

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

## **Windham Southeast Supervisory Union BEAMS at Brattleboro Area Middle School Site Visit Report**

**2019-2020**

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



## Project Director

Director, Jill Kelley

## Visit Dates

July 9, 2019, March 9, 2020

## Visiting Team

- Emanuel Betz (21C State Coordinator, Agency of Education)
- Maria Stewart (Project Director, Windham Southwest Supervisory Union)

## Report Date

April 27th, 2020: The site visit, or peer review process uses a team of practitioners and other educators to review, assess and develop this report. The focus of the peer review process will use the 21c state evaluation plan as its framework along with additionally selected focus items\* for 2019-20. The statewide evaluation results as detailed in the 21c statewide evaluation plan and the associated 2018-19 *Cognito* Annual Performance Report (APR) questions and data points will frame the agenda and questions, with the Annual Performance Report serving as a baseline data set.

## Authority to Monitor

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

## Goals

1. To provide accountability and oversight as required by law
2. To provide projects with an on-going opportunity to reflect and improve 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 <https://vtaoe.mtwgms.org/VermontGMSWeb/logon.aspx>. Recommendations and comments do not require a formal response. See *definitions* below to guide your thinking on how to interpret this report. Contact Emanuel Betz at [Emanuelbetz@vermont.gov](mailto:Emanuelbetz@vermont.gov) with any questions.

## Definitions:

- **Findings:** Steps that need to be taken immediately to be in compliance with a law or regulation.
- **Priority Action Items:** Action items requiring follow-up by the grantee to meet a 21C afterschool standard.
- **Recommendations:** Recommendations are judgments that could be classified as a “strong suggestions.” They do not require action on the part of a project.
- **Evidence Statements:** Evidence statements are -generated from the team or from observations that warrant sharing. No action is required of a statement.

## Overview Narrative

The Afterschool Programs were visited for one day in the summer of 2019 and one day during the school year where interviews were conducted, and programs were observed.

Documentation was provided and analyzed in its entirety including self-assessments, program materials, policy handbooks, brochures, planning forms, program artifacts and promotional materials, Annual Performance Reports and grant and budget information. Interviews and/or discussions were completed with the project director, staff, students, principal, parents and the business office accountant.

We apologize in the delay of this report due to the COVID-19 event.

It is clear from the data that programming remains student centered, high quality, diverse, and appropriate. The director, staff, and administration are fully committed to the BEAMS program.

The review shows that there is a lot of work to do in building up project systems. These include for example: budgeting, partnerships. sustainability and evaluation systems. To some degree as well, greater connection to school day learning could be more intentional and aligned as possible. There may be unique or new ways that upon school “reopen” that BEAMS and BAMS can more closely aligns purpose and merges systems and schedules even closer, particularly during summer programs, where a full day aligned, and integrated schedule should be the long-term goal.

<b>Review Area and Alignment to Statewide Evaluation Plan</b>	<b>Evidence and Analysis</b> (Evidence Statements, Recommendations, Priority Action Items, Findings)
<p><b>1. Success Stories</b>  <i>What is working well and how do you know?</i></p>	<p>BEAMS seeks student input and ideas around programming.            Daily bus transportation using a home or “near home” drop-off system using two drivers.            Director promotes BEAMS programming via presentations at the beginning of each session.            Director sends presentations to teachers to share with students during advisory.            Director has a strong relationship with people who work at BAMS and understands the operations of the school.            Director is in constant communication with instructors and school personnel to get new ideas for programming.            Staff observed students taking risks in her program Minute to Win It Challenges.            Principal commented, “BEAMS is a stable, great place overall. This program is a way to put an exclamation mark on our program. This program makes us stand out above other middle school programs. BEAMS offers something creative and fun every day of the week. BEAMS is one of the things we are most proud about.”            BEAMS is used to “sell” BAMS for students outside of the district.            Students refer to BEAMS as a “stress free zone - relaxing time at the end of the school day.”            BEAMS cultivates a fun and respectful environment between staff and students.</p> <p><b>Representative Quotes:</b></p> <p>Erin (BEAMS instructor and parent) spoke highly of BEAMS, “this particular after school program is the best I have ever worked for. The kids are having an amazing experience. Kids are choosing to be here. I think the program is quite extraordinary. I think it could be a model for others [programs].”            Mary (BAMS library media specialist and BEAMS instructor) spoke very highly of BEAMS, “I don’t know what some of our kids would do without this program. The opportunities are pretty astonishing. This [BEAMS] is a liberal arts education.”            “I have not ever heard of a program not going well.”            “They form meaningful relationships with adults”            “We have four developmental design competencies in BEAMS: autonomy, competency, relationships, fun”</p>

