

21st Century Community Learning Centers

North Country Schools - ENCORE Site Visit Report

2019 - 2020

Submitted by Emanuel Betz, 21st Century CCLC State Coordinator



Project Director

Elizabeth Chambers

Visit Dates

July 31, 2019, Jan 14-16 and Jan 30, 2020

Visiting Team

- Emanuel Betz (21C State Coordinator, Agency of Education)
- Laura Greenwood (BEST Act 230 Coordinator, Agency of Education)
- Elaine Gordon (Former Project Director. Westminster Schools)
- Anne Hatch (Project Director, Kingdom East Supervisory Union)
- Kiley Boyd (Project Director, Windham Central Supervisory Union)

Report Date

February 5, 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 2018-19. The statewide evaluation results as detailed in the 21c statewide evaluation plan and the associated 2017-18 *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 in 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](#). 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 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 of 2019 and four days during January of 2020 where interviews were conducted and programs to all sites were observed. Extensive documentation was provided and analyzed in its entirety including self-assessments, program materials, policy handbooks, brochures, planning forms, program artifacts and promotional materials. In addition, Annual Performance Reports, statewide evaluation data by site and grant and budget information were reviewed. Interviews and/or discussions were completed with the project director, central office staff, site coordinators, business office personnel, principals, teachers, staff, parents, partners, and students.

Notable positives include:

- Project Director leadership and commitment is very strong
- District leadership structures and teaming supports the project in demonstrable ways
- Partnerships remain strong and growing throughout a vast rural area
- Efficiency and low costs overall are the norm- at whole lot is done with smaller site budgets
- Significant innovations occur annually such as the van program and wellness day in 2019-20
- There is a clear and on-going commitment that results in action around equity and access issues

Potential growth areas include:

- Creating on-going teaming structures at the project level to mirror district level success
- Aligning or expanding more intentionally aligned academic programs
- Creating plans to integrate more social emotional supports and teacher connections in programming
- Determining if licensing Newport City is needed for that site
- Linking Supervisory Union/School Professional development initiative and opportunities more closely with the project

There are no significant systemic findings in this report. There are fourteen recommendations and two priority action items that will further tighten systems and hopefully support your ongoing work. There are no issues of non-compliance. Program observations may spark additional action steps for consideration.

Thank you for all the hard work, as well as preparing for and participating in this process. We hope that the process has and will 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</p> <p><i>What is working well and how do you know?</i></p>	<p><i>Programming:</i></p> <ul style="list-style-type: none"> Shared resource library for sites Summer participation has risen (at Coventry), One teen week exists at every site in summer Participant/attendee numbers have been increasing in summer programs Recently changed the name of “summer school” to “summer camp” Integration of Holland youth at Derby includes a new morning program 18 Learning kits with curricula have been created from instructors and Director Not one behavioral incident observed at any of the sites. <p><i>Administration:</i></p> <ul style="list-style-type: none"> Administrative systems are vertically integrated Leadership team articulated as very positive for the project Project Director position “fully integrated on a positive leadership team” Principals and boards are very supportive <p><i>Innovation and Equity:</i></p> <ul style="list-style-type: none"> Both John Castle, SU Superintendent, and Jessica Applegate, Director of Learning & Design, highly praise the 21C Director for her creativity and drive for new initiatives The project enhanced access by purchasing two vans to transport students: Five sites now have transportation Newport Town also has a bus at 4:15 bus option The Director is working with the Equity and Community Outreach Coordinator regularly to work through challenges related to equity including billing/payment processes and procedures. NEK Cares wellness day was started

Review Area and Alignment to Statewide Evaluation Plan	Evidence and Analysis (Evidence Statements, Recommendations, Priority Action Items, Findings)
	<p>Representative quotes</p> <p>“The Director has blown all past work out of the water” (commenting on historical levels of success)</p> <p>After school is “never seen as a separate entity...”</p> <p>“The Director is very self-sufficient.”</p>
<p>2. Challenges/ Lessons Learned</p> <p><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>Programming and attendance for older youth, particularly for older grades including middle school ages</p> <p>Transportation lacking at four remaining sites</p> <p>Unexpected summer program growth at the Coventry program</p> <p>Newport City turnover and serving their high needs youth</p> <p>Staff comfort with diversity and equity issues (see recommendation #5 below)</p> <p>Supervisory Union accuracy of low-income data due to CEP status at 5 schools</p> <p>Coventry space issues</p> <p>Finding qualified staff to support youth needing accommodations</p> <p>Representative Quotes</p> <p>“Transportation has been on my mind since I started.”</p> <p>“I live in fear that site coordinators are going to leave.”</p>
<p>3. Youth Centered Leadership and Activity</p> <p><i>How are programs youth centered?</i></p> <p><i>How do programs support youth leadership?</i></p>	<p>Programming such as newspapers and yearbooks have a strong inherent youth-voice component</p> <p>Students are planning NEK Cares, a summer week that is based around student health and wellness</p> <p>Derby using local honor students to assist with activities</p> <p>Lowell students go to school board</p> <p>Green Team at Coventry</p>

Review Area and Alignment to Statewide Evaluation Plan	Evidence and Analysis (Evidence Statements, Recommendations, Priority Action Items, Findings)
<p>3. Youth Centered Leadership and Activity (cont.)</p>	<p>Newport Town older students ran an afterschool meeting</p> <p>Youth led programming: multiple dance programs and a potions class</p> <p>Student Councils exist at multiple sites</p> <p>High school students led a dance program and game time group.</p> <p>STEM Pathways – Director works with high school students weekly to teach/learn a work-based learning curriculum to later be youth led within elementary programs. High school students in year 2 of this are able to create their own STEM curriculum based off of student interest.</p> <p>Youth voice is part of the program checklist form</p> <p>One site attempted a student advocacy group</p> <p>Afterschool student survey exists</p> <p>Recommendations</p> <ol style="list-style-type: none"> 1. Grow peer lead programming within sites including using older youth as helpers for younger ages 2. Include Youth leadership specifics in Coordinator checklist
<p>4. Evaluation Plan /Local Evaluation Outcomes/Data Collection Systems</p> <p><i>What are the components of your comprehensive evaluation plan?</i></p>	<p>Mission statement is clear and present in materials</p> <p>Local evaluation plan with 9 objectives and an annual data analysis occurs</p> <p>Consensus that the low-income data for the <i>Community Eligible Provision</i> system is not accurate</p> <p>Focus on community service as a local goal</p> <p>Recommendations</p> <ol style="list-style-type: none"> 1. Review and discuss the CEP low-income spreadsheet (see attached) with AOE to learn how the Agency is approaching the same issue.

Review Area and Alignment to Statewide Evaluation Plan	Evidence and Analysis (Evidence Statements, Recommendations, Priority Action Items, Findings)
<p>5. Equity and Access; Dosage and Numbers</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><i>Program income practices do not limit program access*</i></p>	<p>Brochure fee language is inconsistent between sites</p> <p>Session schedules are not the same by school</p> <p>Innovative van program has been implemented and enhanced access to programming</p> <p>Sites collaborate with case managers on behalf of students</p> <p>Newport Town integrates afterschool with IEP and 504 plans</p> <p>Program may personalize program dosage and choice with parent input for needy youth</p> <p>Program leverages younger staff to work with needy youth</p> <p>The project works closely with the Equity and Community Outreach Coordinator</p> <p>Youth in special circumstances can programs enter mid-session</p> <p>High percentage of homeless students in the district n=69- and are able to enter into programming at any point during on on-going session at no cost</p> <p>Programs are billed for outstanding balances mid-session at four sites</p> <p>Project is grappling of how to assure equity for a more expensive fee- based year-long martial arts program</p> <p>Representative Quotes</p> <p>“We are talking to people about racism”</p> <p>Recommendations</p> <ol style="list-style-type: none"> 1. An equity solution for Fees and language is being processed through multiple committees. AOE is willing to offer advice as well. Review other language approaches that projects are using. There is no need to chase “bills,” and mid-session billing might be removed. Consider the notion of pledge versus donation-keeping paperwork and tiers simple. Offer multiple (at least up to three levels of donation or pledge tiers (none-low-slightly higher-unlimited). Example: Wings Community Programs

