

# 21<sup>st</sup> Century Community Learning Centers

2019-2020

## Site Visit Report

Burlington School District

Submitted by Emanuel Betz  
21<sup>st</sup> CCLC State Coordinator



**Project Director:** Christy Gallese

**Visit Dates:** July 18 for summer programs, Dec 4, 9, 11, 12 for afterschool programs

**Visiting Team:** Emanuel Betz (21C State Coordinator, Agency of Education)

Kristen Getler (Assistant Director, Central Vermont Supervisory Union)

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**Report Date:** January 27, 2020

The site visit, or peer review process uses a team of practitioners and other educators to review, assess and develop this report. The focus of the peer review process will use the 21c state evaluation plan as its framework along with additionally selected focus items\* for 2019-20. The statewide evaluation results as detailed in the 21c statewide evaluation plan and the associated 2018-19 *Cognito* Annual Performance Report (APR) questions and data points will frame the agenda and questions, with the Annual Performance Report serving as a baseline data set.

### **Authority to Monitor**

Title IV Part B of the *Every Student Succeeds Act* Section 4202 (a) (3) (A)

### **Goals**

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

### **Response to this Report**

Items are numbered sequentially within each column from top to bottom. The report design allows for a broad set of data for the project's reflection and action. Required formal responses for any "*Findings*" and "*Priority Action Items*" should include detailed steps by the date indicated within the [Vermont Agency of Education's Grants Management System's](#) new monitoring section. Recommendations and comments do not require a formal response. See *definitions* below to guide your thinking on how to interpret this report. Contact Emanuel Betz at [Emanuelbetz@vermont.gov](mailto:Emanuelbetz@vermont.gov) with any questions.

### **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.

- **Evidence Statements:** Evidence statements are -generated from the team or from observations that warrant sharing. No action is required of a statement.

## Overview Narrative

The Afterschool Programs were visited for one day in the summer and four days during the school year where interviews were conducted, and programs were observed. One hundred and twenty documents were provided giving a large and comprehensive data set for the review. All documents were read and analyzed in their entirety. In addition, during visit days interviews and/or discussions were completed with the project director, site coordinators, several district level personnel including the superintendent, principals, teachers, staff, parents, partners, and students. All sites were visited in the project by external observers over the visiting period. Finally, the most recent site visit report, approved application, Annual Performance Reports, and the most recent statewide evaluation site reports were reviewed as well as part of this process.

Notable successes and themes evident from the process follow:

- A strong commitment to equitable student involvement and program leadership in afterschool programming for K through 12.
- Substantial advancement in the use, tracking and analysis of formative and summative evaluation measures and systems.
- Strong systems growth by implementing sustained training practices and approaches in the areas of staff induction, restorative practice and safety.
- Strong collaborations with UVM and St Michael's College delivering programs of notable high quality across multiple content areas covering k-12 and in summer and afterschool.
- A comprehensive commitment to continuous improvement, transparency, and on-going collaborative and effective communication and team-building within the project.

Essential growth areas for the future linked to need and 21c funding expectations include:

- Leveraging the skills, knowledge and curricular connections to Burlington's licensed educators within elementary sites' programming.
- Creating strategies(s) across the project for embedded and engaging academic offerings as part the program vision and structure at all elementary sites including targeted academic opportunities.
- Assuring equity in opportunity, expectations and implementation across the entire system with contracted vendors and partners for the most effective delivery of joint services.

Thank you for all the hard work preparing for and participating in this process. The project's attention to care, detail and quality was the norm in this process and was noticed and appreciated. We hope that this process including using this report with multiple parties will have a positive impact on the program and youth outcomes over time.

<b>Review Area and Alignment to Statewide Evaluation Plan</b>	<b>Evidence and Analysis</b> (Evidence Statements, Recommendations, Priority Action Items, Findings)
<p><b>1. Success Stories</b>  <i>What is working well and how do you know?</i></p>	<p><i>Programming:</i> The project is working hard at building and maintaining relationships between students and staff. The director noted that there is amazing staff, core staff and site coordinators. Numerous high-quality program examples are in evidence or observed</p> <p><i>Restorative Practices:</i> Burlington School District is becoming a Restorative District. Site Directors commented on the success of this system. Staff report that the emphasis on Restorative Practices has been very meaningful for staff and students, and that they are “moving away from punitive to preventative to a whole-child approach.” There is a modified behavior matrix and site coordinators were central to revamping this matrix. Staff say the Behavior Matrix has now evolved into an “on-the-ground tool.” They have evolved to look at the behavior from “matrix of consequences” through a restorative lens to come up with “what other solutions can we find and how can we move forward together.”</p> <p><i>Open and connected communication:</i> Communications are excellent and exemplify the notion of “team”. The mission and its importance are spoken about regularly. Teachers are asking for programs. The project is being invited to district initiatives as an integrated player. There is a new “Sun” Logo with an- <i>Explore, Connect, Empower</i> tagline. The newsletter highlights the program purpose and program examples in an engaging and readable format. Value is felt among district level staff including the Superintendent. The project leads in connecting with the city and external partners and vendors. Leaders report the benefit of being able to access information through PowerSchool. All stakeholders including parents have an opportunity to give feedback.</p> <p><i>Retention:</i> The Director has created structures and expectations that Site Coordinator staff are all engaged in Professional Development cohorts and participating in Communities of Practice; potentially, increasing employee retention and longer-term commitment, and creating cohesion and connectivity between staff. There are retention bonuses. There is a holiday break incentive of additional pay. Long term paraprofessionals said they felt appreciated for being there and for people recognizing the work that they are doing. Retention efforts include modifications to the site coordinators hours (increased hours) and leadership experiences including growth opportunities in positions. A senior site director role was created with retention in mind as well.</p>

<p><i>Successes continued-</i></p>	<p><i>Youth staffing:</i> Several high school students that have been in program when they were younger are employees of the program.</p> <p><i>Data and evaluation:</i> This system has grown substantially. Staff have access to PowerSchool, a UVM evaluation partnership is growing, and summative and formative data systems have been substantially improved and are robust and effective in terms of data available (see section 4 below)</p> <p><i>PLPs and Proficiencies:</i> While the project must follow the school’s lead in this area, the project leadership is fully literate in the opportunities of this evolving system and has tried some strategies such as the high school PLP Labs course as well as creating brochure icons in earlier years at the high school.</p> <p><i>Site Visit Program Observations:</i> It is notable and a success that no negativity was observed in all visits observed as part of this process. Well done.</p> <p><i>5-star ranking:</i> All elementary sites have a 5-star child-care ranking under the State of Vermont licensing system.</p> <p><b>Representative Quotes</b>          “We have worked really hard to build opportunities to connect across the district and what that is going to look like starting in Kindergarten.”          “When students re-enter the program, we do restorative work.”          “We are a team here.” -front line staff person, their first comment to visitors</p>
<p><b>2. Challenges/ Lessons Learned</b>  <i>What barriers or challenges are you encountering this year that may be affecting the continuous quality improvement of your program?</i></p>	<p><i>Staffing</i> at the elementary school is an ongoing challenge. College students have become a greater percentage of core staff. As stated for elementary programs, “We don’t have enough staff.” It can be challenging during spring breaks, finals, and graduations. There can be different people subbing regularly. In addition, contracts for paraprofessionals limit the amount of after-school that they can work to no more than 8.5 hours over the 31.5 contracted work hours without incurring overtime costs. Importantly, the use of licensed teachers of the 102 centers in the state occupies 5 of the bottom 10 sites (In the bottom 10%) based on 17-18 APR data in terms of percentage of licensed teachers as staff in afterschool programs.</p> <p><i>Partnerships:</i> The ability to fully align and equitably implement and integrate professional development and other project-based systems and initiatives to the benefit of the Boys and Girls Club partnership site(s)</p>

<p><i>What lessons have you learned about your project and what adjustments will be made to ensure the site is continuously improving?</i></p>	<p><i>Identifying consistent Academic approach(s) for Elementary programs remains elusive (see #11 below)</i></p>
<p><b>3. Youth Centered Leadership and Activity</b>  <i>How are programs youth centered?</i>  <i>How do programs support youth leadership?</i></p>	<p>Restorative response matrix puts students at the center  Student representation on the advisory board  Gay Straight Alliance at BHS is youth led  There are advisors to support for student run programs such as:      High School: Social Justice Union, My Brother/Sisters' Keepers, Detour Literacy Magazine      Middle Schools: Race UP, Dungeon and Dragons, Scholars Bowl      Elementary Schools: Student Council at Champlain  <i>Youth as Staff:</i> nine youth staff are employed in the afterschool programs, with plans to increase that number. Several high school workers to go back to Edmunds Middle School on programs that they started. Three BHS students participate in Reading Buddy's program at Sustainability Academy. These staff, besides helping to connect with students on a level more difficult for adults to attain, are building valuable personal and career skills themselves. A focus has been to give the youth workers more support in how to be a professional employee. There will be regular professional development for them and more opportunities for authentic leadership.</p> <p><i>IAA:</i> There is a leadership group which gives students the opportunity to spend the day with a younger group and help lead them. Every Friday students are given an opportunity to provide feedback about the groups they attended during the week and what they would like to see changed.</p> <p><i>Champlain:</i> One student is leading a class. There is a 'Student Leadership Council' for grade 4/5 students. This is a new project at Champlain. Champlain staff created an application process that students successfully completed.</p> <p><i>Flynn:</i> Informal classroom assistants' invitations and Friday co-lead clubs for younger ages exist</p> <p>3-5<sup>th</sup> grader buddy helpers exist at three elementary sites</p>

<p><i>Youth Centered Leadership and activity-continued</i></p>	<p><b>Representative Quotes</b></p> <p>“Students know that their voice matters.”</p> <p>“It is embedded in the program, a part of the routine.”</p> <p>“There is empathy in the program.”</p> <p>“We now have opportunities for leadership, and [we will] keep doing it and keep doing it more. It is embedded in the culture in the program. Their voice matters and this is embedded into activities.”</p> <p>“Our hope is that students will come back and teach in our program.”</p> <p>“I think we have opportunities and we need to keep doing more.”</p> <p>“I think this is something we could build upon more. But we could do more to engage elementary students to be leaders within the program more.”</p> <p>“This is an area where we know we can improve as we have no successful formalized and structured way for students to gain leadership skills”</p> <p><b>Recommendations</b></p> <p><i>Elementary:</i> Consider how systems might be developed for all elementary programs to support best practices in youth leadership. Opportunities include councils like at Champlain and implementing program mentoring buddy systems at the three sites that don’t have this system yet, to name a few.</p> <p><i>High School:</i> Formalized credit or proficiency bearing courses where embedded leadership is a part of the design is a large opportunity to leverage or start over time and could support sustainability. Consider:  <a href="http://vermontafterschool.pbworks.com/w/browse/#view=ViewFolder&amp;param=Extended%20Learning%20Opportunities">http://vermontafterschool.pbworks.com/w/browse/#view=ViewFolder&amp;param=Extended%20Learning%20Opportunities</a></p> <p>Review youth leadership observation checklists at the end of this report by site to self-evaluate, reflect, and consider new growth strategies.</p>
<p><b>4. Evaluation Plan /Local Evaluation Outcomes/Data Collection Systems</b></p>	<p><i>Multiple plans in existence:</i></p> <ul style="list-style-type: none"> <li>Restorative Practices Action Plan</li> <li>21C Evaluation Plan</li> <li>Impact Study Logic Model</li> </ul> <p><i>Data collection and analysis types:</i></p>