Review Area and Alignment to Statewide Evaluation Plan	Evidence and Analysis (Evidence Statements, Recommendations, Priority Action Items, Findings)
<p><b>2. Challenges/ Lessons Learned</b></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>Off campus options are desired and do not currently happen during afterschool programs.</p> <p>An outside assessor is desired to provide better value to the SELPQA process.</p> <p>All programming is happening on campus. Director would like to see a bigger variety of programming with the ability to offer programming off-campus. Transporting students off-campus for programming is the barrier.</p> <p>Director is working on recreating the BEAMS advisory board, including two principals, community members, and someone with grant writing experience, but they have not yet been able to meet.</p> <p>Director would like to expand BEAMS' partnerships. She recognizes BEAMS has some partners but would like to reach out to get more. Director claims, "I haven't put myself out there," and questions how to best communicate with the community.</p> <p>Director has concerns about lack of fundraising to raise local funds for BEAMS. She is unclear of her role and responsibilities around fundraising. "I feel like I did the minimum this year - playing it safe because I wasn't used to budgeting."</p> <p>There is no system in place for evaluating and giving feedback to instructors. Director has specific concerns in isolated cases around instructors being more student-focused, and not using cell phones during programming.</p> <p>Director is not on the school's leadership team.</p> <p><b>Representative Quotes</b></p> <p>"I want to work more with partners."</p> <p>"We want to offer more sports."</p> <p>"I could meet more with the principal."</p>
<p><b>3. Youth Centered Leadership and Activity</b></p> <p><i>How are programs youth centered?</i></p> <p><i>How do programs support youth leadership?</i></p>	<p>BEAMS programs are youth centered in that they offer options within each program in which students make decisions and choose what they want to do.</p> <p>BEAMS' leaders and instructors seek student's input and ideas in developing programming.</p> <p>The creation and design of the BEAMS room was a clear example of youth leadership. The students were involved in the process of creating, decorating, and designing the BEAMS room.</p> <p>BEAMS offers two student-led programs: Dungeons &amp; Dragons and Magic the Gathering.</p>

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3. Youth Centered Leadership and Activity (cont.)	<p>Specifically, in Dungeons &amp; Dragons the instructors facilitate the building and development of leadership skills in the students. D&amp;D is so popular BEAMS had to cap enrollment at 20 students. The instructor facilitated a mentorship process in which a student and current Dungeon Master is mentoring another student to become a Dungeon Master. The first year Dungeons and Dragons ran as a program it was led by an adult, but the next year it was completely student-led, giving the students the opportunity to develop skills in collaboration, transferable skills, character skills, and critical thinking.</p> <p>The principal feels the program is very student driven and takes input from students.</p> <p>The student interview committee felt that 8th graders had an opportunity to be role models for 7th graders during BEAMS.</p> <p>Students have the opportunity to form meaningful relationships with adults through BEAMS.</p> <p>Director would like to make the program flyers to be “livelier.”</p> <p><b>Representative Quotes</b></p> <p>“We can develop leadership skills more.”</p> <p>“Kids have a voice.”</p> <p>“There are kids who do BEAMS who are the leadership council.”</p> <p>“The kids feel they have a voice and teachers are responsive to listening.”</p> <p><b>Recommendations</b></p> <ol style="list-style-type: none"> <li>1) Consider new brochure designs including different fonts and pictures in brochures to be more dynamic.</li> <li>2) More youth could be encouraged through a comprehensive system to lead classes with adult support like DD</li> <li>3) Staff person recommended creating a BEAMS student board “to get student feedback and voice within the program.”</li> </ol>