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<p>5. Equity and Access; Dosage and Numbers (cont.)</p>	<ol style="list-style-type: none"> 2. Choose a few focused SELPQA item for on-going PD such as the bias item that relates explicitly to need 3. Martial arts challenge: If implemented, identify three equity statements or strategies that become policy to guide all or any programs of this type 4. Always allow youth to enter programs mid-session if appropriate to programming expectations and if capacity to administer exists. Drop-in or unreasonable “last-minute” registrations is not being advocated.
<p>6. Leader information</p> <p>7. 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>Director assembles curriculum kits based on student interest, to be used among sites</p> <p>Coordinator checklist includes common meetings, data, and general requirements/expectations</p> <p>Shared resources available for sites include 94 separate items</p> <p>Encore program checklist tool exists for site coordinators</p> <p>Clear job descriptions with position goals articulated, which message clear program expectations</p> <p>15 minutes of planning time is paid</p> <p>Site Coordinator evaluation exists</p> <p>Monthly team meetings exist</p> <p><i>Learning walks</i> for site coordinators with intra site visit process, notes taken, and feedback given</p> <p>Director is part of the Learning Design Team</p> <p>Principals are asked to be part of interviews of site coordinators</p> <p>Supervisory Union Professional Development opportunities are offered to afterschool staff</p> <p>Project professional development focuses on local choices including SELPQA and learning walks as well as offerings from Vermont Afterschool Inc</p>

Review Area and Alignment to Statewide Evaluation Plan	Evidence and Analysis (Evidence Statements, Recommendations, Priority Action Items, Findings)
<p>6. Leader information (cont.)</p> <p>7. Staffing (Including Licensed Teachers) (cont.)</p>	<p>Representative Quotes</p> <p>“We are not a team yet” (internal project team)</p> <p>“Many teachers support the program, but there is a disconnect between the programs and the school day.”</p> <p>Director is working to “make a team mind set” with the site coordinators</p> <p>Director: “Schools are really open to welcome after school staff to PD opportunities within the school.”</p> <p>Stem Academy youth: “I learned how to improvise as a teacher.”</p>
<p>8. Physical activity</p> <p><i>Result 2.3: 21c programs provide healthy food and physical activity</i></p>	<p>Snack or supper provided at all sites</p> <p>Recess time is incorporated at all sites</p> <p>The average from 310 programs listed are ~25% physically related</p> <p>Observations: All programs provided at least 1 physical activity option in their winter sessions. Examples include dance, basketball, skiing, yoga, snowshoeing</p> <p>Recommendations</p> <ol style="list-style-type: none"> 1. The following three sites had the lowest percentage of physical activity as enrichment programming based on the provided class list: Troy: 13%. Suggest improving. Jay/Westfield 16%, Newport City 18%. Determine if more are needed upon a closer analysis at these sites.
<p>9. Linkage to the school day including principal involvement</p> <p><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>Specific percentage expectations exist for different program types</p> <p>Whole school buildings and many resources used</p> <p>Director part of leadership and learning design teams, equity team, personalization team</p> <p>Special services supports, observations and trainings have assisted ENCORE</p> <p>Coventry – current Principal is former VT Afterschool employee, a ‘cheerleader’ for the program</p>

Review Area and Alignment to Statewide Evaluation Plan	Evidence and Analysis (Evidence Statements, Recommendations, Priority Action Items, Findings)
<p>9. Linkage to the school day including principal involvement (cont.)</p>	<p>Integrated safety systems in evidence</p> <p>In summer, one principal assisted a youth with diabetes for the first four days so they could participate in the program before a helper could come on staff</p> <p>Sample e-portfolio has afterschool section, yet not used yet</p> <p>Representative Quotes:</p> <p>“I want to help them be successful”</p> <p>“Site Coordinator learning walks are great”</p> <p>“A highly leverageable goal is to focus on youth leadership.”</p> <p>“The Director helps facilitate meetings and has added value to the team”</p> <p>“I feel like I can accomplish more because I can talk fully talk through ideas I have”</p> <p>“The majority of school principals have buy-in to the program.”</p> <p>Recommendations</p> <ol style="list-style-type: none"> 1. Consider a stronger planning tool such as one of these.
<p>10. Culminating end products or performances</p> <p><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>Examples: Junior Iron Chef, The Bearcat times and Jay Westfield Times newspapers, (4 newspapers in total exist) Med Trek and STEM programs, Leather products, Dance Performances, Animation videos, Summer theater and canoe expedition, Summer wellness day</p> <p>Each site has at least one community celebration of work</p> <p>Gifts for Giving-Community Service Programs</p> <p>Recommendations</p> <ol style="list-style-type: none"> 1. Consider programs that could occur at multiple sites with a unifying culminating event such as a district wide chess tournament or martial arts demonstration (see section 18 as well)

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<p>11. Intentional Academic Components</p> <p><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>Varied levels of tutoring options exist for students to gain additional academic support by site</p> <p>21C Director works with Director of Learning and Design on tutoring programming</p> <p>Some sites allow teachers to use their end of school daytime hours to work with students on academics</p> <p>Two homework programs are run concurrently to <i>ENCORE</i></p> <p>Recommendations</p> <ol style="list-style-type: none"> 1. Building out a tutoring program in concert with an aligned MTSS system could reap enormous rewards
<p>12. Sustainability and partnerships</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>Brochures explain multiple funding sources to the public</p> <p>Funding break out pie chart and plan exists gathering funds from more than 7 sources</p> <p>~52% 21C funded</p> <p>Partnerships:</p> <p>Stanstead College youth from Quebec come to Derby program</p> <p>Siskin – tumbling, outdoor programming, augmented PE programs, paddling, kayaking, archery, science enrichment.</p> <p>Green Mountain Farm to School – AmeriCorps volunteers provide programming (gardening, junior iron chef). Green Mountain food cart utilized to provide free meals for 2019 summer programming</p> <p>Northwoods Stewardship Center – providing outdoor educational programming</p> <p>Martial Arts studio provides programming</p> <p>MAC Arts for theater</p> <p>Echo Lake group</p>

Review Area and Alignment to Statewide Evaluation Plan	Evidence and Analysis (Evidence Statements, Recommendations, Priority Action Items, Findings)
<p>12. Sustainability and partnerships (cont.)</p>	<p>NEK Collaborative Upper Valley Missisquoi group Wellness Center Gifts for Giving Bike Smart Trailer North Country Technical Center Newport hospital partnered for 2019 summer NEK summer wellness day Vermont Afterschool: Med trek and STEM Pathway programs</p> <p>Representative Partner Quotes</p> <p>“Afterschool is a bit of a wildcard (relative to the school day) we try to make it fun and relaxed.” “Programs have come a long way” “Kids are medicated, and {the same} supports may not carryover.”</p>
<p>13. Family engagement and parent communication</p> <p><i>Result 4.3: 21c funded programs benefit from meaningful community partnerships</i></p>	<p>Parent survey by site completed with 230 responses Families participate in celebrations</p> <p>Representative Quotes</p> <p>There was an “expressed fear of making parents uncomfortable” “Karate has really reigned him in” “My daughter has been more detailed as a result of the program”</p>

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<p>14. Private school participation</p> <p><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, this was accomplished for the two private schools in the required service area.</p>
<p>15. Safety standards</p> <p><i>See 21c safety standards and annual reporting safety questions. Result 2.4: 21c funded programs strive for continuous improvement through the use of the Youth Program Quality Assessment (YPQA)</i></p>	<p>General procedures for safe environments list 12 areas</p> <p>Incident report system in existence</p> <p>Detailed Protocols for (e.g. intoxicated parents and late pick-ups and safety checklist for student departure)</p> <p>Emergency plans same as school without adaptations for afterschool</p> <p>Behavior contract exists</p> <p>Nurse Practitioner is on-call for the summer program</p> <p>De-escalating techniques are supported through professional development</p> <p>One youth with epilepsy with rare seizures had one, school nurse assisted</p> <p>The project has had special and extensive accommodations for 4 youth with diabetes and one with epilepsy.</p> <p>120 staff were trained in ALICE</p> <p>Priority Action Item # 1 (March 15, 2020)</p> <p>Create a plan following standard emergency training recommendation B below for any <u>mid-year core staff hires</u> (see standard recommendation B below) including written materials to be delivered and including any core <i>ALICE</i> information that all staff should know</p>