<p><i>What are the components of your comprehensive evaluation plan?</i></p>	<p>Summer SOAR achievement analysis completed for 2018  Elementary and middle school surveys given  Family survey given with tabulated results  SEL survey  Youth focus groups completed and led by the project director.  Director reviews waitlists to check for equitable service rates for low income youth  Staff focus groups with questions on improving connections to learning and achievement  Staff survey  School day teacher survey about youth attendees</p> <p><i>System Development:</i>  UVM partnership for evaluation includes a doctoral student  On line PowerSchool access and training available for afterschool leaders  District data manager position created and partnering with afterschool needs</p> <p><i>Results:</i>  Director clear about their plan: “We have our nine outcomes”  Service to EL population has increased  Mission and vision articulated and present in materials  2018 SOAR survey shows appreciable levels of confidence in core content  Equity Report results</p> <p><b>Representative Quotes</b>  “ We track students who need to take a break intentionally to learn how to do better.”  “ We would like to be able to see how after-school or summer school is benefitting our students; that is our goal. A teacher noticed that kids who went to summer school did better with math.”</p> <p><b>Recommendations</b>  1. Create one unified evaluation plan that brings together Restorative practices, the Logic Model and the 21C plan into one. Use salient parts of the Logic model work to revise any indicators. Consider tracking absences and suspensions or discipline referrals as these link across all current tiers of your plan.  2. The equity report impact section is cogent and could lead to a results document for the project, perhaps with data visualization to assist explanation.</p>
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<p><i>Evaluation continued-</i></p>	<p>3. SOAR quasi- experimental design components or approaching those could assist in your future evaluation efforts to review summer efficacy and summer learning. (This was done in the past)</p> <p>4. Simplify and focus school day teacher survey about youth outcomes to fewer key questions if possible.</p> <p>5. YPQA is referenced as an evaluative activity. Technically, it is an assessment system for continuous improvement and should be de coupled from evaluation from a semantic viewpoint.</p> <p>6. New family survey has 31 items. Suggest cutting in half using the most important data points only.</p> <p>7. Branding: Change the logo sun color to a more visible yellow color, eliminate or reduce any acronym use in materials.</p> <p>8. Newsletter: When captions explain the how and why of each class it makes for a very rich and compelling example versus only describing what the program is. Suggest having all three items in each caption as a publishing goal.</p>
<p><b>5. Equity and Access; Dosage and Numbers</b></p> <p><i>Result 1.2: 21C funded programs are open for enough hours, days, and weeks to meet student and family needs during the school year.</i></p> <p><i>Result 1.3: 21C funded programs provide enough summer programming to address summer learning loss</i></p> <p><i>Result 1.4: 21C funded programs have a solid base of regular attendees</i></p> <p><i>IEP and Low income rates meet or exceed school averages*</i></p>	<p>Students move from school to school</p> <p>Program wait lists exist for elementary programs, less than 5% of slots open up during school year</p> <p>Youth in crisis or homeless have priority to access programs</p> <p>Director is part of the district equity team</p> <p>Liaisons assist program for youth whose native language is not English, Director meets with liaison team</p> <p>Registration Process uses Google forms and paper copies</p> <p>Hardship waiver system accessed by a small number of families annually</p> <p>Summer program co-location of ESY and summer services design was intentional</p> <p>SA coordinator involved in care meetings on behalf of a student</p> <p>Restorative Practice work across the district is an equity strategy</p> <p>Project created an equity report with specific data points</p> <p>Accurate Free and reduced lunch rates hard to obtain-not all families complete forms.</p> <p><b>Representative Quotes</b></p> <p>“Programs are so welcoming and inclusive.”</p> <p>“There are unbelievable opportunities.”</p> <p>“The best birder at the Middle School is legally blind.”</p> <p>“The director is an ethical human being, she checks herself for her bias and is a kind human being.”</p> <p>“Director bounces her thoughts off of other people to make sure that she is getting feedback from others.”</p> <p>“Behavior plans are successfully implemented in after school.”</p> <p>“We appreciate the Director working with us a team player.”</p>

<p><i>Program income practices do not limit program access*</i></p>	<p>“Afterschool and Summer Programming is one of our gems for equity and opportunity for students.”</p> <p>“We have a lot of systems in place to address inequities.”</p> <p>“We have done a lot of work on our own biases.”</p> <p>“In our practice is that we are looking through an equitable lens.”</p> <p>“We are absolutely concerned as to who we are serving; our EL number has increased over the past two years.”</p> <p>“There are definitely noticeable opportunity gaps.”</p> <p>The director heard through the grapevine that when there were two students with challenges, they were encouraged by a friend to go and talk to the site director because “she will listen to you and help you figure it out.”</p> <p><b>Recommendations</b></p> <ol style="list-style-type: none"> <li>1. Develop additional strategies to assure that all sites meet or exceed low income averages at school. Continue to work with data manager and others to assure data accuracy, consistency, and understanding between APR and local reporting on this crucial metric to assist the knowledge base.</li> <li>2. There were two examples given that some youth or families may not access programs due to cost. Consider some additional language in materials that expresses more clearly the project philosophy towards family hardship beyond income levels of the program noting that they can always contact the program and that no one will be turned away for inability to pay or other like language.</li> <li>3. Discuss use of merged data systems (they use Infinite Campus) with Rutland City project Director as that project has had years of experience using this tool for multiple data purposes.</li> <li>4. Develop a strategy so that Champlain youth can have access to library books at the same level as all other sites.</li> </ol>
<p><b>6. Leader information</b>  <b>7. Staffing (Including Licensed Teachers)</b>  <i>Result 3.1: 21C funded programs are led by experienced leaders (includes adults and youth)</i></p>	<p>Very clear and well written staff and site director manuals</p> <p>Incentive systems to assist with staff retention exists</p> <p>Restorative response matrix provides a clear roadmap for action</p> <p>Implemented a standard orientation for all staff working in the afterschool program</p> <p>Director, site Director, and Assistant Directors all returning</p> <p><i>Best Practices Cheat Sheet</i> is an excellent resource for any educator</p> <p>Staff expectations and agreements documentation complement the best practices cheat sheet</p> <p>Planning form with lessons by week in evidence</p> <p>Co-worker feedback form exists</p>

<p><i>Result 3.2: 21C funded programs utilize high quality staff to run programs</i></p> <p><i>Result 3.3: 21C funded programs have appropriate staff retention rates</i></p> <p><i>Result 3.4: 21C leaders participate in professional development and networking opportunities</i></p>	<p>Staff Evaluation forms exist with high degree of specificity</p> <p>Site coordinators meet bi-monthly</p> <p>Senior site directors have extra duties supporting and communicating with newer site coordinators and community partners</p> <p>Middle School and High School coordinators meet 4-5 times per year</p> <p>Staff meet bi-weekly</p> <p>A co-supervision model is employed at Hunt with the Sara Holbrooke Community Center</p> <p>Same project director for six years.</p> <p>Core staff survey and staff surveys implemented</p> <p><b>Representative Quotes</b></p> <p>“The Restorative Practice work with the afterschool program was my favorite part due to the buy-in.”</p> <p>“We have amazing staff.”</p> <p>“Our coordinator is a ‘yes’ person.”</p> <p>“The Director is a true collaborator.”</p> <p>“More staff have become college students.”</p> <p>“ We are a good resource for each other. We really support each other and learn from each other.”</p> <p>“However, our core staff often view themselves more like camp counselors and focus on tending to student social emotional needs... and know students interests very well and create strong connections with the kids.” Champlain self-assessment:</p> <p>“We have an epic handbook, but it’s so long I’m not sure anyone has read it all the way through.”</p> <p><b>Recommendations</b></p> <ol style="list-style-type: none"> <li>1. Core staff and lead core staff evaluations only have limited expectations around learning and pedagogy. Suggest having a section on this named something like Learning/pedagogy that will complement the operations and attitude sections. Also consider how SELPQA language might inform this part without copying it.</li> <li>2. Add FERPA basics language under a student confidentiality section in handbooks</li> <li>3. Assure equity and consistency in approaches at all sites as part of contracts</li> </ol>
<p><b>8. Physical activity</b></p>	<p>Food programs are robust at all sites</p> <p>Movement time embedded in program schedules. (However, not observed at IAA)</p>

<p><i>Result 2.3: 21C programs provide healthy food and physical activity</i></p>	<p>Enrichment choices that involve movement or athletics present in all programs at varying levels</p>
<p><b>9. Linkage to the school day including principal involvement</b>  <i>Result 4.1: 21C funded programs link with the school day</i></p> <p><i>How does the program align and integrate with the regular school day programs and systems?</i></p>	<p>Safety and food systems are integrated  Restorative practices aligned to district plan  Site Coordinators on safety committees  Budget and finance systems integrated  Project Director on leadership team with regular in-district communications  Summer program integrated with ESY program  High levels of teacher staff at middle and high school levels  Paraprofessionals as staff in multiple sites  Multiple principals exhibited strong support for program  Participated in the Schools' <i>In-Service</i> around Restorative Practice</p> <p><b>Representative Quotes</b>  <i>"It would be nice to have a dedicated spot in the school newsletter."</i>-Edmunds Elementary  <i>"Academics are embedded in experiences like cooking, slime."</i>  <i>"There are not a lot of school teachers working (at afterschool), but there is a lot of school day support."</i>  One site coordinator remarked that school day staff often ask him, <i>"What are you doing here so early?"</i>-  <i>"I'm in favor of any program that can support youth academically."</i> -BHS assistant principal</p>
<p><b>10. Culminating end products or performances</b>  <i>Result 2.2: 21C funded programs allow participants to experience interests in depth</i></p> <p><i>Result 2.4: 21C programs support learning</i></p>	<p>Edmunds Middle School: Annual Performance Report shows a high level of end products  High School: There are several end products, and growth is emerging in this area  Hunt Middle School: Past years had higher levels of end products shown  Elementary schools: End products in evidence at consistent levels, with assumed room for growth</p> <p><b>Quotes</b>  Champlain self-assessment: <i>"Activities are lacking in clear and intentional design."</i></p>