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<p><b>4. Evaluation Plan/Local Evaluation Outcomes/Data Collection Systems</b></p> <p><i>What are the components of your comprehensive evaluation plan?</i></p>	<p>BEAMS completed the SEL PQA as an assessment</p> <p><b>Priority Action Item #1 (August 30, 2020)</b></p> <p>Create a comprehensive local evaluation plan and submit it as part of a GMS continuation application or amendment.</p> <p><b>Recommendations</b></p> <ol style="list-style-type: none"> <li>1) Use the site visit self-assessment areas identified as needing action to create action steps including #s: 21, 77, 89,91, 97</li> <li>2) Set up a meeting with AOE to receive assistance on this part</li> </ol> <p><b>Representative Quotes:</b></p> <p>“We have a need for some evaluation.”</p> <p>“We could work on making the goals of our program more transparent.”</p> <p>Director states, “I’m not aware of any plan in the past for evaluating outcomes.”</p>
<p><b>5. Equity and Access; Dosage and Numbers</b></p> <p><i>Result 1:2: 21c funded programs are open for enough hours, days, and weeks to meet student and family needs during the school year.</i></p> <p><i>Result 1:3: 21c funded programs provide enough</i></p>	<p>Director feels there is equity for all students across teams.</p> <p>BEAMS works with students, parents, and the special education department to best meet needs of students with special needs. For example, a blind 8th grade student is appropriately supported so that she is able to participate in BEAMS programs 5 days per week.</p> <p>Youth come to school earlier than 8am.</p> <p>BEAMS was experiencing a trend in which enrollment numbers were go down each session. For example, 90 students enrolled for session one, and only 49 students have enrolled for session four. Director is not sure why enrollment numbers have dwindled with each session.</p> <p>BEAMS made a special accommodation for a second year 8th grade student, who was promoted to 9th grade in January of this year, to continue attending BEAMS programs as a high school student.</p>

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<p><i>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>IEP, 504 and low socio-economic students are participating in BEAMS programs. Students can sign up and join programming at any point during the session. Director would like to offer more sports-related programs, but the barrier is sharing the gym with MS and HS sports. BEAMS makes appropriate accommodations for students and offers resources for students. Staff person felt that BEAMS meets all four basic needs of students: competency, autonomy, relationships, and fun. Some BEAMS programs “sell out” quickly and students don’t get the opportunity to be in their “first choice” program. Sometimes programs were offered on the weekend, like <i>Safe Sitters</i>. Director is open to offering more programming options on the weekends as the need presents itself. Offering morning programs such as a monthly “Breakfast Club/Book Club” or a program to record morning announcements was discussed.</p> <p>1:1 accommodations in evidence</p> <p>Unclear if program would have completed 35 weeks of approved afterschool programming in the current application</p> <p><b>Representative Quotes</b></p> <p>Staff quote: “This program has so many resources and flexes with the needs of the kids.”</p> <p>Staff quote: “It might be the one reason that a kid is coming to school that day.”</p> <p>person</p> <p>Staff person recognizes that BEAMS “levels the playing field,” and provides opportunities for “low risk, high reward” experiences.</p> <p>Director quote: “I don’t know about homeless students”</p> <p>Director quote: “I’d like to change sign-up forms”</p> <p>Director quote: “I don’t know what some kids would do without this program”</p> <p><b>Recommendations</b></p> <p>1) BEAMS planned to offer a different structure of programming in May. Instead of having programs meet once weekly for six weeks, programs will meet every day for one week. Perhaps BEAMS could offer a variety of</p>



