

21st Century Community Learning Centers

2018-2019

Site Visit Report

Two Rivers Supervisory Union-Chester Andover

Submitted by Emanuel Betz

21st CCLC State Coordinator



Project Director: Venissa White

Visit Dates: May 8, 2019

Visiting Team: Emanuel Betz (Agency of Education) Katrina Kretschmar, (Vermont Afterschool Inc.)

Report Date: May 28, 2019

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 in their practice
3. To promote regular dialog and information sharing with and among projects

Response to this Report

Please submit a written response(s) to Emanuel Betz at Emanuelbetz@vermont.gov. The responses should include detailed steps to address any 'Findings' and "Priority Action Items" by the date indicated. Recommendations and comments do not require a formal response. See *definitions* below to guide your thinking on how to interpret this report. Items needing a response are numbered sequentially within each column from top to bottom.

Definitions:

- **Findings:** Steps that need to be taken immediately to be in compliance with a law or regulation.
- **Priority Action Items:** Action items requiring follow-up by the grantee to meet a 21C afterschool standard.
- **Recommendations:** Recommendations are judgments that could be classified as a "strong suggestions." They do not require action on the part of a project.
- **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 Chester-Andover Afterschool program was visited for one day during the school year where interviews were conducted and programs were observed. Documentation was provided and analyzed in its entirety including self-assessments, program materials, policy documents, job descriptions, and grant and budget information. Interviews and/or discussions were completed with the project director, site coordinator, business manager, superintendent, and principals, staff and students.

A number of unique contextual factors exist for this site and program:

- The program ran for three years without 21C funding between 2015 and 2018.
- The school flooded because of a water break at beginning of school year necessitating merging programs with the Cavendish school and bussing youth there through to the end of 2018. A grant amendment was approved for this plan.
- There were a number of disruptions to the site coordinator and staffing positions throughout the year
- The TRSU Afterschool project has three grants for different sites, Chester-Andover is the third of three.

While the program has maintained a baseline of programming roughly in line with the pre-21C investment, and meeting the baseline year one amendment agreement, the program is not at the expected level of programming in line with the 2018 approved application. With that in mind, the following are notable achievements, which are not to be minimized:

- An afterschool and summer program was maintained and adapted within changeable conditions
- Many more engaging enrichment programs have occurred versus prior to the 21c investment
- Several staff members stepped up significantly to maintain and support the program
- School based staff and partner participation in the program is emerging
- Youth were observed to have a generally positive and engaging experience on the visit day

Given current projections of final end of year one data, an action plan for improvement should be drafted by August 1st for use in year two using the priority action items in this report as a starting point and using the standard plan format that TRSU director has used in the past, or an alternative agreeable to both TRSU and AOE. This need for this plan builds on a modified first year, knowing that significant work is needed to accomplish stated goals and meet the program's potential. AOE will contact the project with more information about this process under separate cover.

Thank you for all the hard work this year as well as preparing for and participating in this process. We hope that it have a positive impact on the program and youth outcomes.

Review Area and Alignment to Statewide Evaluation Plan	Evidence and Analysis (Evidence Statements, Recommendations Priority Action Items, Findings)
<p>1. Success Stories <i>What is working well and how do you know?</i></p>	<p>Summer and Afterschool programs adapted and running in year one of the investment Combined fall programs resulted in new peer to peer and cross school staffing relationships Two staff from Chester-Andover went to the Cavendish program in the fall Cavendish welcomed the Chester Andover youth with open arms according to staff “The melding was awesome” - Site Coordinator Quality of programming since 21c investment has risen according to the project director White House, school, and playground is fully available for programming Community support of the program is high Principal support is strong</p>
<p>2. Challenges/ Lessons Learned <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>What lessons have you learned about your project and what adjustments will be made to ensure the site is continuously improving?</i></p>	<p>Site Coordinator holding two roles had an effect on the Cavendish program Fully integrated communication norms needed (see observation section) Program has been understaffed No field trips occurred during afterschool time “Sometimes I wonder if we give Venissa enough support.” -Superintendent quote</p>