Review Area and Alignment to Statewide Evaluation Plan	Evidence and Analysis (Evidence Statements, Recommendations, Priority Action Items, Findings)
<p>15. Safety standards (cont.)</p>	<p>Priority Action Item # 2 (June 30, 2020)</p> <p>Review school-based ALICE emergency plans by program site to assure that no modifications (see standard recommendations below) need to be made for afterschool time with stakeholders external to the project such as local safety teams and/or leaders.</p> <p>Recommendations</p> <ol style="list-style-type: none"> 1. Update safety standards and check internally for consistency with this 18-19 document <p>Standard Safety Recommendations</p> <ol style="list-style-type: none"> A. Review, Revise and list all emergency protocols including articulating any variances in protocols from the school day. B. Reevaluate training plan, dosage, and tactics to be used for staff, including part-time staff. Articulate training practices and procedures in manual. C. Articulate command structure for afterschool inclusive of all programs and people in the building. Evaluate communication protocols including ‘button (intercom) control’ and training: empower multiple staff tiers in usage and plan. Articulate any changes to practice in manual. D. Articulate reunification center clarity and communication protocols that would follow an incident. E. Practice alternate drills beyond fire drills that complement school-based preparedness schedules and approach. <p>Appendix E page 30 of the grantee handbook has additional safety considerations for summer programs that occur outside of school buildings that may be helpful to review</p>
<p>16. Governance</p> <p><i>How does a governance system meet regularly with diverse stakeholders who help guide the program?</i></p>	<p>Advisory board merged with leadership team and has 30 minutes for agenda items or as needed</p> <p>Director attends 3 school board meetings per year and presents to executive board annually</p>

Review Area and Alignment to Statewide Evaluation Plan	Evidence and Analysis (Evidence Statements, Recommendations, Priority Action Items, Findings)
<p>17. Budget</p> <p><i>How does the director maintain a well-developed system and provide sound 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>ADS finance system used</p> <p>Regular communications in place with the business office</p> <p>Site coordinators are given specific budget amounts to guide site programming and need</p> <p>Checks and balances in place for accounting system of program income</p> <p>Projection sheet used and reviewed regularly with site coordinators to manage expenditures</p> <p>Director receives budget reports monthly from the business office, shares with staff monthly</p> <p>Summer 2019 – participation in Coventry summer program over budget due to significant increase in student participation. Taken to school boards to request increase in budget to cover this trend</p> <p>Representative Quotes</p> <p>“We don’t bill, it’s voluntary payment.”</p>
<p>18. Annual Performance Report Statewide Evaluation other items</p> <p><i>Which systemic items or expectations may need new strategies or additional funding to be achieved?</i></p>	<p>Statewide evaluation indicators that were not met at multiple sites according to 17-18 and 18-19 APR data:</p> <p>1.2c. Site operated for at least 14 hours per week during the school year. 8 sites did not meet.</p> <p>Recommendations</p> <p>1. Build up over time as funding allows. Renew parent survey at Lowell to see if program needs go to 4.45 or 5.00pm. This would allow for outside time in winter, for example</p> <p>2.1a. At least one program strategy, beyond homework help existed and was specifically designed to support students struggling academically.: 5 sites did not meet in 17-18.</p> <p>2.2a.iii. There were at least five examples of culminating end products and/or performances.6 sites did not meet.</p> <p>3.2a. Site was staffed by at least one-third licensed educators during the school year. 6 sites did not meet</p> <p>3.2b. Site was staffed by at least one-third licensed educators in the summer (if applicable). 6 sites did not meet</p>

Review Area and Alignment to Statewide Evaluation Plan	Evidence and Analysis (Evidence Statements, Recommendations, Priority Action Items, Findings)
<p>18. Annual Performance Report Statewide Evaluation other items (cont.)</p>	<p>Recommendations</p> <ol style="list-style-type: none"> 1. These items are grouped as they are related generally to program quality. While the data does create a cut like score, or may indicate a trend, it was felt that selected sites could benefit by putting more intention to this area generally where needed, with applicable site-specific strategies. It is understood that available staffing is often the major driver for these items. 18-19 data does show that licensed teacher use as staff in afterschool is much lower than in summer. Consider and create self-designed action steps. Create plan and targets to increase end products, and or advancing tutoring or like programming by 2021. <p>3.1c. <i>Site coordinator had at least bachelor's degree in related field.</i> 5 sites did not meet.</p> <p>Representative Quotes</p> <p>Director: "I didn't ask for enough money."</p>

Program Observations – Brighton School

Youth Observations/Actions

Snack:

Circle Time: “My dog almost got killed.” “I’m excited for afterschool,” I wanted to do the afterschool, but it was for fourth grade and up,” I’m happy and tired.”

Cooking: 5:1 ratio. Five youth were working from one recipe to create food. They were either listening or rotating into the one station to actively assist in the process. “Can I go to the freezer?... I’m not good at this... Why do we need apple juice (as part of the recipe)? One girl self-changed gloves for sanitary reasons.

STEM/Legos: Youth were given a collaborative challenge to create a Tic Tac Toe board with others in a group. Asked what a challenge is: “something tricky or pushing over your limit or getting out of your comfort zone.” Youth ran to tables with excitement (Jave, right here!) and very actively engaged in the activity: “I can do it! I know how to make it... I can make the O (to another student) “should we make the lines with the white?”

Games: 9:1 ratio. Youth were at four tables, having chosen their activity.

Staff Observations / Actions

Snack: Youth were sitting on the floor by grade in groups of 5 or so eating and talking. Other youth not in the program were also in the room waiting for the bus and having snack as well.

Before circle time staff blew whistle two times to circle up in the middle of the room. “Who would like to look around and see if anything needs to be picked up? Staff showed emoji faces and asked youth to tell the group how they were feeling by showing their face. “I would like some honest feelings...” “Who remembers what the whistle is for?” “The Whistle means stop look listen.” One child used the pain emoji. “Staff: Is there anything we can do to help?” “Can you get back in the circle?” Whistle blew before separating into two groups for cooking and other.

Cooking: 5:1 ratio. “If you touch your face, you will need to put on new gloves.” Girls take your time. Where did (name) go?”

STEM: Staff set up the activity in a semi-circle asking what a challenge is and clearly laying out the activity. Youth were fully on board and excited to participate. “You can work with a partner on this challenge. I’m not going to give you directions.” Praise heard: “Nice job, (name).”

Games: Staff at face level working with youth

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

The gym had nothing in it but the floor. Classrooms had everything needed and were comfortable and set up for collaborative work. The kitchen was fully used. The stove was used as well for baking.

Observations on the schedule, transitions, and flow

The whistle blew four times during circle time

Other observations

Director noted that there have been positive changes with the current principal at the school

The front open space upon entry is a unique school space that would be conducive to many afterschool offerings.

