Appropriate Environment (VT21C Safety Standards Checklist)

Program Expectations	Rating	Comments/Needed Action Steps
1. Safety policies are clearly articulated in writing, shared with all parties (e.g., parents, staff, school), and followed accordingly.	1 2 3 4 5	

Program Expectations	Rating	Comments/Needed Action Steps
2. Written safety policies include procedures for incidents, emergencies, aquatic activities, mandated reporting, bullying, injuries, transportation, weather-related concerns, staff behavior, student behavior, record keeping, confidentiality, and parent communication.	1 2 3 4 5	
3. Clear sign in/ sign out procedures are established, staff follow up on any absentees, and every child is accounted for before being released.	1 2 3 4 5	
4. Director and staff have well-organized paperwork. Coordinators have appropriate paperwork with them at all times, including: who is present, what programs they are attending, how they are going home, signed permission slips from parents, emergency contact information, and health information.	1 2 3 4 5	
5. The program uses spaces and student-teacher ratios that are appropriate and safe. (recommendations are 1-2:1 for tutoring; 1:5 for homework help and small group work; 10:1 for most programs)	1 2 3 4 5	
6. Grantee has completed a review of state school age care licensing regulations and has adapted practices so that each elementary site could pass licensure (if applicable)	1 2 3 4 5	
7. CPR/first aid trained staff are always on-site and if a student(s) needs an EPI Pen, a	1 2 3 4	

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Program Expectations	Rating	Comments/Needed Action Steps
plan and training for usage of the EPI Pen is in place.	5	
8. Procedures are in place for identifying and planning on behalf of individual students who have serious allergies such as a peanut allergy.	1 2 3 4 5	
9. Directors are aware of any special needs and makes sure that staff are able to handle them appropriately or that any accommodations are made.	1 2 3 4 5	
10. First aid kits are available and well stocked.	1 2 3 4 5	
11. Telephones or mobile devices are available for communication between staff, parents, and others	1 2 3 4 5	
12. The program follows the guidelines and requirements of mandated reporting.	1 2 3 4 5	
13. Students are offered a healthy snack or meal each day following proper nutrition guidelines	1 2 3 4 5	
14. Procedures and strategies are in place so that every student feels physically and emotionally safe in the program	1 2 3 4 5	
15. Program activities, materials, and spaces are age- and developmentally appropriate.	1 2 3 4 5	
16. Any issues, problems, and incidents that arise during the afterschool program are	1 2 3	

Program Expectations	Rating	Comments/Needed Action Steps
communicated to the appropriate school day personnel the next school morning.	4 5	
17. Program leaders have met with school personnel and have generated written afterschool procedures linked to schools' safety plan, including lock down procedures.	1 2 3 4 5	
18. All afterschool AND summer staff, (including part time non- school staff) have reviewed regular program space to determine what to do and where to go in the event of a lock down.	1 2 3 4 5	
19. All afterschool AND summer staff, (including part time non- school staff) have reviewed regular program space to determine what to do and where to go in the event of a lock down.	1 2 3 4 5	
20. Programs complete two drills during the school year during after-school time and one during the summer if the program has a new configuration involving children from multiple schools.	1 2 3 4 5	
21. Programs review and follow the Vermont Crisis Guide, school sponsored after-school program section.	1 2 3 4 5	

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V. High-Interest Programming and Youth Engagement

Program Expectations	Rating	Comments/Needed Action Steps
1. All programs are dynamic.	1 2 3 4 5	
2. All students are engaged.	1 2 3 4 5	
3. Instructors are excited to teach in the program.	1 2 3 4 5	
4. Opportunities exist for students to build leadership skills in the program.	1 2 3 4 5	
5. High expectations are articulated and modeled by and for young people	1 2 3 4 5	
6. Space is designed to support engagement.	1 2 3 4 5	
7. Students display ownership and pride in the program.	1 2 3 4 5	
8. Programs include a culminating activity or other format where students can present or display their learning and accomplishments.	1 2 3 4 5	

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VI. Flexible Structures and Student Choice

Program Expectations	Rating	Comments/Needed Action Steps
9. Programs are of sufficient length, intensity, and duration to allow students to develop lasting skills relationships, and experiences	1 2 3 4 5	
10. Program uses flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces.	1 2 3 4 5	
11. Programs provide students with an exposure to a variety of subjects.	1 2 3 4 5	
12. Each participating student is offered a variety of age-appropriate learning and enrichment opportunities.	1 2 3 4 5	
13. Opportunities exist for students to pursue their own interests and learning.	1 2 3 4 5	
14. Grade levels are split appropriately and students are offered different options and opportunities in line with their level of maturity, development, and interests.	1 2 3 4 5	

VII. School Leadership and Organization Support

Program Expectations	Rating	Comments/Needed Action Steps
1. The school principal is actively involved in in the program and meets regularly with the director.	1 2 3 4 5	

Program Expectations	Rating	Comments/Needed Action Steps
2. Director can rely on the school principal for support in solving problems or handling larger issues that may arise.	1 2 3 4 5	
3. Director has access to or attends the school leadership team meetings.	1 2 3 4 5	
4. The school board or other relevant organizational board is aware of and supports the program.	1 2 3 4 5	
5. The afterschool program receives support and visibility through the school newsletter, annual report, bulletin boards, website, or other appropriate formats.	1 2 3 4 5	
6. The school leaders speak highly of the program and recommend the program to students and families.	1 2 3 4 5	
7. The afterschool program is included in the school action plan and/or school improvement plans as a viable option providing additional student supports.	1 2 3 4 5	
8. Members of the school leadership team play an active role on the advisory board, leadership team, or management team for the afterschool program.	1 2 3 4 5	
9. The fiscal agent provides proper oversight, organizational support, and fiscal management.	1 2 3 4 5	