<p>3. Youth Centered Leadership and Activity <i>How are programs youth centered? How do programs support youth leadership?</i> 2. Youth Centered Activity and Leadership continued-</p>	<p>No specific strategies exist yet at the site</p>
<p>4. Evaluation Plan 5. Local evaluation outcomes <i>What are the components of your comprehensive evaluation plan?</i></p>	<p>TRSU afterschool evaluation plan and goals apply to all sites including Chester-Andover New literacy and Social Emotional Learning goals are part of the most recent application Formative Assessment: Youth Program Quality Assessments are site based including Chester-Andover</p>
<p>6. Equity and Access; Dosage and Numbers <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> <i>Result 1.3: 21c funded programs provide enough summer programming to address summer learning loss</i> <i>Result 1.4: 21c funded programs have a solid base of regular attendees</i> <i>IEP and Low income rates meet or exceed school averages*</i> <i>Program income practices do not limit program access*</i></p>	<p>Space fully used Low income percentage served significantly under school average (minus 26%) Fall amendment: fewer students served n=40 due to bus and capacity versus n=60 in application Not open on in-service or vacation days Scholarships covers full amount if subsidies do not; “under ten free slots given” There is little to no information in registration materials about no one being turned away for inability to pay There is a 4pm district bus leaves the school, with an approximation of five youth using it daily Evidence of accommodations made such as providing 1:1s, including an out of district placement in program Referrals from school staff reported Participation in IEP meetings reported, IEP regular participation rate at 16% Unknown if home study or homeless youth attend program Quote: “We should be serving more students”</p> <p>Priority Action Item #1 Access and Equity Plan (July 1, 2019-June 30, 2020)</p> <p>Director spoke to a vision and practice of working with families and the community to break down the barriers of cost. However, the school is at 55% free reduced lunch and the regular attendee service current number is 28%, a large differential of 26% Final numbers will exist at the end of the year but are not</p>

assumed to shift substantially. Create a plan to address this issue. Include changes to registration and newsletter collateral:

Review newsletter and parent handbook fee language. The payment system language should be more inclusive in line with your vision, 21C state norms, and your actual practice and the approved program income memo:

- Materials currently may infer that youth could be dismissed from the program if families do not communicate
- Enrichments are labelled as a “fee-based program.” Consider alternative language such as “Fees can assist in helping sustain our program,” or other language that indicates how and why it is one part of the overall revenue structure.
- It is stated that a deposit is required to hold a slot, yet it is not your practice. Suggest removing.
- Clear language prominently stating “No will be turned away for inability to pay” is one way to address this issue
- Review other project documents AOE provides from other projects for alternative approaches.

[Program income memo](#)

One teacher, who is also a parent, stated she would like more information on how her student does sibling discount system part of program income approach

<p>7. Leader information</p> <p>8. Staffing (Including Licensed Teachers)</p> <p><i>Result 3.1: 21c funded programs are led by experienced leaders (includes adults and youth)</i></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>Sheet with goals, lesson plan to dos, don'ts and "important" guidelines</p> <p>Site Coordinator job description</p> <p>Project Director job description</p> <p>Staff Handbook in evidence</p> <p>"Tutors are provided"</p> <p>"Teaching Expectations" document provided</p> <p>Some teaching staff in program</p> <p>Combined coordinator strategy used in Spring</p> <p>Priority Action Item #2 Staffing Plan (July 1, 2019-June 30, 2020)</p> <p>A fully implemented staffing plan for the site is needed for the site coordinator and staff</p> <p>Recommendations</p> <p>Apply consistent or aligned lesson planning expectations for both external and internal staff</p> <p>Implement site coordinator gatherings to collaboratively problem solve and share practices</p>
<p>9. Physical activity</p> <p><i>Result 2.3: 21c programs provide healthy food and physical activity</i></p>	<p>Snack time was amended to 4pm at the Cavendish site in the fall</p> <p>There is something physical every day for young people to do.</p> <p>Enrichment examples: Tae Kwon Do program, Girls on the Run</p> <p>Daily Recess</p> <p>New playground exists and used at school</p>
<p>10. Linkage to School Day</p>	<p>Principal is very supportive of program.</p> <p>Teachers are excited about the Wizard of Oz production</p> <p>Homework Club run by paraprofessional</p> <p>School space used including rotating use of classrooms</p> <p>Priority Action Item #3 (Integration Plan) July 1, 2019-June 30, 2020</p> <p>School integration plan and strategies are needed as part of action plan in line with approved application</p>