Youth leadership (check if any observed) None Observed

Leading ___	Collaborative Problem Solving <input checked="" type="checkbox"/>	Reflecting/Evaluating ___
Presenting ___	Collaborative Team-Work <input checked="" type="checkbox"/>	Logical Reasoning <input checked="" type="checkbox"/>
Facilitating ___	Persevering ___	
Planning <input checked="" type="checkbox"/>		

Notes: observed in STEM-Legos

Persistent Youth Negativity (check if any observed) None Observed

Arguing ___	Complaining ___	Not doing/Not Interested ___
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Commentary/Analysis by reviewer

The whistle was used to gets youths’ attention three times in an intimate setting where the goal was to share emotions and process as a group. It was used as well to indicate that it was time to circle up after snack was completed. The ideal would be to eliminate whistle use completely. It is strongly recommended to end its use as part of a small circle time. Alternatives can be found such as “1- 2- 3 eyes on me with clapping or other like participatory alternatives and will likely be as or more successful” I would add as well from an auditory perspective some people more than others will find the loud whistle noise close-up literally jarring or more unpleasant than others’ perceived experience. It could still be used to circle up youth if needed, but a whistle does not really fit in with a family atmosphere or a program that is more intentional about social emotionally sensitive programming. One would want to be in a place, where it is not needed because trust and routine make it obsolete.

In cooking, the adult instructor seemed to manage use of the stove. Do youth use it as well even though there is an element of danger? That would be suggested as well as having two or three stations so that all youth can be involved more in the entire process.

The STEM Lego program was of very high quality and engagement.

The circle activity was well run. The use of the gym and sitting on the floor is a bit unusual. I wondered if tables could be set up and/or if the circle time could occur in a more intimate space like the front space, although adding an extra transition might not be called for. Consider setting up space just like Lowell, which had the same numbers and dynamic on the visit day.

Van usage has been very successful according to the director and site coordinator and there was evidence that access has been improved. Great work. It is understood this took a lot of work to make it happen on many fronts.

The site has 3 community service options according to submitted data, tied for highest in the project

The “separate” homework club youth do not have access to the van, which is just one example of why having programs under one umbrella in a small school makes sense.

Self-Assessments and other data points:

- The following numbers were marked as needing some improvement and could be used to create action steps: #56,52,30,32,21,14,16,
- “Staffing is difficult”
- No orientations listed - what documents do front line staff receive if any?
- Listed low income percent as very low. 31 of 50% in APR
- 1 drill practiced according to APR and same this year, standard not met

Low middle school participation ideas: Could leadership opportunities be explored such as helpers or a chess club that competes with other sites.

Program Observations-Charleston School

Youth Observations / Actions

Youth were observed in four settings: Tae Kwon Do, STEM Challenge, Recycle Art, and dismissal. In all cases youth were engaged creating end products and participating in a structured process.

In Tae Kwon Do, Youth were in pairs practicing moves as instructed by the teacher with push up resulting in a fun participatory manner (youth laughed and happily did them)

In STEM Challenge youth were finishing up art projects made from recycled materials. Youth were happy and quick to show their work.

In the STEM challenge a few students were finishing up their work so actual observations were not completed. The youth seemed very engaged in what they were going to do and wanted to be there.

Staff Observations / Actions

In all cases staff were engaged face to face with youth in the programs.

The coordinator showed intense care for the program, youth, and greater community.

During pick up, staff waited with students in the main hall and conversed with parents.

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

The whole building was being used

Observations on the schedule, transitions, and flow

Dismissal seemed to involve some waiting. There was no issue and staff, family and youth could talk, but I wondered if there might be some opportunity to do other things than just wait and talk such as a brief reflection or a chance to play chess for example as part of the ending “culture”. Seems like there could be an opportunity to add something innovative or new and include parents in it. Or maybe as is, is just fine.

Other observations

Having been to many schools in the state, the Charleston school site gets a special mention as one of the most beautiful school locations, and that’s saying something for a state like Vermont.

Charleston is the second school to have afterschool door to door bussing, locally funded, which increased attendance by ~20% according to director

Youth leadership (check if any observed) None Observed

- Leading ___
- Presenting ___
- Facilitating ___
- Planning ___
- Collaborative Problem Solving ___
- Collaborative Teamwork ___
- 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

Consider if youth leadership items above could be intentionally embedded as part of programming design and vision. None were observed during the short visit time.

However, you go forward with Tae Kwon Do, make sure access and equity is assured in whatever system is built. Create a system on this front that can outlast current leaders as that is the true test.

The program and site had a nice family feel with committed staff and engaged youth.

Program Observations-Coventry School

Youth Observations / Actions

Two 3rd graders took great pride in giving us a tour of the school. Youngers were involved in the second week of drawing/writing activity and older students were doing a creative theater/acting activity.

“My favorite is that we get to draw”

“It’s fun to do cool things”

“Snowshoeing is my favorite”

“Movie night is the best”

“We need more stuff for my friends”, said the only 7th grader in attendance.

At end of day one youth: “I’m tired.” Others were not.

3 youth at one point came back from an office where they were reading in an assigned quieter space to meet their needs into core spaces.

There was high energy in the younger group. Youth were making stories with associated illustrations. K-2 writing/story program: each student was focused on their own work and engrossed in the activity during the whole observation period. The students worked individually and would simply ask a circulating program leader for help with spelling. Stories being written included Minecraft, unicorns, and railroads. Students were all very happy to share their work and stories with this observer. One student finally decided to stop his work and seemed to be putting on a ‘front’ that he was not happy. I challenged him not to smile but he could not hide the fact that he wasn’t upset or angry and was actually in a good mood. He could not help but smile when I kept on challenging him. Another youth was by himself at a table, unlike at the other tables, which had multiple kids

Older students demonstrated a high level of patience and were relaxed with the slow pace of their activity. 1 student played with cards individually in the corner, 2 practiced magic tricks together, the oldest student, 7th grade, worked on homework, others seemed to be drawing or writing or reading. It was unclear what the objective of the program was but nonetheless, all students were engaged in some sort of activity and seemed happy. At the same time, students gave individual input to the teacher who was collaboratively crafting a rhyming poem with the youth. He circulated in a pattern to involve students at any level they wished to participate. Students could have played a stronger part in the activity. Students were happily hanging out. Overheard Youth: “He said to say only three words.” “is it a bad thing to say they are fat?” “ ‘Playtapus’ are funny” (this fictional word was changed as part of the poem/activity, it is not a

misspelling) Some youth were smiling and laughing when they found rhymes that worked within the poem: “ See I’m actually doing a poem over here.” One other was sitting quietly without expression as the teacher rotated.

Staff Observations / Actions

Staff directions for the drawing activity for the K-2s were clear and concise and laid out the plan for the day in a manner that the students understood clearly. Students were given an opportunity to ask questions. Materials were distributed and students eagerly began drawing and writing. There was a high level of engagement and purpose in their drawing and writing. Staff members (2) working with younger age group (K-2) continued to circulate the room to catch up with each and every student, helping when needed or just checking in on progress.

The activity for the older students was rather free flowing. When this observer arrived, students were participating in a group song/game that they seemed to enjoy. The goal and expectations of the activity following the initial song/game were pretty unclear (students however seemed fine with the laid-back nature of the time and were respectful and engaged when approached by the staff member for their input). The staff member did most of the work of gathering input from each student. He was thoughtful and kind and attentive to each student while he got their input (and he was constantly smiling).

Overheard Teacher prompts: “Can you tell me your story so far?” “What’s a new theme you could do?”

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

Space for the younger activity was ideal and set up to maximize the ease of student focus on their tasks. Staff was able to observe and supervise easily. Materials were readily available.

The space for the older kids’ activity was adequate. The activity was not as clearly defined. Some props and materials were used and there was a cart that seemed to have a variety of materials on it. A few students used materials from the cart. Students seemed content to visit quietly with each other while the staff member moved throughout the room gathering input.

The building seemed very spacious and clean with wide hallways. Some classrooms had lockers in them for school day students which this visitor personally enjoys for an elementary/middle school. Classroom used for the 3-8 program was very cozy with soft lighting and pillows creating a very relaxed atmosphere. K-2 program was in a brightly lit room with plenty of materials for the kids to utilize (storyboards, markers) and room for students and staff to circulate with ease.

Observations on the schedule, transitions, and flow

Students were happily settled into their respective rooms when we arrived. They stayed in those locations until the end of program time. Students being transported home in the van headed out and then parents came directly to the room to gather their children. Belongings were all stored in baskets in the room making them easy to collect. Flow seemed easy and was followed without incident. Students had snack and recess prior to our arrival and students

seemed to have their basic needs met so they could focus on the activity of the day. Sign out was observed in the front office.