<p><i>programs support learning continued</i></p>	<p><b>Recommendations</b>  Particularly for elementary programs where needed: Support effective lesson planning and pedagogical observations, tips and feedback as a focus of the supervisory support structure to inspire staff (and systems as needed) to assist in planning and assisting the learning process across time. This strategy could result in deeper learning and goal attainment and could be designed to complement and build on the current PD work of the last three years. Consider: <a href="http://vermontafterschool.pbworks.com/w/page/48995507/Instructional%20Planning">http://vermontafterschool.pbworks.com/w/page/48995507/Instructional%20Planning</a></p>
<p><b>11. Intentional Academic Components</b>  <i>Result 2.4: 21C programs support learning</i></p> <p><i>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?</i></p>	<p>SOAR summer program  Burlington High school ELL literacy initiative  BHS homework center and tutoring  Reading Buddies at Sustainability Academy</p> <p><b>Representative Quotes</b>  “How we are meeting academic needs, we haven’t figured that out yet.”  “Would like to get beyond homework help, but some elementary schools don’t have homework; and a lack of consistency makes it challenging.”</p> <p><b>Recommendations</b>  Consider a “learning lab” type flexible structure into elementary programs that takes place in libraries and allows academic and other choices in core subjects that could for example integrate other related programming like reading buddies. Think of the concept as developmentally like the BHS library program, but for younger youth. The structure might be more flexible, with stations at times, yet allowing for tutoring, and other like programming. Consider:</p> <ol style="list-style-type: none"> <li>a. Starting with a pilot or two to test assumptions before adoption</li> <li>b. How licensed teachers and others might be leveraged for this type of program</li> <li>c. How schools identified for equity or comprehensive supports could leverage such a structure, including starting high-quality afterschool tutoring programs</li> <li>d. How the budget might support this type of change while maintaining other needed program elements over time</li> <li>e. How it might be a “part-time” structure such as three days a week versus a daily structure</li> <li>f. South Royalton has a twenty-minute reading time (it is timed in their program paired with targeted assistance as a related, but more focused model)</li> </ol>

<i>program strategy continued</i>	g. How a program like this can support sustainability and link the program closer and flexibly to the needs of each school
<p><b>12. Sustainability and partnerships</b></p> <p><i>Result 4.2: 21C funded programs utilize diverse sources of funding</i></p> <p><i>Result 4.3: 21C funded programs benefit from meaningful community partnerships</i></p>	<p>Director is on city department meeting group as BSD representative</p> <p>UVM Collaborative Literacy Initiative, Grandpals (led by UVM youth) programs</p> <p>Birding Service-Learning Projects with 28 UVM youth as 1:1 mentors at Flynn, Hunt and BHS</p> <p>St Michael’s College SOAR reading/phonemic awareness program with 25 graduate students</p> <p>Burlington Community Justice Center for Restorative practice work</p> <p>Sara Holbrook Center for Hunt Middle School; directors meet bi-monthly, mailings identify the partnership</p> <p>Boys and Girls Club for Integrated Arts Academy: see observation for detailed information</p> <p>27 unique vendors used in the program for different programming</p> <p>Winooski School District partnership sharing middle school summer programming</p> <p>Rock Point School sending teens to work at Smith Elem School.</p> <p>King Street Youth Center partners at the co-programming level</p> <p><b>Priority Action Item #1 (on-going)</b></p> <p>In line with any required federal procurement regulations in 2020-21, assure that contracts and partnership planning will assure equity across all sites in the needed areas of oversight, expectations, professional development, programming, schedules, safety and training, while allowing for local innovation and strengths. Assure that partner leaders are full participating members of the project team.</p> <p><b>Representative Quotes</b></p> <p>“There is not a plan if the 21C funds went away. The loss of the funds would be catastrophic.”</p> <p>“A contract to me implies a hierarchy, the work is built on interpersonal connections.”</p> <p>“You have to select your partners strategically”</p> <p><b>Recommendations</b></p> <ol style="list-style-type: none"> <li>1. Create a revised sustainability plan for the time period after 2020-2030.</li> <li>2. Additional Champlain and other college professors, students and programs might be valuable partners</li> </ol>

<p><i>Sustainability and Partnerships continued-</i></p>	<p>just like UVM and St Michael’s College in Winooski over time. Suggest strategic outreach uses the UVM birding experience as a “template” model for any professor across new content areas in any college as possible.</p>
<p><b>13. Family engagement and parent communication</b>  <i>Result 4.3: 21C funded programs benefit from meaningful community partnerships</i></p>	<p>Two family surveys exist: one for new families and one for returning families  Three family night events policy per year exist for sites. Flynn reports getting 75-120 people  Parent representatives are on advisory board  Parents volunteer and drive as part of <i>Unified Athletics</i> programming  One site adjusted their pick-up routine to invite more families to go to the activity to see what is happening, and this has resulted in families lingering to participate, talking to our staff and sometimes picking up later so their kids can finish activities  The interviewed families held the program in high-esteem and conveyed a deep appreciation for what the program offers.  One parent stated these program benefits: to learn English, receive academic supports, be integrated into the community, develop social-emotional skills and connections to peers, and be exposed to new hobbies and skills.  “I am proud of the high level of parent satisfaction with the program”- Superintendent</p> <p><b>Representative Parent Quotes:</b> (see observations as well)  “The majority of what (my kids) are sharing (with me) is what’s happening in afterschool.”  “We need informal settings to learn English.”  “We have a strong program.”  “I wish it had some level of academics.”  “My child gets upset when I pick him up. “  “They love the program, it’s a highlight of their day.”  “As a parent you feel they are safe, learning, and being cared for.”  “It’s been amazing for my kids.”  “There has been a thoughtful intentionality about how the program has been developed”  “My child had a tough year and it was afterschool that got him through it.”  “Would love to see the program do half-days.”  “The program always found a UVM nursing student to be with (my son). There was always a plan so that we as parents can go to our jobs and that my kid and can be safe and just be a normal kid.”  Parent talking about a program like birding: “Students may not be able to relate to academics during the school day, but they can find the connection in afterschool and that is powerful”</p>

<i>programs benefit continued</i>	“After school experiences connect with school day experiences.”
<p><b>14. Private school participation</b>  <i>Result 4.3 21C funded programs benefit from meaningful community partnerships (private schools)</i></p>	<p>Reminder: A minimum of two annual outreach actions are needed to meet the federal requirement for <i>timely</i> and <i>meaningful</i> consultation. In 2018-19, there was only one outreach action reported.</p>
<p><b>15. Safety standards</b>  <i>See 21C safety standards and annual reporting safety questions</i></p> <p><i>Result 2.4: 21C funded programs strive for continuous improvement through the use of the Youth Program Quality Assessment (YPQA)</i></p>	<p>21c safety standards met or in progress  Restorative practice protocols include acknowledgement of when a priority “safety” practice should occur  Project Director and site coordinator are on safety committees  The school district is transitioning to <i>Run Fight Hide</i> protocols  60 afterschool staff came to evening <i>Run Fight Hide</i> evening training in December  One drill completed at high school.  Fire drills completed monthly at other sites  Multiple sites make strong connections and share needed information with school nurses</p> <p><b>Priority Action Item # 2</b> (May 1, 2020)  Create a plan following standard emergency training recommendation B below for <u>vendors</u> and any <u>mid-year core staff hires</u> (see standard recommendation B below) including written materials to be delivered and including any core <i>Run Fight Hide</i> information that all staff should know</p> <p><b>Priority Action Item # 3</b> (June 30, 2019)  Complete the two drill 21C standard will need to be met at Hunt and BHS in 19-20. The type of drill is not mandated yet should meet need by complementing not duplicating in-school schedules and practices. It is understood there is plan in place to meet this goal, which was not met in 18-19.</p> <p><b>Representative Quotes</b>  “Not every Afterschool staff person has reviewed specific program areas in terms of what to do and where to go in each individual space. Director will arrange for every staff to be briefed on this for their individual space.”-EMS</p>



<p><i>Safety-continued</i></p>	<p><b>Standard Safety Recommendations</b></p> <p>A) Review, Revise and list all emergency protocols including articulating any variances in protocols from the school day.</p> <p>B) Reevaluate training plan, dosage, and tactics to be used for staff, including part-time staff. Articulate training practices and procedures in manual.</p> <p>C) Articulate command structure for afterschool inclusive of all programs and people in the building.</p> <p>D) Evaluate communication protocols including ‘button (intercom) control’ and training: empower multiple staff tiers in usage and plan. Articulate any changes to practice in manual.</p> <p>E) Articulate reunification center clarity and communication protocols that would follow an incident.</p> <p>F) Practice alternate drills beyond fire drills that complement school-based preparedness schedules and approach.</p> <p>Appendix E page 30 of the <a href="#">grantee handbook</a> has additional safety considerations for summer programs that occur outside of school buildings that may be helpful to review</p> <p><b>Recommendations</b></p> <p>Have site coordinators or an outsider observe and spot check how any vendor vans in playground spaces are 100% safe and risk free, particularly at Sustainability Academy before programming.</p>
<p><b>16. Governance</b> <i>How does a governance system meet regularly with diverse stakeholders who help guide the program?</i></p>	<p><i>School Board:</i> Project Director presents to the School Board at least once a year. The program is highlighted in the good news section of the Board meetings regularly. Board members are invited and encouraged to visit programs at multiple times throughout the year.</p> <p><i>Advisory Board:</i> There is a clear purpose and overview. 12 committee members listed, 4 meetings annually stated as the structure.</p>
<p><b>17. Budget</b> <i>How does the director maintain a well-developed system and provide sound</i></p>	<p>Regular communication with business office with needs met</p> <p>Director reviews local site-based program budget narratives and proposals as an input decision</p> <p>The grant manager is involved in higher level approval processes and sits on advisory group</p> <p>The fee and subsidy collection system are centralized at the district level; Identified project position exist to manage portions of the budget system</p>