<p>11. Culminating end products or performances <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>This area is emerging. Some examples include: Girls on the Run. Farm to School, Drumming, STEM, Drama, Yoga, leather making -bracelets, twirling in parade</p>
<p>11. Intentional Academic Components <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>Tutoring not occurring Crazy Eight’s math program Summer program plan has an intentional literacy approach</p> <p>Priority Action Item #4 Academic plan (July 1, 2019-June 30, 2020)</p> <p>Implement strategies so that page 7 in the grant application will occur. Consider and implement other strategies.</p>
<p>12. Sustainability and partnerships <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>TRSU sustainability plan exists Community Partnerships is a strength of the program. Drumming and Yoga instructors Field Trip to Montshire Museum Field Trip to VINS Town of Ludlow in MOU Town Pool Whiting Library</p>
<p>13. Family engagement and parent communication</p>	<p>Letter to families of CAES and CTES Student/Parent Handbook Newsletters go to families each session Parent Survey</p>

<p><i>Result 4.3: 21c funded programs benefit from meaningful community partnerships</i></p>	<p>Website Parents are met at dismissal where discussions may occur (observed during program) Director Quote: “parents even email me on Easter”</p>
<p>14. Private school participation <i>Result 4.3 21c funded programs benefit from meaningful community partnerships (private schools)</i></p>	<p>There are no independent schools requiring consultation in the district</p>
<p>15. Safety standards <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>Aquatic plan in evidence Emergency commands-afterschool specific plans in plan Mid- year hires do not receive safety training Fire drills occur An evacuation was executed due to a car fire in the parking lot</p> <p>Priority Action Item #5 Safety Plan (July 1, 2019-June 30, 2020)</p> <ol style="list-style-type: none"> 1) Assure all doors are locked in line with page 17 of the grant application; and (or affirm that the back door may be propped open as a policy) 2) As part of staffing plan address need to meet and greet parents and to manage entry traffic flow and safety 3) As part of safety plan, assure mid-year hires and outside providers are trained in all aspects of safety including emergency preparedness 4) Assure multiple attendance lists each day (e.g. by program and/or staff and for all programs by day. 5) Meet with school team to review and update standards as needed in line with standard recommendations below <p>Standard Safety Recommendations</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 during and following an incident.</p> <p>F) Practice alternate drills beyond fire drills that complement school based preparedness schedules and approaches.</p>
<p>16. Governance <i>How does a governance system meet regularly with diverse stakeholders who help guide the program?</i></p>	<p>Advisory Board includes principals, superintendents and site coordinators Nine meetings have occurred in the 2018-19 school year It is understood the plan is to resume monthly meetings in the 2019 school year</p> <p>Recommendations:</p> <p>1) Some representation from outside of paid SU staff such as parents and community members should be on the advisory board. The Program handbook states this is the current practice.</p> <p>2) Consider if site coordinators should be listed as regular members of the advisory board or if they should just be invited to attend based on meeting agendas. Generally, advisors would not paid employees of the sponsoring organization. Given the scope of the group, this recommendation is more a comment about public perception or misperception versus any problem with actual site coordinator participation.</p>
<p>17. Budget <i>How does the director maintain a well-developed system and provide sound fiscal management for the program?</i></p>	<p>Project meets with business manager at least monthly Three project budgets cause additional work and more coding burden for the business office There was a lack of clarity on budgeting for retirement: the VT State Retirement Office is a resource 32% of the budget remains as of 5/7/19 Business office has codes for three sources of funds: 21c (4611), Fees (1991), and Subsidy (1992)</p>