Other observations

Staff were working with one family to get youth home. Because the paperwork was not finished for use of the min-van, the mother was going to come to pick up one student. Staff was also problem solving of how the van might be used to assist a basketball player get home, who was not in the afterschool program but still had a need.

The principal stopped in and expressed his support for the afterschool program as well as his desire to provide additional space for the storing of supplies and administrative space. Their school enrollment has increased, and they have space pressures during the school day as well as during after school. He also expressed his desire to get more licensed teachers involved in the program. Currently there are no licensed teachers working in the afterschool program.

The coordinator as well talked about the need for more space as a big challenge.

Parent quotes: "It's very engaging" Questioned about cost: "you can't beat it." "I feel very secure versus other places." "He learns a lot here...like history."

Youth leadership (check if any observed)

Leading

Planning

Persevering

Presenting

Collaborative Problem

Reflecting/Evaluating

Facilitating

Solving

Logical Reasoning

Collaborative Team-Work

Notes:

Persistent Youth Negativity (check if any observed) None Observed

Arguing

Complaining

Not doing/Not Interested

Commentary/Analysis by reviewer(s)

Reviewer one: The overall feeling of the program was that students were respected and that their needs were being met. There were no observed behavior or discipline issues. The meat or integrity of the activity for the older students seemed a bit weak. Also, several students commented on the Movie Night as being their favorite activity, which raised a flag for me on the quality of programming offered. The front-line staff seemed invested in student learning with the group leader for the youngers having a well thought out plan for the day, which seemed to tap into the interest of the students. The older group seemed generally happy to be at afterschool, but my recommendation would be to have a more engaging activity for that age

group with opportunities for small groups of students to take more active responsibility for creating the “story” instead of the staff member crafting that.

Reviewer two: The site coordinators, principal, staff and parents are all highly invested in the program. Significant growth has occurred at the site, with a similar level of resources available. Intentionally balancing growth while maintaining quality might be an area to watch over time. Getting licensed teachers into the program over time will add a lot of value to the program. Space Recommendation: other principals in Vermont have employed a rotating schedule for use of additional classroom spaces (beyond core needs) by session. In this way, staff share more equally versus having one teacher disproportionately assume the burden. Reminder: 21C grant agreement and expectations include use of the school building facility without prejudice.

Self-Assessment items to consider for improvement based on your scores or comments: #27, 34, 36, 75, 77, 87,89.

Program Observations-Derby

Youth Observations / Actions

Two student ambassadors met us at the door when we arrived. One group of students was in dance enrichment in the gym. They were in groups creating choreography sequence of their own designs, and at the end of the time presented their sequences to the group. Another group of students was in the music room playing games. A large number of students were missing due to other school events. Student stated, “I like dance because it’s nice to be active after school.” Student stated, “Junior Chef is fun because we get really messy and it is ok, but then we clean up...we have made brownies, cookies, cut fruit like pineapple.” Students learn cooking and safe knife skills in the junior chef program. During the board game group, students were participating and many were smiling and laughing. Students were smiling and laughing while practicing their dances as well.

Staff Observations / Actions

High school students were observed leading the dance program. High school students were observed leading the board game group. During dance, one student fell and hit her head while performing her dance. The staff stayed calm and supported the student out of the gym to check follow-up on her injury. Staff used calm and supportive voices while engaging with the student.

Staff in the music room used “rock, paper, scissors” and “telephone” as transition/waiting games. Music room staff provided reminders such as “You need to sit on the rug,” “(name), that’s not appropriate,” “Join the group or go sit somewhere else,” and “Volume check!” At the end of the games’ enrichment, the staff asked students to generate ideas for future games’ sessions.

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

Many materials and equipment were observed for other afterschool programs including skis, boots, sleds, snowshoes, bikes, and basketballs. An ENCORE display was set up at the school

entrance with student work. The program has opportunity to use various school spaces including the library, music room, gym & art room.

Observations on the schedule, transitions, and flow

It was not clear how students knew where to go. A schedule was not viewed.

Students stayed in the same program for the full observation time. A transition was not observed.

Other observations- N/A

Youth leadership (check if any observed)

Leading <input checked="" type="checkbox"/>	Planning ___	Persevering ___
Presenting <input checked="" type="checkbox"/>	Collaborative Problem Solving ___	Reflecting/Evaluating <input checked="" type="checkbox"/>
Facilitating ___	Collaborative Team-Work <input checked="" type="checkbox"/>	Logical Reasoning ___

Notes:

Persistent Youth Negativity (check if any observed) None Observed

Arguing ___	Complaining ___	Not doing/Not Interested ___
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Commentary/Analysis by reviewer

The experience of the students seemed to be positive overall as most students were smiling, laughing, and engaging in in program activities. The site coordinator had a calm but present/focused demeanor who was able to answer all questions observers had about the program, building, schedule, history of the program, and how they have improved and made changes over time. The site coordinator seemed very proud of the program and her role.

The program had a variety of options for students, and the tour leaders expressed that there is always “at least one I want to do.”

Self-Assessment items to consider for improvement based on site scores or comments:

#32,34,35,57,58,60,61,64

Program Observations-Jay/Westfield

Youth Observations / Actions

Youth were outside the school on a snowy day buckling up snowshoes to go for a walk near the river. Due to the snow level, an offsite snowshoe site was cancelled. Youth expressed general enthusiasm for the activity to come, by buckling up snowshoes with intention and walking around right away once the straps were on tightly.

In the gym, youth were at a table implementing one of the kit lessons provided by the project director. Youth were fully engaged making concoctions with focus, talking, and interest.

A third group was in a classroom in various locations (floor, other spots) playing with Legos in small groups in a self-directed manner.

Two youth gave a tour of the spaces and building to the visitors and spoke with pride about the school, the program, and their experiences in both.

The youth pointed out several pictures on the wall about afterschool and enjoyed reviewing them with the visitors, while looking for pictures of themselves as well, in one case.

Staff Observations / Actions

The snowshoe staff person articulated a clear plan and was assisting youth getting on snowshoes.

The program in the cafeteria had staff at the table at eye level assisting and directing youth.

The staff in the room with Legos were present and available.

When families started arriving, staff seemed to migrate to the central hall to greet parents, the visitors and anyone else around, kind of like a family might do.

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

Outside was a snowy day and everyone had on appropriate clothes for the snowshoe activity and the snowshoes fit and were of good quality to make for a positive experience.

The building was warm and comfortable throughout, and in the two rooms being used in particular.

Observations on the schedule, transitions, and flow

These were not observed explicitly, except as parents began to pick up, which was easy due to the small size of the school and the proximity of programs to the exit and office.

Other observations

One teacher discussed the drama program and the large undertaking that it has been for 20 years, and that there is a break in that this year. She noted that it got too big to do both her teaching role and that program at the high standard she expects of herself. She wondered if adding additional staff or other structures could help support a drama program into the future.

Youth leadership (check if any observed) None Observed

Leading ___

Planning ___

Persevering ___

Presenting

Collaborative Problem

Reflecting/Evaluating ___

Facilitating ___

Solving ___

Logical Reasoning ___

Collaborative Team-Work ___

Notes: Tour Guiding and Newspaper end-product shared.

Persistent Youth Negativity (check if any observed) None Observed

Arguing ___

Complaining ___

Not doing/Not Interested ___

Commentary/Analysis by reviewer

The visit occurred from about 4.00 to 4.55.

The program had a home like feel with programs observed in the front of the building

As a small program with perhaps more younger youth, I wondered how youth leadership (see above) might be embedded as appropriate.

There are many afterschool drama programs around the state and there might be information from other directors who have faced a similar situation. In general, most programs have multiple teachers participating in these programs in a team so I could see how one person doing it would be asking a lot of a large quality production.

I made hard copies of the Jay-Westfield Newspaper and shared it widely with AOE staff as a creative (and funny) program example. Staff appreciated the newspaper.