<p><i>fiscal management for the program?</i></p> <p><i>How does the fiscal agent provide proper oversight, organizational support, and fiscal management for the program?</i></p>	<p>E-Finance accounting system is new this year and everyone is in the process of learning its capabilities          Director manages budgets as possible to &lt; 10% total annual budget buffer          City funds go to summer enrichment and summer afterschool afternoon program</p> <p><b>Representative Quotes</b>          “The program is regarded as one of our best run most successful programs, people have a lot to be proud of.”-Business Manager          “I’ve been very impressed with the structure.”-Accountant</p> <p><b>Recommendations</b>          1. E-Finance functionality can to be explored to enhance the project budgeting system and should be explored.          2. Request and track partner and contractor contributions to know what the total actual cash -based budget need is for the program.</p>
<p><b>18. Annual Performance Report Statewide Evaluation other items</b>  <i>Which systemic items or expectations may need new strategies or additional funding to be achieved?</i></p>	<p>The Logic model references “recreational” activities. This is no longer an allowable use of 21C funds. Note that under ESSA, the language was revised to “<i>Programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity program.</i>”</p> <p><b>Statewide evaluation indicators that were not met at multiple sites according to 17-18 APR data:</b></p> <p><b>1.1a.</b> <i>The free and reduced lunch rate among regular attendees met or exceeded the school rate</i>          Visit update: Progress in data systems evident, rates remain at a level where improvement is assumed as needed</p> <p><b>2.1a.</b> <i>At least one program strategy, beyond homework help existed and was specifically designed to support students struggling academically.</i>          Visit update: Work needed with a few good examples in evidence, but site dependent</p> <p><b>2.2a. ii.</b> <i>All or most programs had the opportunity to create culminating end products and/or performances.</i>          Visit update: Attention and review suggested as similar level of examples in evidence</p> <p><b>2.2a.iii.</b> <i>There were at least five examples of culminating end products and/or performances.</i>          Visit update: work still needed with varying levels of evidence depending on site</p> <p><b>3.2a.</b> <i>Site was staffed by at least one-third licensed educators during the school year.</i>          Visit update: Numbers for elementary programs are very low</p>

## **Program Observations-Integrated Arts Academy**

### **Youth Observations / Actions**

Youth go to a meal line and receive meals. Eating, talking and socializing happen over a meal from 3-3.30 at cafeteria tables. Girl hugs staff member. Girl skips across the cafeteria. Girl raises hand and goes to trash bin and tosses a large amount of food. Downstairs for younger youth, there were 5 groups with the ability to do different things independently at low tables or at stations. In tennis, two nets were set up with groups of youth hitting balls gently over the net and returning to the back of the line.

In the older group, youth were sitting at tables working out a math problem. (see below)

### **Staff Observations / Actions**

Staff sits at table and hugs child." Braden you need to be seated in your chair." Older group: "I can take eight people (more raise their hand) Pick a number form 1-10." Youth: "What are we doing?" Staff: "If you didn't go on Tuesday it is okay, you can go next time... Let's go in a quiet nice straight line."

Academic time solving a problem in pairs using small white boards: "Talk to your partner to figure out the blocks (for a math problem) Raise your hand if your group did the same thing" (as another group). No one answered. "Are you done? Do you need help? Okay, next problem." "I'm going to wait until people have their markers on the table. "Youth: "wait, I can't hear." About 3 of 8 youth attentive making eye contact with instructor. Tennis: Activity was receiving a tossed ball, hitting it, and moving to the back of the line." "Stop do not throw balls at people." Staff did not follow up with youth. "Guys, no one should be throwing balls!" Everyone becomes quiet. Student: "I can throw the ball at them!" In line waiting to hit tennis ball: "X pushed me... You pushed her!" (This comment was not malicious at all)

### **Observations on the schedule, transitions, and flow**

Transitions occurred right at the scheduled time. On multiple occasions, loud walkie talkies squawked on the hips of staff. Room lights were flashed on multiple occasions to get attention and get quiet in a room. Directions were given by staff as to what was next. These could be described as short commands. "Ok, it's 3:30, now we are going to transition" and "Eyes on me. Now we are going to go to the library." Youth at 3:30 went to line up when their name was called individually. Later: "Okay, we have five minutes of time to start cleaning up." At one program transition time, the younger youth line had to wait in the hall until the older youth left the cafeteria for what seemed about five minutes. Overheard: "I need a straight line." One class went to the computers in the library in what seemed to be about ten minutes (perhaps the computers were not working) and then the group left the room, so no one used the library on the day of the visit although it was available the whole time for use.

## Observations of physical climate, space, set up, and available equipment/materials

The cafeteria, basement room, multi-purpose room, library, kitchen, and gym were used during program time. There was one soft bean bag chair in the basement room. Library computers were attempted to be used. Books were not taken out. Time in two rooms were spent at cafeteria tables in the two core spaces. Those two rooms had little else in them. A comment on noise. I found the program to be exceedingly noisy, at a level that I was wondering what the decibel level was. This is primarily due to the nature of the concrete walls and floors without dampening materials. It seems too that youth and staff are in the habit of needing to speak loudly to be heard. In addition, on multiple occasions, loud walkie talkies squawked on the hips of staff at a disruptive volume to my ears. Staff also tended to need to speak or yell loudly in some spaces when multiple youth were either in proximity, or when they were spread out in the entire meal space.

## Other observations

One parent who works in the school was in the library playing nicely in a quiet corner with her daughter. Parent quotes:

“Is it too late for Christmas sign-up?”

“They advocate reading, they give them options to read, that’s cool.”

“Activities vary widely. Quality depends on who is running the program; there are some good people.”

“My daughter has good connections with her classmates.”

“It’s safe but I wish for more.” “They purchased drawing kits, had lessons, that was cool.”

“My child has had some issues with staff around inappropriate sarcasm. I know that person is no longer here.”

“I’ve never had to sign in or sign out my child, I think that’s a problem from a safety perspective.”

## Youth leadership (check if any observed)

Leading \_\_\_\_\_ Presenting \_\_\_\_\_ Facilitating \_\_\_\_\_ Planning \_\_\_\_\_  
Collaborative Problem Solving \_\_\_\_\_ Collaborative Team-Work \_\_\_\_\_  
Persevering \_\_\_\_\_ Reflecting/Evaluating \_\_\_\_\_ Logical Reasoning \_\_\_\_\_

Notes: The math activity had youth work in pairs, but actual collaboration was not necessarily occurring or observed. Otherwise leadership was not observed.

**Persistent Youth Negativity (check if any observed)** None observed.

Integrated Arts Academy: Arguing \_\_\_\_\_ Complaining \_\_\_\_\_ Not doing/Not Interested \_\_\_\_\_

## Commentary/Analysis by reviewer

The beginning 20 minutes of mealtime was a great part of the program. Youth were self-directed, knew what to do, staff could circulate and assist, and the vibe was very pleasant and happy. There were complaints overheard from one student about having to do busy-work, some type of worksheet type activity when asked to offer ideas on the program. A relationship with open communication with the principal has been established at the leadership and programmatic level. The principal stated there were some issues with youth who have a bad day in school and therefore they do not attend the afterschool program after a consultation with parents. He stated the program was 95 percent positive, 5 % not positive. The principal also made clear that staff have positive relationships with students. From 3.20-3.30 youth were waiting at tables for the next activity with increasing levels of turning on chairs, pretend boxing, and other movement indicative of slight impatience. It was interesting to compare the experience of the parent with her child in the library and the youth in the program itself.

## Recommendations

- Lunch could be for 20 minutes; have a circle meeting for 10-15 minutes to celebrate, do a group activity, review announcements and reinforce positive norms, for example.
- Loudness issue ideas: Play calming music, never have staff need to “yell to be heard,” Add roll out carpets and other noise dampening items. Have no voices for short bursts of time or mindfulness breaks where there is quiet. Use the library more.
- Orders are given for transitions as to what is next. There was not any other type of public statements of an explanatory nature (the why or how) to youth as a whole. Going beyond commands/orders and adding context, affirmations, modeling, and circles are recommended.
- Leverage and fully use the library space more. This is a better thinking space. Even a table could be rolled into the nearby corner nook for example quickly anytime.
- Expand Youth leadership opportunities
- Choice and complexity: Activities can and should have differentiated levels of choice rather than only one way to complete an activity. Examples: Tennis was set up nicely. Youth could have been encouraged to hit a target (a bucket or other) and also alternate between forehand, backhand and other types of shots to enhance variety and focus. Math: the intent was good, yet there was only one method expressed to complete the activity (via whiteboard).
- Four “outside programs” were listed as options. More are needed or possible consistent with averages across sites.
- Safety self-assessment and other
  - Safety Policies were rated a -2- on the self-assessment. see #36
  - “Safety policies are shared by the school, but not by afterschool.”
  - We need to get better about completing a drill during summer programming. see-#55
  - How do you verify 100% of youth have left? (Asst. director was seated at a table distant from the door but was not talking to parents while checking names. It was not clear if every youth was or would be captured. Observer could not

verify. Have parents bring youth to checker or let parents see that youth is checked out and gets the okay from staff. School district should verify expectation and expected procedure. A clearer friendly regular parent check-out station area nearer to the door with the ability to talk with program staff is needed and will support parent communication. Ideally, parents would have a place to sit comfortably at this station.

## **Program Observations-Champlain Elementary School**

### **Youth Observations / Actions**

Champlain Student stated, "I like doing stuff to help out people."

Students all engaged and freely conversing in a respectful manner.

A hot meal was served with student choices.

Each of the classes observed had students engaged, following directions and participating.

### **Staff Observations / Actions**

Site director described supper as "what was served for lunch the day before."

Three Cheers time was a full group "meeting" with student acknowledgements with a certificate and prize choice, with everyone actively engaged. Staff saying: great job making choice..." Everyone was stamping feet or clapping, chanting student names.

Staff used chime to get attention at the end of snack, with staff saying "by the 3<sup>rd</sup> chime we are ready to listen...1<sup>st</sup> Chime...2<sup>nd</sup> Chime...3<sup>rd</sup> Chime All Voices Off"

### **Observations of physical climate, space, set up, and available equipment/materials**

Using large open gym with several tables set up with games and markers, craft materials. Light and temperature were fine despite the cold temperatures outside. Library space was used and outdoor recess area use. Many college students were present as staff.

### **Observations on the schedule, transitions, and flow**

Afterschool Group Wednesday included "Three Cheers – Champ of the Week" Student choices: for K-2: recess or library, for 3-5: recess or open art & games three game choices). Then come in for hot meal, then after school program they signed up for.

### **Other observations**

General positive environment with students engaged. Champlain: kids actively talking while working together on beads, playing chess, macula, or markers coloring designs. Youth Council

members reported they decide on clubs, activities to make for other kids, and recommend classes.

**Youth leadership (check if any observed)** None observed

Leading \_\_\_\_\_ Presenting \_\_\_\_\_ Facilitating \_\_\_\_\_ Planning \_\_\_\_\_  
Collaborative Problem Solving \_\_\_\_\_ Collaborative Team-Work \_\_\_\_\_  
Persevering \_\_\_\_\_ Reflecting/Evaluating \_\_\_\_\_ Logical Reasoning \_\_\_\_\_

Notes: Ambassadors presented to us as part of the visit

**Persistent Youth Negativity (check if any observed)** None Observed

Arguing \_\_\_\_\_ Complaining \_\_\_\_\_ Not doing/Not Interested \_\_\_\_\_

**Commentary/Analysis by reviewer**

Champlain started a 4<sup>th</sup> and 5<sup>th</sup> grade advisory group two weeks ago so that students can provide input into what types of programs that they would like to see.