<p><i>How does the fiscal agent provide proper oversight, organizational support, and fiscal management for the program?</i></p>	
<p>18. Annual Performance Report Statewide Evaluation other items <i>Which systemic items or expectations may need new strategies or additional funding to be achieved?</i></p>	<p>As of 5/7/19 the program has 43 regular attendees or 2479 attendee days for an expenditure of 78542, or a per regular attendee cost of \$1826 (cost is within state norms) 28% regular attendee rate for free reduced lunch 16% regular attendee rate for IEP/special needs</p>

Youth Centered Engagement Observations

<p>Spirit: Smiling _____xxx_____ Laughing _____xxx_____ Choosing _____</p> <p>Playing _____xxxx_____ Calming/Relaxing _____x_____</p>
<p>Health/Physical: Moving _____xxxx_____ Eating _____ Drinking _____ Handwashing _____</p>
<p>Dialog: Speaking _____ Listening _____x_____ Questioning _____ Discussing _____ Explaining _____</p>
<p>Doing:</p> <p>Thinking _____xxxxx_____ Reading _____ Writing _____ Researching _____ Performing _____xxxxx_____</p> <p>Making _____xxx_____ Creating _____xxx_____ Designing _____xxx_____ Collaborating _____xx_____</p> <p>Focusing/Immersing _____x_____ Collaborative Problem Solving _____ Persevering _____ Productive Failing _____</p> <p>Reflecting/Evaluating _____</p>
<p>Leadership: Leading _____ Facilitating _____ Planning _____ Prioritizing _____</p>
<p>Social/Emotional: Cooperating _____xxx_____ Advocating _____ Helping _____ Negotiating _____</p> <p>Empathizing _____</p>
<p>Negativity: Arguing _____ Complaining _____ Not-doing/Not-interested _____</p>

Afterschool Observations

Youth Observations

Programs/count: Snack/60: Homework/ ~8:1, play 40:4, Bubbles /(7:2), outside/ ~25:3, (read aloud/Library ~15:2)

Snack: Youth at six tables, socializing, eating, talking. The tables were spaced close together. Youth seemed to really enjoy each other. They were observed talking and laughing together during snack. Attendance was being taken by the Site Coordinator in the middle of the room. Attendance for the play was taken separately. High School staff were distributing snack from the side of the room and a line extended into the middle of the room. The librarian used a bell to attempt to garner attention in the middle of snack and took play attendance during snack asking everyone in the room to be quiet. Three youth when asked said they liked the snack. Youth Quotes: "I'm sorry it's noisy and I can't hear out of this ear..." "Why are there so many people here today?"

Homework: During homework club teen leaders were giving 2nd grade math worksheets. The students were able to find their own space in the room to work on it. Students worked quietly and were able to ask the staff questions. Youth appeared to be focused.

Clubs: During one of the clubs the young people appeared curious and excited. One student helped another student with their bubble wand when the other student got stuck. Students were practicing lines or waiting for their turn on stage, in general a very high engagement level at the play using the entire room. Quote at snack: "Sometimes we do science... Sometimes we do stations." During one read aloud, two of the older youth in the back were less engaged in listening and joked with each other. The young people in *Girls on the Run* expressed a lot of excitement and enjoyment about that program.

Outside play on the playground was vibrant with many youth running and smiling both on equipment and in various locations on a nice sunny day. At the end, youth lined up easily to go to the next activity.

Staff

Staff in programs all were present and engaged. High school youth on the playground seemed to stay together as a pair. The snack opening was a bit confusing, for example, it wasn't clear if some students were a part of the play and when others were dismissed to homework club. The cues to leave for homework club were not heard. The staff member who was taking attendance for the play seemed to be a little challenged when she needed to call for names in a big group multiple times.

High school staff having been asked what they have learned on the job: "I have learned to give specific instructions...I've learned to focus on the why and not the what to do." They expressed as well that they liked the work.

