

2022-2023 21C Monitoring-Peer Review Process

The following pages outline the VT21C monitoring process. Participation is required annually for selected VT21C grantees. In Vermont, we also use the phrase “peer review” or “site visit” process to describe the monitoring process as a core tenet includes visiting teams made up of afterschool project directors who are fully encouraged to participate in all aspects of the process. Projects and sites are selected and prioritized based on an annual assessment of need that takes multiple factors into consideration. New sites are always selected within the second half of their first year of programming. In addition, selected projects receive an associated summer program visit. In 2022, barring any unforeseen environmental or safety changes due to the pandemic, activity related to this process will include onsite program visits, with interview portions able to be completed remotely or on-site.

Area	Full Project Review
Purpose	Project level assessment
Notification	By July 1, 2022
Timing	Per risk assessment, generally once every three years
Process	Set in advance
Visiting team members	Typically 3-5 members
Preparation Time	Several hours by the project director
Overview of Process	All documents posted on a shared, agenda created, coordination of schedule with multiple stakeholders, self-assessments completed. Follow-up and report posted and tracked in the Grants Management System (GMS).
Visit Day(s) can vary depending on program start time	<p>If visit is in person a typical schedule is: 9:45 a.m.- 5.30 p.m. interviews and site visits to multiple sites with typical team of 3-5</p> <p>If virtual: Interviews occur across the day with large breaks from 8:30-3:00 p.m.; exact schedules to be determined. Sometimes interviews may be remote one day with live program visits in the afternoon(s) near the interview date.</p>
Post Visit Report	Full project report including observation component Follow up actions listed in each report

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

If any changes or new requirements are made to the process prior to visit dates, grantees will be notified.

Project Review: What do I need to do?

1. **Lock in the date(s) for a site 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 annually, which are advertised thorough the 21C listserv.
2. **Prepare supporting materials.** Documentation will be housed online. 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) Online 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 location 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.
 - A. **Program Policies and Procedures-** Provide a copy of your program policy handbooks including program staff and parent handbooks, and safety policies. and (send emergency protocols information only via email to Emanuel Betz).
 - 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.

Program Expectations	Rating	Comments/Needed Action Steps
62. Space is designed to support engagement.	1 2 3 4 5	
63. Students display ownership and pride in the program.	1 2 3 4 5	
64. Programs include a culminating activity or other format where students can present or display their learning and accomplishments.	1 2 3 4 5	

VI. Flexible Structures and Student Choice

Program Expectations	Rating	Comments/Needed Action Steps
65. Programs are of sufficient length, intensity, and duration to allow students to develop lasting skills relationships, and experiences	1 2 3 4 5	
66. Program uses flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces.	1 2 3 4 5	
67. Programs provide students with an exposure to a variety of subjects.	1 2 3 4 5	
68. Each participating student is offered a variety of age-appropriate learning and enrichment opportunities.	1 2 3 4 5	

Program Expectations	Rating	Comments/Needed Action Steps
69. Opportunities exist for students to pursue their own interests and learning.	1 2 3 4 5	
70. 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
71. The school principal is actively involved in in the program and meets regularly with the director.	1 2 3 4 5	
72. Director can rely on the school principal for support in solving problems or handling larger issues that may arise.	1 2 3 4 5	
73. Director has access to or attends the school leadership team meetings.	1 2 3 4 5	
74. The school board or other relevant organizational board is aware of and supports the program.	1 2 3 4 5	
75. 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	

Program Expectations	Rating	Comments/Needed Action Steps
76. The school leaders speak highly of the program and recommend the program to students and families.	1 2 3 4 5	
77. 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	
78. 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	
79. The fiscal agent provides proper oversight, organizational support, and fiscal management.	1 2 3 4 5	

VIII. Relationships with Children/Youth and their Families

Program Expectations	Rating	Comments/Needed Action Steps
80. 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	
81. The program is structured and designed to encourage regular participation among students.	1 2 3 4 5	
82. 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	

Program Expectations	Rating	Comments/Needed Action Steps
83. Program participation is equitable and appropriate between boys and girls.	1 2 3 4 5	
84. Parents/ families can easily reach program staff during the program or at other times during the day.	1 2 3 4 5	
85. Staff are available and welcoming when parents/ families visit the program or come to pick up their child(ren).	1 2 3 4 5	
86. Special events and activities are offered that include parents and families and these events are well attended.	1 2 3 4 5	
87. 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	
88. 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
89. The goals and objectives of each program or activity are clearly defined and intentionally designed.	1 2 3 4 5	
90. A number of stakeholders, including students, help inform and design the programs.	1 2 3 4 5	
91. Program staff collect feedback and input from stakeholders to improve and adapt programs.	1 2 3 4 5	
92. Program staff incorporate knowledge of best practices and promising practices in selecting and designing programs.	1 2 3 4 5	
93. Instructors have adequate planning time, prepare, execute engaging, and intentionally thought out lesson plans for each class or activity.	1 2 3 4 5	
94. 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
95. The program communicates with stakeholders.	1 2 3 4 5	
96. Successes are communicated to stakeholders.	1 2 3 4 5	
97. Program has the support and involvement of a diverse set of community partners.	1 2 3 4 5	
98. An active sustainability plan and team exists.	1 2 3 4 5	
99. A variety of contributing partners financially support the program including the school.	1 2 3 4 5	
100. 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	

Program Expectations	Rating	Comments/Needed Action Steps
10. Procedures and standards are established for paying instructors/staff in an equitable and appropriate manner	YES NO Action Needed	
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	

Program Expectations	Rating	Comments/Needed Action Steps
20. Gift cards are never used	YES NO Action Needed	
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	