On the visit day, students were separated by upper and lower grade levels and are given the opportunity to go outside for approximately one hour of supervised, unstructured play time. All students file through a cafeteria line and self-serve very healthy food choices. Champlain student reported being told that the students utilizing a classroom were only able “to touch the chair, the floor and the air”. All classes were appropriate, with students engaged and staff positive and supportive of students. Space was good with enough materials for all students.

Positive Programming That I will take back to my programs:

The “Three Cheers” “Champ of the Week” community gathering time was positive and appears to be a way to reinforce positive behavior. This is something I will bring back to my site coordinators.

The use of Chimes to get student attention was a much more positive effective way, than using our voice. This is something again, I will discuss with my site coordinators, as they all do have “chimes” from 5 years back when we had a Mindfulness training.

See library recommendation to have equitable access to books above.

## **Program Observations-Edmunds Elementary School**

### **Youth Observations / Actions**

Students all engaged and freely conversing in a respectful manner. Each of the classes observed had students engaged, following directions and participating.

The mixing was a shared group activity, then everyone made bread balls to be cooked, with a planned “magic carpet ride” activity while they wait for the bread to cook.... with the food item talk before hand in a classroom.

### **Staff Observations / Actions**

Culture/Cooking Class had students starting in a class room then moving to another staff area that had a big table and kitchen appliances. 4 students with ELL teacher and 1 college student. Teacher explained the food they would be making, where it comes from culturally/country, had a passport and flag art (in room beforehand).

Teacher read through the recipe and told students to raise their hand

To be selected if they could repeat the ingredient to be added, with each person.

Getting a chance to add an ingredient: “Listen & raise a quiet hand to repeat the ingredient aloud. We need 3 tablespoons of active dry yeast.”

Student repeats with the teachers help.

Cloe (helper) went to get it.

Student (S) “can I smell?”

Teacher (T) “it is pretty strong smell, and it is a power, so you don’t want to breath in the power, but you can smell the cap.”

(T) “All right next step. We need 1 tablespoon of granulated sugar.”

Students repeats and adds the ingredient to the bowl.

Class continues with rest of the ingredients to make Moon Bread from Iraq, (Iraq was the country that was the country they were born in for two of the students in this group) which the teacher did mention at the beginning of the class.

Teacher guides students and talks about how they will go on their “magic carpet ride” (an art like project they did before in the other classroom.

### **Observations of physical climate, space, set up, and available equipment/materials**

Edmunds Elementary had posters up asking kids to provide input regarding the statement “Afterschool would be better if...” Answers included “No snow pants. Flag football. There was better food. Computer Club.

Staff used chime to get attention at the end of snack, with staff saying “by the 3<sup>rd</sup> chime we are ready to listen...1<sup>st</sup> Chime...2<sup>nd</sup> Chime...3<sup>rd</sup> Chime All Voices Off”

### **Observations on the schedule, transitions, and flow**

Cafeteria used at first for Three Cheers and then a Trivia Game...spoke with instructor afterwards and talked about Geography Bee and Spelling Bee with Martha. Kids were actively engaged in the Trivia games. Afterwards kids broke up to go to other classes, one class of Dungeon & Dragons like activity, was started in the cafeteria with student drawing their “power” and “shield”.

### **Other observations**

Three Cheers Wednesday at Edmunds Elementary School “three cheers “(name) for being a mentor in the chill club... hip hip hooray.”



Two charts were on the wall, for students to freely approach and write down their “class name suggestions” for the next session’s offerings and also to tick off what classes they like.

Take a Break corner: Had 10 to 15 interconnecting squares making a 4’x4’ soft cushiony mat on the floor in the corner of the room, with a small basket of soft toys, widgets, and noise suppressing head phones.... Child at later time seen, sitting on the mat tossing a toy into the corner then retrieving, while talking to himself.... I asked a staff person about it, who said that the child was with the group and was getting agitated, so she approached him quietly and said, “I noticed you seem to be agitated and upset, do you think you want to take a break? And he did go to the “take a break” corner where he’ll stay several minutes when a staff person will approach him to check in with him to see if he feels able to join back with the group.

Students participating in a Trivia Game that they were all engaged in. They also had a “Three Cheers” activity acknowledging several students., then they lined up with the use of a “chime 1-2-3” to get their attention. Students lined up for a gym basketball activity or a Dungeon & Dragons? type activity. Students were appropriate, engaged and following directions.

Parent who has 3 boys attending Edmunds: After School Programs are a positive experience. Likes how kids learning to work with other kids. Helps him in going to work. Suggested increasing staff to offer more academic help (math & English). He would like to see homework help offered for his boys attending Burlington Schools. Communication of the programs is done well, the activity form is sent home, and lays out all the choices. Also has easy access to sign up for the Recreation Programs of soccer & basketball. Overall, he would rate the program on a scale of 1 to 10 (10=best), he would rank an “8” only because the homework help is not offered.

**Youth leadership (check if any observed) None Observed**

Leading \_\_\_\_\_ Presenting \_\_\_\_\_ Facilitating \_\_\_\_\_ Planning \_\_\_\_\_  
Collaborative Problem Solving \_\_\_\_\_ Collaborative Team-Work \_\_\_\_\_  
Persevering \_\_\_\_\_ Reflecting/Evaluating \_\_\_\_\_ Logical Reasoning \_\_\_\_\_

Notes:

**Persistent Youth Negativity (check if any observed) None Observed**

Arguing \_\_\_\_\_ Complaining \_\_\_\_\_ Not doing/Not Interested \_\_\_\_\_

**Commentary/Analysis by reviewer**

All classes were appropriate, with students engaged and staff positive and supportive of students. Space was good with enough materials for all students.

Edmunds Elementary parent reported requesting academic and homework help afterschool; he reported having difficulty trying to help kids with math, as he did not understand new math processes. EL staff member led the Culture Club which tied geography and the study of other cultures, including cooking foods from other countries.

## Positive Programming:

The Culture/Cooking class was educational to see how a cooking class can be done with K-2 students, where the instructor has students repeat the ingredient then add that ingredient for the ingredient measuring part of the class. The mixing was a shared group activity, then everyone made bread balls to be cooked, with a planned “magic carpet ride” activity while they wait for the bread to cook.... with the food item talk before hand in a classroom.

The Take a Break corner was interesting to see in action. Seemed to work very well. I will talk to my staff about this idea to see how we might incorporate this modification to our own “Take a Break” format.

The use of Chimes to get student attention was a much more positive effective way, than using our voice. This is something again, I will discuss with my site coordinators, as they all do have “chimes” from 5 years back when we had a Mindfulness training.

## **Program Observations-C.P. Smith Elementary School**

### **Youth Observations / Actions**

Youth were working together in groups, with lots of smiling and high energy generally. The library was happy and loud in a good way, due to engaging choices happening in multiple places.

### **Staff Observations / Actions**

Staff were all at tables or engaged fully with youth at eye level.

### **Observations of physical climate, space, set up, and available equipment/materials**

Library and classrooms were fully used. Books were available. Gym space was cleverly divided with a mat to allow for two choices in one space.

### **Observations on the schedule, transitions, and flow**

Transitions were not observed.

### **Other observations**

Parent University was in session a class of about eight parents were being instructed on how to access information through PowerSchool.

### **Youth leadership (check if any observed) None observed**

Leading \_\_\_\_\_ Presenting \_\_\_\_\_ Facilitating \_\_\_\_\_ Planning \_\_\_\_\_  
Collaborative Problem Solving \_\_\_\_\_ Collaborative Team-Work \_\_\_\_\_  
Persevering \_\_\_\_\_ Reflecting/Evaluating \_\_\_\_\_ Logical Reasoning \_\_\_\_\_

Notes:

**Persistent Youth Negativity (check if any observed)** None Observed

Arguing \_\_\_\_ Complaining \_\_\_\_ Not doing/Not Interested \_\_\_\_

### **Commentary/Analysis by reviewer**

The C.P Smith visit was for about 30 minutes, which is short. That being said, and having been in hundreds of programs, the feeling in the building was one of palpable energy, smiling, excitement, and included a “buzz,” which is always a positive signal of strong engagement. The program seemed very organized, space was used throughout the building, and the entry point to the program was staffed by the assistant director. The principal met the team and was very forthcoming and pleased with the program. He mentioned that the school had been identified for comprehensive supports and linkage to that need was discussed with the state coordinator. The principal expressed a desire to learn about tutoring programs in other sites around the state.

## **Program Observations-Flynn Elementary School**

### **Youth Observations / Actions**

Youth were outside when the team arrived, and then came inside for food. Later, tennis, beading/art, and a library program were visited. We spoke with a few ambassadors. There were about 50 youth at 8 tables eating. In art there were two tables, one for beads, one for drawing. In the library, there were 4 tables with youth. One table had eight girls. Once the activity got going, in tennis, youth were jumping up and down with glee taking turns hitting balls.

Our two student “Guides” were very kind and respectful. A program occurring in the library with a guest teacher had students organized in desk clusters; children were coloring and bantering (at times disrespectful) however no one could tell me the objective of their activity. A student in the gym program was consistently in one reviewer’s personal space and eventually tried to persistently sit in my lap; no staff person ostensibly familiar with the student provided boundaries or a redirection to the student that was left to me.

### **Quotes**

“We learn but not as much as in school”

“We learn stuff, but its active.”

“You learn about different birds, if you see a bird, you will learn about it”

“I never played tennis or did birding before.” (the program exposed this to the youth)

### **Staff Observations / Actions**

One staff offered a choice in the hall to the youth: “Do you want to do T-ball or the {library activity}?”

Staff monitored students in the cafeteria during their meal; honestly (to one reviewer) some staff appeared tired and not dynamically engaged. That said, this was an Early Release Day and a long program day. The gym program began in a very unorganized manner; students were left waiting for the activity to begin and continuously spoke over the lead staff member. The activity was never fully introduced with a name, goals, objectives, or parameters; the activity just sort of began and kids fell in line. There seemed to be two younger support staff, but they were not seen interacting with the students very much. Later, in tennis, staff were effusively smiling and playing right alongside youth as well as feeding balls for hitting with lots of smiling and laughter.

The guest teacher in the library program appeared engaging, however, again students couldn't tell the visitor the objective of their activity. Two college student staff were monitoring 'Minecraft' in the library. They were at their own table and not interacting with the students, though they both shared how much they enjoyed working at the Flynn program. The Site Coordinator and Assistant Site Coordinator were both friendly, calm, and engaging. The Site Coordinator had been there for 8 years and conveyed a real enjoyment of her job and role.