Program Observations- Lowell School

Youth Observations / Actions

Snack: 24 youth including some basketball youth were sitting at two tables. The energy level and body language was energetic, smiling, with lots of talking and gesticulating. Youth could choose to sit wherever they liked. Youngsters were very eager to share information about their program.

Gym activity: Youth including some basketball team youth were shooting hoops and running around. Everyone was having fun. One student was trying to get in a few shots but felt timid about it and the coordinator was trying to assist. Just before 3.30 the lights went out, and youth very quickly lined up in two lines after the coordinator shouted instructions based on their class and put balls away.

Animation:

Youth ran to materials table to start projects. One group of two was working together. Others were working on their own projects, but sometimes assisted each other. A group gathered around one youth to view an animated leg and everyone laughed and then went back to their own stations.

Quotes:

"Hah hah I'm finally doing this again," "I like the rock music and the city part, "You know what I just thought about, I have to remake my people," "Oh, perfect!" – when the camera stand was set up from a youth help," "oh my god, it actually looks like it is walking!" "How are we going to do this? Can you make sound effects?" "We don't want another zombie in there."

Youth helper: "Tip: "If you have many props, it won't look right" Later: " Let me know if you guys need any help."

"Mrs. x we need help!"

Paper Club: Youth made turtles out of paper, glue, and staples. The teacher set up the activity with some engaging questions, playful banter, and dialog about animals. Quotes:

"Mr. B can you do mine please?" "I'm doing three green and three blue. " I'll glue them very hard!" "Did you get flu shots?" A conversation ensued about flu among 4 young kids.

Other youth quotes: "Sometimes we have homework, but not much," "Actually I like water week in summer," "If it gets too loud in here, they turn off the lights," "Parents sign out on the little board," "I like being picked up afterschool after the paper club," "Canoeing was more of an adventure" (when asked what was learned)

Staff Observations / Actions

Snack and Gym Time: Staff were distributing snack from the side. Staff were engaging fully with youth and busy. No staff were sitting at tables with youth. During line up for classes, staff faced each line from the front. In classes, staff were fully in "effective teacher mode." At eye level very active and very engaged from start to finish. (see below)

Animation:

"With the internet you always check with mom or dad ..to make sure it is okay." "What do you need help with?" "Use (name) to help." "I have some stop motion materials."

Paper Club: One interaction can summarize the relationships built and the program: Teacher: "I love your outfit!" Student made a curtsy while smiling and says: " Thank you, sir!"

"I want to hear (Name)" "Raise your hand if you want to make a guess..." "Great guess!"

"Clearly nobody knows the answer" – stated in joking way, which elicited laughs and raised hands by youth, "I need some help handing stuff out, " lots of "I will!" responses ensued.

"Can you see circles and rectangles?" "That's awesome." " You are so smart, nice job."

Student: May I go get a drink?" Teacher: "Of course you may

Closing time: Staff were in the halls, present and smiling.

Coordinator: "Yes, I love my job."

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

Gym and classrooms used. Whole school spaces and materials see to be available (basketballs, I pads, paper, animation specific choices.

Observations on the schedule, transitions, and flow

The flow and transitions were very fast and smooth. In fact, youth only travelled about 60 feet from the gym to the classrooms and then back out with their parents as pick is in the rooms.

Other observations

The first youth was picked up at 3.57.

“Kids asked for animation, so we made it happen.”

There was a basketball game at 5 or later on the visit day.

Mother fists bumps daughter after the class.

Two parents waited for at least 5 minutes to let youth finish their animation work.

Youth leadership (check if any observed)

Leading

Collaborative Problem

Reflecting/Evaluating

Presenting

Solving

Logical Reasoning

Facilitating

Collaborative Team-Work

Planning

Persevering

Notes: from animation

Persistent Youth Negativity (check if any observed) None Observed

Arguing

Complaining

Not doing/Not Interested

Commentary/Analysis by reviewer(s)

Self-Assessment items to consider for improvement based on your scores or comments: 24,30, 89-91

The fact that two parents waited for youth to finish their program is a sign of how engaging it was.

The program felt calm, familial, energetic with lots of evidence of strong bonds and trust.

The snack was string cheese, milk and crackers. Two youth had trouble opening the cheese.

Youth were not observed washing hands.

The way brothers and sisters and families all helped each other and participated was wonderful.

The activities had a design and end-products and were challenging.

Staff were 100% on.

Recommendations:

- In general, the gym might be divided into two so that one side is free form and the other has some structure, which would allow a choice and help all youth to “get in the game”
- In general, When the lights go out and an instruction is coming, wait for silence before giving an instruction. This is more about modeling respect and listening skills than the youth needing your instruction as they knew what to do. Note: your common practice is unknown.
- Do you ever do circles where announcements and kudos are given?
- The atmosphere is ready and primed to leverage more youth leadership opportunities.

Program Observations- Newport Town School

Youth Observations / Actions

Students were happily engaged in all activities. Sledding was popular and other students engaged in conversation or games with staff during recess in a relaxed and supportive way.

The visitors were impressed with how quickly students gathered books and started reading with minimal staff direction. Snack time was seamless and organized and flowed nicely with multiple tables in a bright space. Two very minor behavior problems were quickly addressed and resolved in a gentle and positive manner.

Quotes:

“I like everything about after school”

“I come every day because I like it so much”

“I know everything about after school because I come every day my whole life”

“Basketball is my favorite, but we only can play one day a week”

“Snack is always good”

“We have great learning experiences”

“I like activities”

“We get to make our own parts, it made me very happy”

“I like to learn, it’s really foo.”

“It teaches me a lot of things I don’t have time for”

“I brought this book from my classroom because I love it. If I didn’t bring a book, I could pick one off the cart on my way into the room”

Question from visitor: "Do you feel listened to?" Answer: "Yes"

"We could do better with listening"

Staff Observations / Actions

Staff were positive and upbeat in interactions with students. There was a high staff to student ratio. (didn't actually count, but 5:20 or so. (There were 20+ absences due to illness) There was close supervision on the sledding hill and appropriate encouragement as well as clearly enforced consequences for failure to follow staff direction.

During recess time, each staff member was hanging out with a group of students, not 1 staff member was off to the side or not engaging with the students. When it was time to return inside, 1 student sat next to a fence with tears and did not want to go inside. 1 staff member de-escalated the situation within about 3 minutes resulting in the student no longer tearing up and in line.

At 3.22 youth moved to two rooms, one with younger youth and another room for older youth. Staff engaged with students during homework/reading time in a way that seemed appropriate to the student's needs. During homework time, each staff member was working either 1:1 or 2:1 with students reading. Staff to student ratio was extremely high but this may be related to the massive amount of student absences due to illness. When one student would not walk across the room the appropriate way, the Site Coordinator kept asking the student to "start over and try again". This happened 3 times before the student finally did what was asked. At 3.29 every student in the program was reading. This is a notable observation. Students were allowed to do math homework or to read in various spaces around the room and there was a "quiet buzz" in the rooms as students did math homework, read quietly to themselves, read with a partner or out loud in small groups.

Staff was relatively young and I found it interesting in that the Site Coordinator referred to them as the "girls".

Staff Quotes:

"I can put my skills into play."

Student: "Do you even know what I am going through?!"

Teacher: "I am here for you."

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

Physical space seemed well suited to the groups' needs. Nice use of flow out the side door to recess. The bin method for keeping student gear together is excellent. Materials were in place to allow for smooth transition to snack and then to the reading activity.

Youth were reading comfortably in multiple nooks in the one room

Multiple spaces were being used. (gym, two classrooms, outside)

The one large room; the gym, was spacious with plenty of tables for students to sit at during snack time

But what if attendance were double? Would the same rooms have been used?

Observations on the schedule, transitions, and flow

Students moved smoothly during transition times. Dismissal to recess, to snack and then to activity time with limited need for direction. Students knew what was expected and smoothly flowed from one space/activity to the next.

The nurse is on site until 3.30.