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VIII. Relationships with Children/Youth and their Families

Program Expectations	Rating	Comments/Needed Action Steps
10. Programs regularly analyze the needs of the students and their families, both served and not served, in the areas of access, cost, and transportation barriers.	1 2 3 4 5	
11. The program is structured and designed to encourage regular participation among students.	1 2 3 4 5	
12. The percentage of students in the after school program qualifying for free/reduced lunch reflects the overall percentage of the school.	1 2 3 4 5	
13. Program participation is equitable and appropriate between boys and girls.	1 2 3 4 5	
14. Parents/ families can easily reach program staff during the program or at other times during the day.	1 2 3 4 5	
15. Staff are available and welcoming when parents/ families visit the program or come to pick up their child(ren).	1 2 3 4 5	
16. Special events and activities are offered that include parents and families and these events are well attended.	1 2 3 4 5	
17. Parents and families are encouraged to speak with the staff, visit the program, participate in activities, or support the program in other ways.	1 2 3 4 5	

Program Expectations	Rating	Comments/Needed Action Steps
18. Sufficient program hours and days are offered to build regular attendance and to have a positive impact upon students.	1 2 3 4 5	

IX. Instructional Leadership

Program Expectations	Rating	Comments/Needed Action Steps
1. The goals and objectives of each program or activity are clearly defined and intentionally designed.	1 2 3 4 5	
2. A number of stakeholders, including students, help inform and design the programs.	1 2 3 4 5	
3. Program staff collect feedback and input from stakeholders to improve and adapt programs.	1 2 3 4 5	
4. Program staff incorporate knowledge of best practices and promising practices in selecting and designing programs.	1 2 3 4 5	
5. Instructors have adequate planning time, prepare, execute engaging, and intentionally thought out lesson plans for each class or activity.	1 2 3 4 5	
6. Additional academic supports or tutoring is available for those students who need it.	1 2 3 4 5	

XL. Community Partnerships and Program Sustainability

Program Expectations	Rating	Comments/Needed Action Steps
1. The program communicates with stakeholders.	1 2 3 4 5	
2. Successes are communicated to stakeholders.	1 2 3 4 5	
3. Program has the support and involvement of a diverse set of community partners.	1 2 3 4 5	
4. An active sustainability plan and team exists.	1 2 3 4 5	
5. A variety of contributing partners financially support the program including the school.	1 2 3 4 5	
6. Director can create a sustainability pie chart showing how different pieces of the budget can be funded by different sources.	1 2 3 4 5	

Program Director Checklist for
Federal Funds Administration

Program Expectations	Rating	Comments/Needed Action Steps
1. Programs follow the 21C legislation and the approved application or amendment	YES NO Action Needed	
2. Director knows the total project costs of the program and has based sustainability and funding requests upon this number.	YES NO Action Needed	
3. Budgets are efficiently organized, updated, and regularly monitored.	YES NO Action Needed	
4. Director communicates with the business office regularly to review accounts and reconcile differences	YES NO Action Needed	
5. Amendments are requested for changes to a line item or for a project change of scope before they occur.	YES NO Action Needed	
6. Data is used for specific purposes and is related to the project's goals and objectives.	YES NO Action Needed	
7. Director checks regularly (at least monthly) that data are being collected, cleaned, and stored properly.	YES NO Action Needed	
8. Regular back-ups are made of all data.	YES NO Action Needed	
9. All staff especially those with student data responsibilities have been trained in FERPA in handling and recording student data.	YES NO Action Needed	
10. Procedures and standards are established for paying instructors/staff in an	YES NO Action Needed	

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Program Expectations	Rating	Comments/Needed Action Steps
equitable and appropriate manner		
11. A standard procedure is established for making purchases and tracking receipts	YES NO Action Needed	
12. Federal Time and effort documentation is completed	YES NO Action Needed	
13. Contracts and time sheets following federal rules are in place for all employees.	YES NO Action Needed	
14. An accounting structure has been established to ensure that all program income will be spent by the end of the grant year and drawn down first, at least quarterly.	YES NO Action Needed	
15. Grant funds are never used to supplant.	YES NO Action Needed	
16. All equipment purchases are inventoried. If used during the school day, the school has contributed to the purchase of the equipment at an appropriate level.	YES NO Action Needed	
17. Different sources of funds are separated into separate accounting records.	YES NO Action Needed	
18. 21c Carryforward is limited to non-existent at the end of each year due	YES NO Action Needed	
19. Food is not bought with federal funds for staff meetings	YES NO Action Needed	
20. Gift cards are never used	YES NO Action Needed	

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Program Expectations	Rating	Comments/Needed Action Steps
21. Procurement policies are clear and understood (Program income memos have been read)	YES NO Action Needed	
22. Title funds are expended in an allowable manner; Title 1 staff are HQT	YES NO Action Needed	
23. There is no awareness of fraud in the program or organization	YES NO Action Needed	
24. All expenditures are/have been reasonable and necessary	YES NO Action Needed	

VERMONT
AGENCY OF EDUCATION