### **Observations of physical climate, space, set up, and available equipment/materials**

The whole building and outside was used including nearby parks for birding. Programming was happening on the playground, the cafeteria, the library, and the gym. Pick-up was coordinated at the front door of the school. The school is very clean and bright with lots of student work represented. There was still a lot of school day staff present who felt warm and welcoming. Students were accessing the computer lab in a room off the library; there were more than enough computers for students.

### **Observations on the schedule, transitions, and flow**

Transitions seemed smooth from outside to inside to food to programs.

The Site Coordinator led a staggered distribution of students to their programs. The transition to programs was smooth and calm.

### **Other observations**

The program provides a meal to students and the quality of the food appeared to be high; many students had eaten the meal provided.

### **Youth leadership (check if any observed) None observed**

Leading \_\_\_\_\_ Presenting \_\_\_\_\_ Facilitating \_\_\_\_\_ Planning \_\_\_\_\_  
Collaborative Problem Solving \_\_\_\_\_ Collaborative Team-Work \_\_\_\_\_  
Persevering \_\_\_\_\_ Reflecting/Evaluating \_\_\_\_\_ Logical Reasoning \_\_\_\_\_

### **Persistent Youth Negativity (check if any observed) None Observed**

Arguing \_\_\_\_\_ Complaining \_\_\_\_\_ Not doing/Not Interested \_\_\_\_\_

## **Commentary/Analysis by reviewer(s)**

The spirit of the site leadership and ambassadors speaks volumes for the program

The Flynn program appeared to be serving a large number of students. There was ample school space in separate areas to distribute the energy. Program objectives were sometimes unclear, and some staff did appear “under-engaged” and in one case struggled to have control in the room for part of the program time. The Site Coordinator and Assistant Site Coordinator seemed very organized and approachable. The Bird Program appears to be their flagship program and an extremely successful partnership with UVM.

Flynn also has two UVM students that have applied for a grant to study inter-generational learning; where students from grades 3-5 visit nursing homes weekly and a moving TV story was produced around the time of the visit, which spoke directly to the benefits of the program to youth, families, and elders.

## **Program Observations-Sustainability Academy**

### **Youth Observations / Actions**

Students were happy and warm with staff members.

There was one conflict that emerged between students in the bathroom that ventured into the area of religion; while the conflict was addressed, (1) the discussion happened in a non-quiet, public space and (2) only addressed one party (the accusing) and did not bring students together for a meaningful, restorative discussion (at least what was observed).

Program entry: Youth entered a very clean cafeteria and were waiting along a wall as others came in. Some youth briefly played Simon Says with one staff person. One youth was rubbing his eye in a I’m waiting fashion.

Playground: Youth were using the entire playground running, playing, kicking balls, talking etc. Students were playing vigorously on the playground but safely. Students engaged staff on their play. There were lots of social groups intermingling. It was generally joyous.

Woodworking: Students enrolled in the Sawmill woodworking program were very engaged and eager to share about their work. Students were working safely, confidently, and collaboratively Youth were working on their projects two to a bench. They had selected a project to build. One youth said to another who was using a hand saw to cut out a shape that required some skill: “I could probably do that in a minute.” The second student said: “It’s hard, just so you know.”

### **Staff Observations / Actions**

Program entry overheard: “what game do you want to play sitting down?” “Ooh, you are good at this.” Teacher called out youth by name.

Playground: When asked how things work, a staff person said “we work as a team” outside, yet male staff tend to end up on the pavement section where ball play occurs and females near the play equipment.

Staff were very engaged with youth during outdoor recess; staff played games, laughed and held friendly conversations, and engaged with students throughout the play space. Staff-to-student ratio appeared to be strong at an estimated 1:10; staff were well distributed across the playground so all areas and students could be seen. One student was very upset and dysregulated on the playground; staff balanced support/safety with providing space so as to over stimulate the child. While a staff member supported the student, another got the Site Coordinator. All staff approached the student calmly and one with compassion asked, “What happened? That’s all I want to know,” The child’s dysregulation persisted, and staff was able to effectively support the student to leave the playground without incident and was able to engage with the child and help him.

Woodworking: The two staff brought their van and all materials into the building quickly. The program leader noted that he liked that in 21C grant funded programs that they are open to all and he noted that some youth in grades 7/8 in these communities may have never picked up a hammer whereas in other towns, youth are familiar with power tools, for example. Staff circulated and went from station to station assisting: “Do you want to clamp that?” “If your arms get tired, we’ll help you.”

The Site Coordinator was organized and busy, calmly tending to many things at once. Despite the busy-ness, the Site Coordinator was always able to be present with students he interacted with.

### **Observations of physical climate, space, set up, and available equipment/materials**

Six tables were set up for food and the other half of the gym was delineated for the woodworking program. The playground space is great. Outside had a delineated playground space with a fence right up along the sidewalk. The play structure has many engaging, appropriately scaled components that also promote healthy risk and exploration. There is a large blacktop surface where students played ball games. Staff were able to effectively monitor student flow (i.e., students going inside to use the bathroom, etc.) Students were well contained in the outdoor space and yet had lots of room to play. About 12 students enrolled in the Sawmill wood working program during recess time were located in the gymnasium. The Sawmill program arrived and quickly set up wood working stations where pairs of students were assigned. The stations were well equipped, sturdy, and scaled to young students. The projects were student-chosen; students were provided the wood and tools, knew how to plug in, and got right to work. Students were all using safety gear (goggles, gloves) and seemed very skilled and confident with the equipment and projects provided. The program does not have its’ own classroom and instead uses the gym as its hub; the Site Coordinator has an office off the gymnasium that does not have any heat and is uncomfortable to work in and not a space where staff can meet with students. This results in staff needing to meet with students in the school lobby which does not promote or provide safe space for more difficult process-based

conversations. There seemed to be student flow through the main office/lobby area that was unclear and unmonitored at times.

### **Observations on the schedule, transitions, and flow**

The visit day had a short wait in the beginning as youth entered the gym and then a longer time outside in the aggregate taking over an hour.

The arrival of students in the gymnasium felt a little disorganized. Students were “held” waiting on the wall to go outside; poor and unsafe behaviors (kicking/hands-on) cropped up in this time that were not addressed by staff. Eventually (after 6-7 minutes of waiting), a staff member began a game of ‘Simon Says’, though many students chose not to participate. We observed on an Early Release Day; Students were allotted a 60+ minute recess. During that time ~12 students were invited to participate in the woodworking program (Sawmill).

### **Other observations**

Loud walkie talkies were heard at the start time in the gym. Townspeople walked down the sidewalk very close to the playground.

### **Youth leadership (check if any observed)**

#### **Sustainability Academy**

Leading \_\_\_\_\_ Presenting \_\_\_\_\_ Facilitating \_\_\_\_\_ Planning \_\_\_\_\_  
Collaborative Problem Solving \_\_\_\_\_ Collaborative Team-Work \_\_\_\_\_  
Persevering   x   Reflecting/Evaluating \_\_\_\_\_ Logical Reasoning \_\_\_\_\_

Notes: This was clear in woodworking.

### **Persistent Youth Negativity (check if any observed) None Observed**

Arguing \_\_\_\_\_ Complaining \_\_\_\_\_ Not doing/Not Interested \_\_\_\_\_

### **Commentary/Analysis by reviewer(s)**

Visitors spent about an hour on site during the first part of a Wednesday early release day.

Overall, the Sustainability Academy seems to run a robust, high-energy, welcoming program. Students appeared very happy to be there and comfortable and connected to the adult staff. Our observation of enrichment programming was limited to the special Sawmill wood working program that engaged ~12 students; The Sawmill program was a high-quality, well-organized program that sustained student interest where excellent behaviors were maintained. The Site Coordinator should have heat in his office, so it is a more conducive space to work and meet w/ students and families. Also is an unheated workspace legal? The program was well-staffed, both quantitatively and qualitatively; there was both a Site Coordinator and Assistant Site Coordinator as well as several other staff. The physical space was bright and welcoming. The woodworking program and structure is fabulous.

Consider the entire schedule on early release days and think how and if flow and timing might be dosed in a way that in the aggregate, is designed to offer a greater diversity of daily experiences. For example, could a circle time with a group activity have fit into the schedule or

might there be within the outside time a short little block where there are exciting new choices or new structure (could be youth led) after a good amount a free movement time.

On the playground, it is recommended that staff intentionally assure within the team that someone is walking between the fence and play structure as needed as this is the only sight line that is partially blocked by the structures. It is also recommended to rotate/change up male/female staff between the equipment and “athletic” area as this would likely provide a greater diversity of experiences for both the youth and staff and may mix up typical youth choice patterns. If a car ever enters the playground, including prior to programming, such as when the woodworking van came in, assure there is a staff person outside for additional safety.

The Reading Buddies program started last year and there has been a higher percentage of kids’ reading this year. The coordinator stated that every student went up at least two reading levels, some as many as six reading levels. They read every day but Tuesdays as the librarian has meetings. When asked how information is tracked, he stated that the librarian has the information and the “the testimonies come from the classroom”

## **Program Observations-Edmunds Middle School**

### **Youth Observations / Actions**

**Robotics:** When we arrived, the class had four students waiting for their instructor to arrive so they could walk downtown. The class was celebrating their success in the recent Robotics tournament they participated in. The students were all happy and excited to share their award and talked about their experience in the tournament. They proudly shared the trophy they had won at the last competition and filled us in on the other trophies won in previous events. Once the teacher arrived, the students prepared to leave campus, walking to Ben and Jerry’s for a post-competition *Vermonster*.

**Library:** In the library the student-led Dungeons and Dragon program was meeting with four students totally engaged in the program. They were assembled in a circle in comfortable chairs and were fully engaged in and talking about their latest D and D campaign. Each student had their laptop open. The environment was pleasant and supportive with the four students enjoying their time. One of the students remained fairly quiet until the leader said (as he was looking at his computer) “This is rigged” at which time all the students got up and looked at his computer and they all laughed. This group functioned independently, with afterschool staff overseeing them from a distance. There were also two students in library for academic support.

Observer #2: I visited the library on two separate occasions--at the beginning of the afterschool program and about 45 minutes later. From the first time, program staff greeted a student who arrived for afterschool time in the library. He was offered a snack and comfortable place to work. When I returned to the library later, another student had arrived to hang out in the library, as well as a few high school students who were completing an afterschool employee training.



**Orchestra:** We visited the orchestra program just as they were transitioning into a rehearsal. There were six students drawing on the board when we walked into the room. We introduced ourselves to the teacher and told him why we were there. The conversation was friendly and welcoming. The teacher turned to the students and said, "Let's get started." The six students sat down and got out their instruments. The teacher/conductor played the bass, all other students played the cello, viola or violin. For the rest of the time, the students were playing music. The teacher gave them an instruction. All the students knew exactly what to do. At one point one of the students turned to the student next to him and helped him with a note.