Going outside via the back door provides a unique pathway that students and adults used and liked. One student reminded the visitor(s) of how to get out back via this method– normally a no-go during school hours. Schedule on time with smooth transitions.

Other observations

We did not observe many opportunities for student leadership in the limited time we were on site.

The building was extremely clean and the janitor should know it was noticed.

Other staff were in some rooms and going about their business nicely in concert with the program.

Youth leadership (check if any observed)

Leading ___

Planning ___

Persevering

Presenting ___

Collaborative Problem

Reflecting/Evaluating ___

Facilitating ___

Solving

Logical Reasoning ___

Collaborative Teamwork

Notes:

Persistent Youth Negativity (check if any observed)

Arguing ___

Complaining ___

Not doing/Not Interested

Notes: Two older youths' facial expressions, showed general lack of or low enthusiasm

Commentary/Analysis by reviewer(s)

Newport Town had a wonderful feel to it. All participants and staff seemed genuinely interested and happy to be together for the afterschool time. The academic focus of the day was homework or reading and students were looking forward to the activity part of the day to follow (which we did not observe). Students took pride in their school and afterschool program

The climate of the program was 180 degrees different than the summer program and was evident within the first 30 seconds of the visit. Staff were all light-hearted and smiling and a feeling of calm, fun, and happiness prevailed. Only one staff person was not smiling regularly.

Great work on this front. Very impressive and appreciated. It makes a huge difference.

Might the small classroom be too cramped with more younger youth or is a different room used?

Two female students seemed un-interested in after school programs. When asked if they 'had' to participate everyday they said no but liked to just come hang out with friends (specifically each other). They were not interested in the program offerings and wanted to see more sports or a cheerleading program. Another student comes to "get out of the house" because he doesn't like to go outside in the winter. One student mentioned that she would like a bigger variety of vegetables to choose from during snack time. During homework time, older students were self-sufficient and got right on task, finding a quiet space to sit and read individual or with a partner. Younger students, in room across the hall, worked with the Site Coordinator and a program leader, reading as small group or 1:1. One student not on task and seemed to be a ball of energy.

Also, the fact the all youth were reading in the program deserves a big compliment.

Self-Assessment items to consider for improvement based on your scores or comments: #19

Program Observations-Newport City School

Youth Observations / Actions

During snack time, with the full group, students sat at color coordinated tables based on their activity/program after recess. For example, the art program all ate snack together at the same table. Visuals on the wall told students where each group sat during snack time. Students waited in their seat while other students cleaned up their snack.

After snack, students and staff when outside for ~15 minutes of recess. During recess, students played on the playground, slid down the hill, used the swings, talked with staff. Two students wandered by themselves. One student was near the fence, one student was on the basketball court. When told by staff to "line up" for programs, students ran to the designated area and formed lines with no prompts. Designated students held doors open for the group as the entered back in from recess.

During "homework time" students had the option to work on homework or read a book. Most students were engaged in those activities. One student was wandering and approaching adults to ask questions or comment. Some students sat in pairs to work on homework or read a book together.

When asked about what they do at afterschool, student responded: "I come here every day, I don't have homework today," "Art is my favorite, with Ms. X sometimes she tells us what to do, sometimes we paint what we want." Another student shared, "I go to art group." "I am in game time."

Staff Observations / Actions

Five staff were present during snack time with the full group in the cafeteria. Staff were walking around watching students, sitting next to them talking, or talking with students who were in the designated calming space. Staff checked in with students in a quiet way and getting down to their level when they were in the calming space. Staff uses call and response of "Everybody stop....hands on top!" to get students' attention in the cafeteria. One staff member used some abrupt language with students, such as, "Boys, stop!" Other staff uses more gentle language such as, "Walking, good job!" and "Are you ok?"

Staff were spread out across the outside space and used walkie talkies to communicate to each other.

Staff member said, "everybody sit down, nobody move," when transitioning to homework/reading time. Staff leading art enrichment used Simon Says to help transition students into activity, have fun, and stay on task – shares learning intention for lesson with the students – and models art project to students before they begin.

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

Student photos were present. Student art was visible in the main room (cafeteria). Baskets were available for students to put winter clothes in while eating snack and waiting for outside time/recess. A "thoughts and suggestions" notepad and pen was hanging on the wall in the cafeteria. During recess, no additional equipment or materials were available besides the permanent structures. There is a colorful bulletin board with program information set up for parents at the sign out station in the cafeteria. There is student artwork hanging in the cafeteria, labeled "Encore Masterpieces." There are lists on the wall to let students know where to sit and what group they will be in for the afternoon. Two "calming corners" are set up in the cafeteria with yoga mats and a basket of calming tools. Book bins were provided at homework time.

One accessible swing was available in the swing set.

Observations on the schedule, transitions, and flow

Students seemed to understand the schedule as they moved from snack, to recess, to back inside without multiple prompts. Groups exit the cafeteria to go to recess by color/table. Routines seem established, since students do follow staff's path during all of the transitions. Students wore outdoor clothes at snack to help with transition time to get out to recess.

Other observations- NA

Youth leadership (check if any observed)

Leading ___

Planning ___

Persevering ___

Presenting ___

Collaborative Problem

Reflecting/Evaluating ___

Facilitating ___

Solving ___

Logical Reasoning ___

Collaborative Team-Work

Notes:

Persistent Youth Negativity (check if any observed) None Observed

Arguing ____

Complaining ____

Not doing/Not Interested ____

Commentary/Analysis by reviewer

Students seemed to have an overall positive experience during the afterschool program. Many students were seen approaching adults to ask questions and engage in conversation. One recommendation would be to provide multiple forms of communication during transitions. For example, when transitions from snack to outside, use a large visual with the next three steps a student has to do. Another recommendation would be to have some adult led activities outside. While all staff appeared to be actively supervising, not all were engaged with students.

Program Observations-Troy

Youth Observations / Actions

There was access to a great sledding hill that most students utilized during recess time enhanced by a recent snowfall.

K-2 Duct Tape Program: students gathered around a table while the program leader gave instructions and modeled the activity (making duct tape flowers around a pen). Some students struggled with the folding of the duct tape, but none got upset. The primary program leader would either help with the fold or give them a new piece of duct tape to start over. Another program leader circulated the table to assist the students struggling. When this visitor returned to the room (roughly 10 minutes later), every single student had a duct tape flower of different colors, patterns and sizes and continued to add to their project, almost all working entirely independently. The youth persevered to build their flowers and it was nice to see them take on a challenging task and succeed. One student breaking through the activity: "Mrs. x I have a great idea!"

3-8 Leather Program: a huge variety of 'stamp' choices were available, students were able to mix and match to create their own unique designs. Students circulated around the room, working mostly independently to create their leather art. Wallets that the students had made in a prior class were set out on the table, some students showcasing their work to the visitors. All very happy with their end-product. One student was interested in learning about the program leader, asking him how long he had served in the navy (26 years) and randomly asked the follow-up question, "when can you get a pension?" Youth also offered excitedly how many years they had worked with the leather instructor.

"Leather club is my favorite" Youth were asked to grade the overall afterschool program on a 1-10 scale. "I give it a 9.5, it's really really fun." "I give it a 10, it's perfect." "The staff are really nice." Youth spoke about program goals (They were aware of them) "I would like to do more

science experiments.” “I would make more music like Glee Club, we have a lot of good singers.”

Staff Observations / Actions

Flower creation: Staff talked about how texture is part of the flower creation design.

Leather: leader had set up a great youth led system and was operating a stamping tool with whatever the youth wanted stamped. He showed the visitors wallets that youth had created in the past.

Throughout all programs staff were present and engaged

Troy – School day paras serve as support during snack and recess time. 1 para told us that they were on a rotation to which the 21C Director stated that she always seemed to see those two.

K-2 Duct Tape program: primary Program Leader sat and modeled first folds for students while the other Program Leader circulated the table to assist students. Staff did not proceed to the next step until students had caught on.