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	<p>programming structures throughout the school year including traditional one day per week programs for multiple weeks, as well as, one program daily for one week along with other options as appropriate.</p> <ol style="list-style-type: none"> <li>2) Assure number of program weeks is consistent with approved application and/or amendments.</li> <li>3) Consider before-school program options</li> <li>4) Create a program sign up form structure where families and parents only have to sign off once.</li> <li>5) Create a regular system to track and involve/invite homeless youth as possible.</li> </ol>
<p><b>6. Leader information</b> <b>7. Staffing (Including Licensed Teachers)</b> <i>Result 3.1: 21c funded programs are led by experienced leaders (includes adults and youth)</i></p> <p><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>BEAMS has a large veteran staff who are highly student-centered. Having such a large percentage of BAMS staff as instructors is a good sign that staff and students are enjoying the program.</p> <p>Up to 50% of lesson time paid for planning.</p> <p>Site Coordinator Job Description exists.</p> <p>BEAMS currently has two high school staff members as instructors.</p> <p><b>Recommendations</b></p> <ol style="list-style-type: none"> <li>1) Bring back the old BEAMS planning system: <a href="http://vermontafterschool.pbworks.com/w/page/48995507/Instructional%20Planning">http://vermontafterschool.pbworks.com/w/page/48995507/Instructional%20Planning</a></li> <li>2) A suggestion would be to develop an evaluation system of instructors with opportunity to provide timely feedback, and to create an instructor handbook and ask all instructors to sign off on receipt of handbook and understanding of explicit instructor expectations. Create a staff evaluation and accountability system consistent with school and district policy.</li> <li>3) “We need to work on instructors having a paper roster with them at all times.”-assure this</li> <li>4) Update staff handbook to include all items including all required safety items.</li> </ol> <p><b>Representative Quotes</b></p> <p>The majority of BEAMS instructors are teachers at BAMS. Staff member recognized, “a high percentage of BAMS staff are taught by teachers.” That is the glue that holds it altogether - offering high interest programs.”</p>

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	<p>Staff Quote: "We know our kids. Can play match maker as staff to plug students in."  Staff quote: "It's nice to be a new educator and to feel so involved so quickly."  Staff quote: "It's been great to get to know students and for them to get to know me."  Staff quote: "It's in the DNA of our school - everyone knows that it's part of the program. BEAMS comes up - the value of BEAMS - in discussions with core teachers. We have a couple of kids who are surviving because of BEAMS. It's our school, it's our program, it belongs to us."</p>
<p><b>8. Physical activity</b>  <i>Result 2.3: 21c programs provide healthy food and physical activity</i></p>	<p>Enrichment choices include physical activity choices  Meals are always offered to students at BEAMS.</p> <p><b>Recommendations</b></p> <p>Include outside movement options during choice time</p>
<p><b>9. Linkage to the school day including principal involvement</b>  <i>Result 4.1: 21c funded programs link with the school day</i></p> <p><i>How does the program align and integrate with the regular school day programs and systems?</i></p>	<p>Director has a strong relationship with people who work at BAMS and understands the operations of the school. She is in constant communication with instructors and school personnel to get new ideas for programming. BEAMS has strong communication with school nurse, custodians (as needed), administration (as needed), admin. assistants/front office staff, central office staff (specifically Jodi Nutting, business manager), food service staff.</p> <p>7th and 8<sup>th</sup> grade presentations completed</p> <p><i>Extensions</i> schedule is aligned with BEAMS: Students are able to take a BEAMS meal and go to their Extension from 3:30-4:00 and then come back to BEAMS to join a program from 4:00-5:15.</p> <p>BEAMS is a large user of the on-site ropes course  BAMS newsletter includes BEAMS  Director regularly attends school in-services and meetings.  Library books can be taken out until 4.00pm</p> <p><b>Representative Staff Quotes</b></p> <p>"The high percent of staff that teach is the glue; it's self-perpetuating, it's in the culture,"</p>