### **Race Up:**

Four students and their instructor were gathered around a table, listening to one of the students talk about her future goals/interests. Others listened. The student who was speaking was a UVM student and formerly a member of this group. She had brought a fellow EMS (and now CCV) student with her. A student from BHS and a student from EMS completed the group. More students typically attend Race Up, as was evidenced by the attendance roster shared with me by the instructor, but the basketball program had started, and students were engaged in this.

The instructor mentioned that she has been part of this program for two years. The conversation was primarily dominated by the college student, but that was okay. It was valuable information for all of the students to hear. At one point, the college student turned to the middle school student and asked what she would like to do when she got to college. The EMS student responded, "Something with the environment."

Overall, a comfortable space and easy-going but important conversations were had.

### **Staff Observations / Actions**

**Race Up:** There was one college staff person, one high school staff person and one middle school student present in this program along with the teacher. The high school student arrived a little later as she was coming from the high school. The college staff person was talking with the teacher whose room they were using. They were having a nice conversation about the college students' future plans. He said, "Every choice you make brings you down a certain path." "You would make an amazing middle school teacher."

The college student did most of the talking in the beginning. She talked about having a personal connection with all the students here. Eventually the college student turned to the middle school student and asked her if she knew what she wanted to do in the future. Both of the youth staff gave the middle school students some suggestions on internships, going to events as part of what she will need to do to fulfill her volunteer hours in high school.

The high school student talked about Psychology being an interest for her in the future. The college student remarked, "This is your personality. I know a woman of color who is a counselor and you could probably talk with her about her experience."

The teacher for the Race Up class spoke positively about the program and how much she enjoys working with the youth staff and the other students in the program.

### Observations of physical climate, space, set up, and available equipment/materials

The physical climate, space, and set up was all appropriate for the observed classes. In general, the school had a calm and supportive atmosphere.

### Observations on the schedule, transitions, and flow

The chamber orchestra had a gentle and calm start, allowing students to interact first with the teacher/conductor. When asked to get their instruments and music ready, each student got out their violin, viola, or cello with no other prompting. As noted, before, there was a period of drawing on the board for the Orchestra program which I thought helped students ease in to the program.

I wonder if transitions are harder for the Race Up program since the high school student staff person needs time to get to the middle school

**Other observations:** None

### Youth leadership (check if any observed)

#### Edmunds Middle School

Leading\* \_\_\_x\_\_\_ Presenting \_\_\_ Facilitating \_\_x\_\_\_ Planning \_\_\_\_\_  
Collaborative Problem Solving \_\_\_x\_\_\_ Collaborative Team-Work\* \_\_x\_\_\_  
Persevering \_\_x\_\_\_ Reflecting/Evaluating \_\_\_x\_\_\_ Logical Reasoning\* \_\_\_\_\_

**Persistent Youth Negativity (check if any observed)** None observed

Edmunds Middle School: Arguing \_\_ Complaining \_\_ Not doing/Not Interested \_\_\_\_\_

### Commentary/Analysis by reviewer

During the interview process, the site coordinator spoke to the following successes:

- Students coming up and telling her what they want her to offer after school.
- She has a half dozen students running programs (e.g. Dungeons and Dragons, Video making at the school, scholars bowl team).
- They are trying to offer more clubs vs. activities such as affinity groups, Ultimate frisbee, Junior Iron Chef, Lego Robotics, Girls who Code, Unified Sports (athletes and partners participating)

During the interview process, the site coordinator spoke to the following challenges:

- The downtown is a draw for many students, so they have a hard time getting students to stay afterschool. Space and transportation issues are ongoing.
- Serving more English-speaking students than those from ELL families

During the observation time, there were two programs that were cancelled so we were unable to observe those classes. The site director did comment that there were not as many kids as usual on the day we visited. **Jazz Band and Chorus:** These 2 programs did not meet, as there was an evening performance instead.

The orchestra program was the only program I saw that was teacher-led.

I liked that there was flexibility at the start of the Orchestra program for the students to ease in to the intended focus. I was not there at the beginning so not sure if that was driven by the students or the instructor.

The Race Up Program had a few students in participation on the day I visited, it was rich in conversation and support. I wonder if there is a way to work with athletics so that the students in basketball could continue to access this program.

While we did not get to see the Robotics program in action, it was evident that the students are connected to the program. I wonder where the students can go if the instructor is not present when they arrive.

I enjoyed seeing the playful nature of the Dungeons and Dragons program.

The students in the Orchestra program were enjoying their time and seemed to get along well with each other.

I enjoyed visiting EMS's afterschool programs and witnessed an overall care and concern of students. It was welcoming and supportive, providing students with a safe space to learn and grow.

## **Program Observations-Hunt Middle School**

### **Youth Observations / Actions**

Programs occurring were snack, meals, news team, Jazz, beading (combined with one other after 10-15 minutes), chess, and library.

Hunt- Supper for up to 45 youth was prepared all students after school until approximately 3:15-3:30 (different times given by different adults in the cafeteria). The afterschool director toted a crate of packaged snack foods, including fresh fruit, to all of the participating afterschool classrooms. A small group of around five youth were at a table or entering the cafeteria to get a meal at 3.05.

The News Team was student led with two youth who were self-directed, with staff nearby in the library. The youth stated that Gracie and another staff are available to assist. They were working on a video announcement that would be played on the following school day with some facts, birthdays, and shout-outs. They showed the visitors an earlier production, which was very creative with a high production value. The youth seemed very engaged in the process and program and stated that "yes, we have much more freedom" in this program.

In Jazz, a trombone player was alternating improvisations with an adult on Sax, while being backed by a band playing on a larger boom box. The student had sheet music to assist with his improv time. The musicians faced each other.

In Chess, seven youth were in pairs (1 with the teacher) playing games of chess and concentrating.

In Beading, three youth were working on their projects at a table, gathering materials and receiving tips on projects.

In the library, 10 youth were in six locations working on a variety of items with two staff circulating. The librarian was situated behind the library desk, but not officially as part of programs. Youth came in and out of the library at different times.

**Staff Observations / Actions**

One teacher offered how the Jazz program focused on improvisation intentionally so that youth can flexibility utilize the program day to day and flexibly allow youth to access multiple programs as evidenced that one Jazz member was in chess on the visit day.

The technology teacher spoke enthusiastically about the programs he taught and the importance of them.

The staff in beading, chess, Jazz were at youth level working with them at face level and fully engaged. Their focus seemed to be collaborative and student centered-student driven with regard to the adult’s role. In the library staff were at the tables assisting youth 1:1, with one staff person circulating in addition to the occasional presence of the coordinator.

All classrooms visited were led by a classroom teacher except beading in the art room was being led by a woman from the Sarah Holbrook Center.

**Observations of physical climate, space, set up, and available equipment/materials**

The cafeteria, classrooms, library and stage were being used on the day of the observation. The spaces were appropriate and materials for programs were robust/in evidence. (e.g. band materials, stage, computers/software, art materials, large chess boards)

**Observations on the schedule, transitions, and flow**

At the end of school, a large flow of students all flow to the main entrance to exit where the assistant principal was stationed. The meal program currently preps food for up to 45 youth a day as is available until 3.30, or 3:15 on the visit day. Concurrently, the site coordinator delivers a small snack at the same time. At one point, a teacher asked the coordinator for the snack in the hallway at about 3.10. Youth made their way to programs on their own after school let out.

**Other observations:**

**Youth leadership (check if any observed)**

Leading \_\_\_x\_\_\_ Presenting \_\_\_x\_\_\_ Facilitating \_\_\_\_\_ Planning \_x\_\_\_\_\_  
Collaborative Problem Solving \_\_\_x\_\_\_ Collaborative Team-Work \_\_x\_\_\_\_\_  
Persevering \_\_\_\_\_ Reflecting/Evaluating \_\_\_\_\_ Logical Reasoning\_\_x\_\_\_\_\_

**Persistent Youth Negativity (check if any observed)** None observed

Arguing \_\_\_\_ Complaining \_\_\_\_ Not doing/Not Interested \_\_\_\_

### **Commentary/Analysis by reviewer**

#### **Interview with Site Coordinator**

Coordinator is in the first month as a new site director.

The past two years there has been significant turnover.

The birding program is starting at Hunt now as a new site.

Other programs include Petra Cliffs, Cross Country Skiing (in the Spring) with the UVM Cross Country Ski Club. They are also working on Music production with the Old North End Studio for a student led video news program.

Some of the programs run all year long and some are offered two times a year.

#### **Coordinator Quotes**

“I want to work on stronger relationships with the staff, how they are feeling about frequent transitions. If the staff are confident that will create a better learning environment for the students.”

“I would like to figure out what the students want.”

“I want to work on promoting the accessibility of our programs to all students.”

“I want to set up meetings with staff.”

“We need more transportation.”

#### **Visitor Analysis**

The staff generally spoke enthusiastically about the program and what they were doing.

If it does not affect programming a nice practice could be to meet all in the cafeteria daily for the first 15 minutes or so and then go to programs. This might allow for some joint activities as a whole program and/or would allow for a chance to eat and talk together as a whole program unit. Maybe programs use this approach around the state. Snack could be available there or later so there would be no conflict between snack and meals with choice maintained.

I wonder if teachers might assist in getting commitments to afterschool at the end of day or reminders for students prior to letting youth out. Or figuring out some unique method to “capture” youth or have some method in that hallway. Getting kids to the cafeteria could assist in capturing them. Now the only reminder method seems to be verbal. Could there be a multi-faceted system?

Might there be a role for middle school youth afterschool leaders to help promote and support the program, or some kind of leadership council?

The site coordinator learned during programs that one program was cancelled and noted to the team that this is the type of issue she hopes to be able to change.

Due to very low ratios throughout the program, youth were getting a lot of attention and at the same time, staff were always assisting somebody.

One program had very low attendance and was merged with beading.

The coordinator stated that total daily attendance goes from a low of 10 to a high of about 40.

It was stated that families have the option to be called if students are absent on a given day. Follow-up and consistent implementation on this point is important as it supports family wishes. There is no evidence that this is not happening.

## **Program Observations-Burlington High School**

### **Youth Observations / Actions**

**Library:** Up to 40 youth at 8-10 tables, some alone, some in groups. Youth ask adults for help and adults coming over. Four youth have their laptops open and are discussing an assignment at one table. Youth are working, writing, discussing, or studying. One youth was writing vigorously alone.

**SJU:** Group was reviewing district equity measures. Advisor: "Are there other data points that should be collected?" Students: "we need something about student jobs and their involvement in school." Another: "Or something around family responsibilities /siblings. A third answer: Or something about if your parents went to college." A third student asked three great questions of the advisor and the activity.

**Unified Athletics:** Youth were in a circle on mats exercising being led by "coach." Youth received high fives after the exercise. Youth were following, smiling, and engaged.