3-8 Leather Works program: led by a retired community member who brings in the supplies from his home workshop. Very relaxed, showcased some leather wallets he had made, one more than 30 years ago which is still very strongly standing the test of time. Students worked mostly independently but the Program Leader was the only person allowed to use one piece of equipment in particular – this is because he said he has already broken one and it is a very expensive piece of equipment. Students did not mind that he was the sole user of this equipment and waited patiently until it was their turn for him to work with them. When asked how long he had been working in the programs he could not quite recall but seems to really enjoy the opportunity to be involved.

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

Youth in program shared the gym with others during snack and transitions to programs were smooth. Playground and multiple rooms used.

Leather program had a huge amount of materials and supplies to choose from. Brought in from the program leader and spread around 3 tables for students to pick and choose as they wanted. The Duct Tape program had lots of duct tape to choose from, many colors and patterns. Great sledding hill outside that is utilized during recess time with a shed located next to it for storage of sleds. A ‘Gaga’ ball arena located on the playground was built by the 8th graders with Siskin. Very nice, spacious and clean kitchen that 21C has access to for cooking programs.

Observations on the schedule, transitions, and flow

Transitions and flow were smooth given that the schedule of the day was impacted by a basketball game and bussing related to the game. Schedule on time.

Other observations

Principal likes the enrichment and choices and the involvement from the community and wants to work with PTA to start a Saturday chess club. "I personally would like to be more involved."

Youth leadership (check if any observed)

Leading ___	Planning ___	Persevering <input checked="" type="checkbox"/>
Presenting ___	Collaborative Problem Solving ___	Reflecting/Evaluating ___
Facilitating ___	Collaborative Teamwork <input checked="" type="checkbox"/>	Logical Reasoning ___

Notes:

Persistent Youth Negativity (check if any observed) None Observed

Arguing ___ Complaining ___ Not doing/Not Interested ___

Commentary/Analysis by reviewer

The students spoke very positively about the program, staff were very present and engaged. It seems like there might be untapped potential for some more depth in programming as alluded to by the principal and youth comments.

Self-Assessment items to consider for improvement based on your scores or comments:
#32,58,61

North Country Encore Summer Site Visit

July 31, 2019

8.30am-12.30pm

Visitor: Emanuel Betz, 21C State Coordinator

Intro discussion with Director

- There are six sites: Lowell, Derby, and Newport City are single sites, Encore West is Jay Westfield and Troy, Encore Central is Coventry and Newport Town, Encore East is Charleston and Brighton.
 - Site Coordinators from the school year work in summer as well
 - There are more teachers hired in summer as well
 - Title 1 is used

- Site use a rotation model where groups cycle through similar blocks of programming
- Director wrote a prevention curriculum as part of a grant
- 2-3 contracted services exist on average at each site
- Due to need, the director is putting a lot of time into the Newport City site
- A canoe adventure program occurred, had three lifeguards, and the boating training had to occur in the river versus flatter water

Sites visited Newport City

- Discussion of the intense needs of youth, at Newport City
 - Opioids and local methadone clinic highlights need
 - nine 1:1s as extra staff needed
 - 5 youth had to be removed due to violence to others
- Partnership with MAC Arts for theater here for visit day
- A paper “Red carpet” entrance to gym was on floor-nice idea
- Double background checks are very challenging for staff as this is a licensed site
- Four core staff remain in the program and have been here for years
- Breakfast was milk, cereal, juice, and cream cheese. Youth sat in neatly arranged tables, talking and conversing. Staff mingled around or at tables. Energy was positive and high
- Schedule was arranged thoughtfully and visible for all to see
- Morning meeting started right on time. A few students needed to finish their meal and staff allowed for the whole flow while not “rushing” these youth
- A.M. morning meeting was done well
 - Everyone in the circle
 - Everyone’s voice was heard, and questions were solicited and answered
 - Activities were fun, engaging, and youth centered and very joyous for all.
 - Lots of raised hands, lots of smiles and excitement viewed
 - Timing and flow of meeting ~15-17 minutes perfect
 - Schedule reviewed with youth holding whiteboard
 - At 9.17 group were dismissed to programs
- MAC theater: high energy, youth singing, smiling, marching and doing different dances. “They did everything pretty good,” compliment to/of other youth by youth. Volunteers assisting the program in summer. Quite a remarkable commitment.
- Art program was making trolls. 13:3 ratio. Staff engaged, youth engaged, high energy. Youth working and socializing as well
- The site felt smooth and all the challenges the director spoke of behind the scenes -one would not have any idea that they existed at the time of the visit. It is clear this site has good communication and a team ethos.
- Smaller outside fitness group rotation was in the community so was not viewed

Site Visited Derby

- Upon arrival, a larger group of cyclists were leaving the grounds to go to a local destination. They all had bikes that fit them, wore helmets, and were riding in a nice line.
- One class was doing some worksheets around phonemic awareness. Teacher was rotating. There were varied levels of engagement, but generally most were actively engaged. One youth finished his in 30 seconds. Another took more than 10 minutes. Two youth were drawing. Music was playing. Teacher: “good for you sweetheart, see you thought you couldn’t do it.” “you guys have six minutes left.” Man comes in and bumps fists with one youth on his way out. The student smiles.
- Second group was at one table playing a card game that related to antonyms. There was a lot of laughter and everyone was actively engaged. 11 youth or so in this group. One older helper looked at their phone briefly.
- It was reported that the regular attendees from Holland tend to be youth who come every day during the school year. In summer, 3-4 youth from Holland are in the program.
- Lunch was in the library. Did not see liquids at lunch or anyone drinking water during the visit.

Site Visited Newport Town

- Arrived before lunch at recess
 - Youth were all on the playground on equipment or around equipment
 - Youth lined up nicely in a line for lunch
 - Lunch bags were distributed outside a door near the building
 - Lunch was outside on the side hill near the basketball courts, youth sat in small groups
 - Afternoon set up meeting occurred in a small classroom
- Site Coordinators from both sites take separate attendance by school
- Training around joint communications at the site occurred prior to summer starting
- Issues
 - Lunch person brought up right away that she does not get the proper daily lunch count and having staff subtract those that bring their lunch would help
 - Custodian complained in the middle of the hallway that the program gets in the way of his work and should only occur for four weeks
 - Hallway was full of desks and other things that everyone needed to walk around
 - Some staff did not smile or make eye contact with the visitor in a way that was unusual
 - In the small room, some tension was evident seemingly from staff (I left the room to give the program space)

Challenges/Ideas

- All sites: Water. Do regular site coordinator internal checks that water is being consumed often and regularly. Summary from all summer visits around water:

- Youth have bottles, but don't drink from them as much as needed
- Having multiple methods to drink is suggested (e.g. water from pitchers from a cart) special water breaks throughout the program day, extra prompts from staff)
- Newport City Idea: Have an dismissal from inside the circle, have youth come into the center and then leave the circle from the middle versus leaving from the outside as a way to message continued harmony and enhance orderliness (staff could be waiting for them) and the circle could open in a sight line to the staff person.
- Are there methods to learn about students who have had violent issues prior to programming to help mitigate those issues happening? [Children with Disabilities Guidance for 21st CCLC Funded Programs](#)
- Newport Town ideas
 - I wondered if local "culture" at the building was impacting the program; it seemed like it could be, as a guess
 - A plan everyone agrees to prior around space is needed so while everyone may not be happy, there is a plan to be followed that everyone can live with (Was a plan created?)
 - The coordinators were forward thinking; I did not have the opportunity to talk to staff
 - All front-line staff need to have fun and enjoy themselves; be empowered, whatever it takes. Team building activities for staff might be helpful.
 - Any activity to unify programming at the site is suggested, so it feels and is one "team"
 - All staff and their efforts are appreciated. Reaffirm the purpose of the program and why it exists if there are ongoing morale issues. Are there? If any individual staff does not want to be there (it could have just been a bad day for one who was scowling) this should be addressed.
 - It is recognized that this summer visit was a snapshot at a transition time on a hot day and may not represent the program.