Homework Quotes: "Okay find a seat where you each have your own space... I have your spelling list... We are going to do some sentence writing practice... All I expect is for you to do your best."

Space

Gym/multi-purpose room, outside playground, and “White House” were excellent spaces. The homework club room had comfortable seating for young people to concentrate in. The STEM club had well organized materials were out and ready, and young people seemed to respect the materials and the leader as they were on task and having fun. The library basement room was cozy. The youth clearly were enjoying the new playground and were very physically active during that time.

Other

There was a teacher, who didn’t work for afterschool, but was in the room for homework club. She potentially could be a great advocate for program. She had some great ideas for having fun with math during the program. After students were done with homework they went outside. She also had some suggestions on how to support younger staff members. The teen staff also stated they would love some group management training.

Two non-program youth were sharing/using the playground space.

Comments/Analysis

No much afterschool specific materials or (e.g. written group norms, materials, end products) were visible in the program

There were two read-aloud activities observed. Would any youth end up it that twice?

Attendance taking: While it is great that program like the play and GOTR are being run with afterschool in mind, the next step is to integrate all programs into a consistent set of expectations/processes for youth. It was telling that there were separate attendance takings and while everything worked out fine, youth eating snack could not socialize and eat normally, which is very important. Second, from an emergency perspective the program needs to have a master daily list of who is in the program and in the building. Third and equally important is for youth to have consistency and a predictable routine as they enter and exit all afterschool programs throughout the year. Some suggestions/further comments:

- 1) Using all the tables in the cafeteria or more tables in an intentional set up and design. For example, some programs have youth sit by program and then staff can silently take attendance and let youth have the time for their own purposes. Likewise, some programs have youth sign themselves in, either alone or with assistance, which is a great strategy.
- 2) The location of snack and attendance taking occurred kind of in the middle of the room. This worked, but there might be a better method. An internal space analysis for all of this is recommended, looking at all options. Taking attendance table by table might be more effective, especially if the group is large
- 3) Departure for programming after snack: It was not clear if there is a norm or if a norm should be created for consistency and routine. There didn’t seem to be a strong sense of who was dismissing what. Having a set time for opening circle can help build community and is an opportunity to make sure young people know what’s going on

that day. There also should be program lists so everyone knows where all the students are at any given time.

- 4) There is not enough staff to man the door in a way that can assist families when they come early it appears. Also doors out to the White House where sometimes shut and sometime open and the stated policy is to have a locked building, but it's not being followed 100% of the time.
- 5) The staff and high schoolers did a nice job walking to the library and being clear with youth around norms.
- 6) The program never felt unsafe and youth seemed very comfortable and aware of the routines.

In the STEM club young people had lots of "I wonder if" and "what if we tried ..." The leader of this club was flexible enough to promote that curiosity and allowed young people to have a voice in how they ran their experiments. As the program grows more systems in place for eliciting youth: input, voice, and shared leadership should be built.

Staffing is a challenge here as it is a new site, however, there is potential for those relationships to be built and getting teachers to staff some more programming next year. The program has done a great job at getting community enrichments in that are led by qualified instructors. Additional training for younger staff may be something to look into. The teens stated they are there because they want to work with young people in the future. They seemed dedicated and could excel with more training.

One teacher said they don't like math homework to be taken home because so many parents undo the teaching they are doing. With that said, 2nd grade teachers were observed giving the teen staff some worksheets for the young people to do. There is some potential with additional linkage to school day via homework club. Perhaps some tracking systems, and communication systems could be in place that would strengthen the teacher-program relationship.

One young person overheard a visitor asking about the program, and offered on her own without a question: "I love afterschool, I get to run and am learning how to pace myself." A couple of other young people talked about how much they love science and want to learn more in afterschool about science they said afterschool makes it more fun. There is great space that has a lot of potential. The Site coordinator is great. She did great asking purposeful questions in a club that helped young people think critically about what they were doing. Another staff member was seen addressing something that could have turned into a bigger deal. She stayed calm and processed with the young person. Great example of de-escalation and meeting the needs of young people.