**Hip Hop Recording:** Youth were working together on computers and in the recording, studio using/creating beats and weaving in original rap within a software program. Two youth were sitting together, one identified himself as the producer and the other as the artist. They were discussing what to do. Another trio was in the recording studio getting ready to record. All showed interest and enthusiasm.

### **Staff Observations / Actions**

**Library:** Staff were managing sign in, circulating and monitoring the room and giving assistance. One youth at 4.45 who was working independently and deeply on pronunciation on a computer had to be told to leave quickly so as to not miss her bus after everyone else had left.

**SJU:** Framed discussion about race and data and equity, asking what youth thought: " youth voice is not given enough power in America, we are trying to change that...other cultures may be different...Are there other data points that should be collected?" Another response to a question: "let me look into that, I don't know the full answer."

**Hip Hop Recording:** Staff person offered help when needed, such as in the recording studio. It was explained that the program design is for activity to be student led.

**Unified Athletics:** Coach modeling stretching techniques in a circle and giving positive feedback and eye contact to participants. Leader was clear, modeled, and high fived one youth in a supportive fashion. 1:1s stood on the periphery and communicated with youth as needed, but seemingly not regularly during the activity.

**Observations of physical climate, space, set up, and available equipment/materials**

School doors are now locked versus past visits, visitor signed himself in and entered building with minimal eye contact and no question why I was there.

40-50 youth in cafeteria eating free pizza at 10 tables.

Use of cafeteria, library, recording studio, weight room, and classrooms is wonderful.

Building was noticeably clean throughout and that makes a big difference.

**Observations on the schedule, transitions, and flow**

Due to the nature of the building, programs and people within the program can be isolated from one another.

**Other observations**

Ex-Hunt principal monitoring the cafeteria quote: "You know, The Hunt afterschool program really saved a lot of kids when I was there."

A faculty meeting was occurring in the cafeteria, two hallways were being used by a dance team and indoor track, and the gym was being used. *OnTop* had a room of 20+ youth doing movement. An estimate that up to 150 youth were in the building at the time of the visit.

Music was playing in the weight room started by non-program staff and students, which added a nice element organically. A few non program youth seemed to be hanging out near the music in a safe appropriate manner. Another 1:1 with a student were using the room as well at the same time as unified athletics. A few non program youth were using equipment as well.

Tutors were not in the library on visit day due to a faculty meeting.

There is a student led environmental group that is self-supporting outside of this afterschool program

The Dance group "moved out" of the program yet still continues and is sustaining itself.

**Youth leadership (check if any observed)**

Leading \_\_\_\_\_ Presenting \_\_\_\_\_ Facilitating \_\_\_\_\_ Planning  \_\_\_\_\_  
Collaborative Problem Solving  \_\_\_\_\_ Collaborative Team-Work\*  \_\_\_\_\_  
Persevering  \_\_\_\_\_ Reflecting/Evaluating  \_\_\_\_\_ Logical Reasoning\*  \_\_\_\_\_

**Persistent Youth Negativity (check if any observed)** none observed

Arguing \_\_\_\_ Complaining \_\_\_\_ Not doing/Not Interested \_\_\_\_

### **Commentary/Analysis by reviewer**

#### **Successes stated by Coordinator at interview:**

Having high school students go back to the middle school to work with students is nice to see. They are giving more support to high school students on how to be a professional employee.

Mon-Thurs is a quiet working space in the library from 3-4:45 because the expectation is that the high school students are to be engaged in academic work. On Fridays, the library is used as a more self-directed flexibly used space that has been very successful.

#### **Challenges stated by Coordinator**

There are various programs that get off the ground and other programs that do not get off the ground even when the students said that they would be interested.

Figuring out how to attract and retain students in matching programs to interest.

BHS is not an easy building for communication due to the physical layout and size.

Transportation is also an issue at the high school.

#### **Visitor Analysis**

High School program has a diversity of offerings. Principals value this fact as important.

High school programs happen in the morning, afternoon, half-days, breaks, and Saturdays and in different and flexible time arrangements, which is important.

High school coordinator is seeing a slight decline in numbers and desires feedback on successful promotional methods. Promotion currently focuses on lunch time, word of mouth, posters, emails, brochures, and an Instagram account

Last year's APR stated that harnessing student led voice was a goal. This feels like this goal is in progress and is becoming infused in the ethos of the program. There are many examples of the coordinator putting this into practice and it is telling that the coordinator ended up acting as a liaison to the administration with regard to assisting students in having a safe and appropriate student climate strike as well as being able to participate along students.

The Electro Hip Hop program seemed very important for the few observed doing it. It was interesting to talk briefly to the youth who was prepping to record and see the gleam in his eye. It was also neat to see a youth producer self- identify and show skills using specific software and knowledge.



The use of so many school resources such as a recording studio, library, cafeteria, and weight room is leveraging and creating important opportunities using existing infrastructure. It might be worth doing an internal “audit” of other resources that exist that might result in new exciting programming, particularly at the tech center, athletic spaces/equipment and STEM related spaces. Are any resources desired to be used, but are not within the building?

The library program remains very important, fills a great need and is well run. The culture and expectations created in the library uniquely promotes seriousness of purpose with a gentle touch. The Friday program will grow and compliments other offerings nicely. As an example of its growth, D and D will be meeting there soon.

Unified Athletics is a great use of funds: The space was opened, partners were involved, needs were met for a unique group, and others could use the space as well as a result of the program.

BHS has an emerging literacy program with UVM that connects UVM students with BHS students who are ELL. Sheryl reported that her students are “still maintaining friendships” with UVM students. It’s been a win-win relationship. One of the goals for spring is to get them out of the classroom and to do more project-based learning. This program in the library is an interesting model that might be duplicated with other content areas, if certain professors share a similar vision and passion for service learning. (It already is duplicated in the Birding example)

The SJU observation shows that educational equity for youth is tied the reality of sibling responsibilities and jobs. Programs around careers using partners in the community should always be considered.

## Quotes

“I try to say yes to most things.”-Coordinator

“I plan for all student-led programs to have an advisor”-Coordinator

“Indoor soccer would be very successful. Maybe a little after 6pm”-Youth quote

“A lot of gamers are not connected to the building and the Friday program is great for them” - Librarian

“I see the students feeling very excited, even in the library. They want to be there. It is a positive space and if they want to be there, they are there. They (the project) has been super positive and open to feedback and offering ideas. It helps me unpack that myth that no one can work with schools. “-partner

## Burlington Summer Program Visit

**When:** July 18, 8.30-11.30am

**What:** Middle school program located at BHS, SOAR program at Flynn

### Overall:

- Director spoke of leadership challenge where the middle school program had to be put together very quickly with a new internal team with all hands on-deck due to former leader not completing assigned tasks
- Middle School program has a robust number of enrichment offerings in the am and pm
- Winooski youth at the middle school program are perhaps <5% of total; may be related to some funding impacts
- *Transitions* program will come under the Project's umbrella next year
- It is a testament to the project team that middle school summer program is being executed successfully, with an enormous amount of behind the scenes work being completed in a short timeframe

### Positives

- Observed youth affect was positive with lots of smiles and positive energy generally in all programs
- Clay: 13 youth, nice feel, youth listening to music, staff attentive, differentiation, effective room and set-up, supply challenge existed
- Geometry and Algebra observed, it was not working for one youth. Teacher said to him: "I understand" It seemed like it was difficult to meet his individual needs. Energy in Geometry due to hands-on activity approach seemed high
- Cooking: High energy, hands on, good room with supplies and kitchen materials. Effective groups of 2-3.
- SOAR PBIS and Phonemic Awareness approaches while not observed are based on a solid evidence-based approaches if done well, which is excellent.
- GAGA youth led game was completely self-directed and collaboratively played and shows great cooperation without adult assistance=very impressive and telling.
- Brief classroom pre-lunch observation at SOAR was very positive and of high quality
- Project now has access to PowerSchool at various levels depending on roles
- 98% staff are from the district
- Off-site choices are part of the program and may include SOAR field trips
- Phonemic awareness section with 20+ graduate students for a block three times a week at SOAR in the am in the cafeteria (did not observe) sounds like a very advanced partnership
- Numbers up for middle school program; all-call at last minute likely helped
- Cartooning examples shown in *Seven Days*, youth showing interest during observation, even as part of a fair amount of teacher talking for 10 minutes, although some had hands on head, were yawning, or drawing independently.

### Challenges

- Youth wandering halls and needing to be corralled at middle school program, although not felt as a serious safety risk
- Getting supplies in a timely manner has affected programs

- Differentiation in algebra appeared to be a teaching challenge
- Heat in some classrooms was uncomfortable, but likely unavoidable
- SOAR: one group of youth was out of sight lines of staff for a brief period near the back playground entrance
- Director would like to have more individual goal setting for youth in the future for SOAR, especially in the literacy realm
- District Behavior data likely not consistent enough to use for evaluation purposes

### **Suggestions/ideas/Reflection Overall**

- There were no concerns from a 21C requirements or standards perspective
- SOAR quasi- experimental design components or approaching those could assist in your future evaluation efforts
- Are there methods as part of group intake of youth into academic programs to better anticipate and plan for needed differentiation?

### **Suggestions/ideas/Reflection Detailed Level**

- Would it help to have some light amplification so everyone could more easily hear morning announcements in the cafeteria?
- It seems like *New Arrivals* could be well served to be co-taught for a group of the size and need
- Clay teacher was not aware of any generic summer expectations or norms when asked. These are important as a baseline to enhance consistency and/or understanding of community. Something to think about for the future.
- Having a phone policy approach may be needed? Is this articulated or understood by all? Clay teacher: "I try to keep kids off their phones." Overall, they seemed to be used in an appropriate manner in line with other like sites where they are used but not too much or for the "wrong reasons" (video games, etc.). I saw consistency in your approach when compared with other like sites around the state.
- Cartooning lecture-so much could have been to break up the lecture type approach to that section of the program. Are staff trained or understand generally when to change things up and what the simple signals are- to read the room (hands on head, yawning, fidgety movements?) I often use the rule of three as a teacher; I always need a few backup "back pocket" activities to shift it up if needed. I may have used one in this situation after five minutes.
- Limiting cooking total numbers rather than using as a filler for last minute sign ups is probably the right move so the experience remains high quality. The 21C approach/aphorism would be "Quality over Quantity" generally.
- Are SOAR youth tracked and in sight at all times when the schedule is changed from the norm? E.g., when field trips occur and the normal routine deviates?
- Building out methods or strategies that support "building community" as a whole at the middle school level in the future could include:
  - Smaller groups of circles or teams to process overall experience
  - Celebrations/ end product fair at end of summer
  - Culminating food event and celebration for the whole summer. Include staff and youth acknowledgements?