

## Making Connections with VTmtss: School and Afterschool Programming Integration

**Purpose:** This document is intended to be used by school systems who are reviewing and improving their School and Afterschool Programming Integration. This document would be most effective when used in conjunction with the [VTmtss Systems Screener](#), the [VTmtss Framework](#), and with the [VTmtss Driver Diagram](#) as an organizational tool for action planning.

### Terms within this document:

- **Performance Indicator (PI) Categories** are the big buckets that represent what an effective plan for School and Afterschool Programming Integration should include.
- **Performance Indicators** begin to describe what a school system would want to realize, within each PI category.
- **Effective Practices** are examples of what best practice within each Performance Indicator could look like.
- **Relevant VTmtss Driver Diagram Component Indicators** are VTmtss Framework Component indicators within the VTmtss Driver Diagram that school systems would want to pay special attention to, when having an Afterschool and Summer Programming Integration Continuous Improvement conversation.

### If a school system has identified improving after school and summer programming as a priority, this is how they should use this document:

1. Complete the VTmtss Systems Screener, if you haven't already. The VTmtss Systems Screener will help your school system to articulate its systemic strengths and areas for improvement and will inform how you approach your Afterschool and Summer Programming Integration improvement work.
2. Decide which PI Category(ies) you would like to focus on in your improvement work.
3. Use the VTmtss Driver Diagram to frame your action planning around your selected Category(ies).
  - a. Use the Performance Indicators and Effective Practices as reference points for what you should be working towards.
  - b. Focus on the Relevant VTmtss Driver Diagram Component Indicators within your VTmtss Driver Diagram conversation, to help guide the direction of your action planning.

If you have questions about this document or this process, please contact Tracy Watterson, VTmtss Program Manager, at [tracy.watterson@vermont.gov](mailto:tracy.watterson@vermont.gov).

**PI CATEGORY 1: Coordinated communication and information sharing**

Performance Indicator	What does effective practice look like?	Relevant VTmtss Driver Diagram Component Indicators
<p>Program staff can access relevant information about students during after school time.</p> <p>School day staff and program staff have open lines of communication regarding students and families.</p> <p>Communication with families is coordinated between school and program staff to ensure consistency.</p>	<ul style="list-style-type: none"> <li>• Program staff can access school-day software, computers, and other technology during afterschool time, such as systems for incident reporting or managing family contact information.</li> <li>• School day staff have regularly scheduled opportunities to check in with program staff about specific students or program activities.</li> <li>• Program staff are invited, where appropriate, to participate in support and intervention meetings for students who are experiencing challenges during the school day.</li> <li>• There is a process in place at the school level to connect families seeking afterschool and summer programming with the appropriate options.</li> <li>• School communications with families, such as newsletters or announcements, incorporate the afterschool program.</li> <li>• The program is meaningfully promoted by the school and particular attention is given to supporting the enrollment process for families from marginalized groups.</li> <li>• The program’s handbook and expectations for families are consistent with and/or complementary to the school’s procedures and policies.</li> </ul>	<p><u><b>Systemic and Comprehensive Approach:</b></u> <i>(characteristic #3, indicator 1)</i></p> <p>Equity is considered and addressed at every level.</p> <p><u><b>Effective Collaboration:</b></u> <i>(characteristic #2, indicator 2)</i></p> <p>School structures support ongoing collaborative engagement focused on improving student outcomes in behavior, academics, and social-emotional learning.</p> <p><u><b>Expertise:</b></u> <i>(characteristic #2, indicator 1)</i></p> <p>Expertise resides in every aspect of the comprehensive system.</p>

**PI CATEGORY 2: Consistent practices and services for students**

Performance Indicator	What does effective practice look like?	Relevant VTmtss Driver Diagram Component Indicators
<p>Students have consistent expectations between the school day and after school time.</p> <p>Academic and social-emotional learning from the school day is extended and built upon by the after school and summer program.</p> <p>All students and families in the community are able to equitably access the program.</p>	<ul style="list-style-type: none"> <li>• School behavioral expectations and protocols are adapted to support the afterschool culture and provide consistency for youth.</li> <li>• Program activities connect to and expand upon school day learning, including academic content, topics of study, and skills.</li> <li>• Licensed educators support the design of developmentally appropriate and enriching afterschool and summer program curricula.</li> <li>• Students who receive interventions and supports during the school day access complementary supports after school whenever appropriate.</li> <li>• Extended School Year (ESY) services for students with IEPs are provided in an integrated manner with summer programming where staffing permits.</li> </ul>	<p><u><b>Systemic and Comprehensive Approach:</b></u> <i>(characteristic #3, indicator 1)</i></p> <p>Equity is considered and addressed at every level.</p> <p><u><b>Expertise:</b></u> <i>(characteristic #3, indicator 2)</i></p> <p>Expertise is used flexibly and efficiently to develop, maintain, and employ resources as needed to ensure success for all students.</p> <p><u><b>High-quality Instruction and Intervention:</b></u> <i>(characteristic 2, indicator 1):</i></p> <p>High quality, evidenced-based, and standards-driven instruction in every classroom and every setting.</p>

**PI CATEGORY 3: Intentional integration with school systems**

Performance Indicator	What does effective practice look like?	Relevant VTmtss Driver Diagram Component Indicators
<p>The school includes and prioritizes the needs of youth and staff of the afterschool program in major decisions.</p> <p>Passionate school-based staff choose to work in the afterschool and summer program.</p> <p>The program is meaningfully and systemically integrated with the school’s operations.</p>	<ul style="list-style-type: none"> <li>• Afterschool and summer program leaders sit as equal and regular members on the district’s administrative management team.</li> <li>• Afterschool staff are invited to participate in district in-service professional development.</li> <li>• Program considers district rates when setting fair pay rates for afterschool and summer staff.</li> <li>• Whole school buildings are available for use after school, including classrooms, technology labs, gyms, sound systems and kitchens.</li> <li>• The program participates in school celebrations and assemblies designed to demonstrate and celebrate how learning has been achieved.</li> <li>• Meals for afterschool and summer programming are provided by the school’s food service system.</li> </ul>	<p><u><i>Systemic and Comprehensive Approach: (characteristic #1, indicator 1)</i></u>                      The collective vision of growth and improvement is characterized through the structures and modes of operation.</p> <p><u><i>High-quality Instruction and Intervention: (characteristic 1, indicator 2)</i></u>                      The system supports a structural and interpersonal climate to allow for meaningful work.</p> <p><u><i>High-quality Instruction and Intervention: (characteristic 1, indicator 1)</i></u>                      Committed educators who believe all children can learn at high standards.</p>

For further support surrounding integrating Afterschool and Summer Programs with school systems-level work, please contact Kate Anderson ([Kate.Anderson@vermont.gov](mailto:Kate.Anderson@vermont.gov)) and Emanuel Betz ([Emanuel.Betz@vermont.gov](mailto:Emanuel.Betz@vermont.gov)).