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	<p>“It’s one of the things we are most proud about.” Principal  “I believe students all have at least one teacher they can go to.”  “This program has so many resources and flexes with the needs of the kids.”  “I get to see other faces and build relationships in different settings.”</p> <p><b>Recommendations</b></p> <p>1) A suggestion was made to offer a BEAMS program (possibly in the mornings) for students to record morning announcements to be televised during advisory. Some students are arriving 40+ minutes before school officially starts, so BEAMS morning programs might be a good addition to capture students who are there anyway.  2) Use the library from programming and consider how books may be integrated into programming.  3 Work with the High School and tech center as possible through staff connections to leverage new resources and partners.  4) Director is not on the school’s leadership team, although she would like to be more involved in the leadership team and development of the school’s plans “I would like to be more involved. I feel like Keith and I could meet more often.” Keith, principal, feels it would be beneficial to meet with Director every month or two to check in on the vision of the program and to brainstorm ideas for enhancing the program. Meet more often and become part of the leadership team.</p>
<p><b>10. Culminating end products or performances</b>  <i>Result 2.2: 21c funded programs allow participants to experience interests in depth</i></p>	<p><b>Priority Action Item #2 (January 1, 2021)</b></p> <p>Develop a process to enhance the number of end products and performances as part of summer and afterschool offering and link this to curricular expectations and on-going program improvement efforts.</p>

Review Area and Alignment to Statewide Evaluation Plan	Evidence and Analysis (Evidence Statements, Recommendations, Priority Action Items, Findings)
<i>Result 2.4: 21c programs support learning</i>	
<p><b>11. Intentional Academic Components</b> <i>Result 2.4: 21c programs support learning</i></p> <p><i>Does the site have at least one program strategy, beyond homework help, that is specifically designed to support students who are performing below grade level or struggling academically?</i></p>	<p>BEAMS offers a homework club, typically on a day when <i>Extensions</i> (tutoring) is not running. Although, this session homework club is offered on a Wednesday, and Extensions are offered on Mondays and Wednesdays. Students are able to take a BEAMS meal and go to their Extension from 3:30-4:00 and then come back to BEAMS to join a program from 4:00-5:15.</p> <p>A staff member discussed the idea of adding more literacy-based programming to BEAMS such as book club, and student-drive newspaper and video announcements.</p> <p><b>Priority Action Item #3 (June 30, 2020)</b></p> <p>Review the summer program design to assure that it is aligned with this goal intentionally. Changes and evidence can be placed in the GMS Continuation application if adaptations are needed, possible, and made.</p>
<p><b>12. Sustainability and partnerships</b> <i>Result 4.2: 21c funded programs utilize diverse sources of funding</i></p> <p><i>Result 4.3: 21c funded programs benefit from meaningful community partnerships</i></p>	<p>Director would like to expand BEAMS' partnerships. She recognizes BEAMS has some partners but would like to reach out to get more. Director claims, "I haven't put myself out there," and questions how to best communicate with the community.</p> <p>Director has concerns about lack of fundraising to raise local funds for BEAMS. She is unclear of her role and responsibilities around fundraising. "I feel like I did the minimum this year - playing it safe because I wasn't used to budgeting."</p> <p>There are four instructors from the community BMC, ARTFEST, BAPC A partnership with the Career Center is desired Staff member feels it would improve BEAMS to have stronger support or connection from the high school administration.</p>

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	<p><b>Representative Quotes</b></p> <p>“I don’t know how much money I should be raising.”  “I want to work more with partners.”  “It’s a little uncomfortable with how to approach partners.”</p> <p><b>Recommendations</b></p> <p>Work to close a systemic funding gap in the range of 10-20k more per year using this year as a baseline</p>
<p><b>13. Family engagement and parent communication</b>  <i>Result 4.3: 21c funded programs benefit from meaningful community partnerships</i></p>	<p>Families and students and youth’s advisor sign the guidelines  There is a BEAMS only cell phone and texting has been useful to communicate with parents.</p> <p><b>Recommendations</b></p> <p>Include information on mission and program purpose in brochures and other materials  Have a BEAMS page on website and Facebook  Send a special invitation to families at the beginning of each school year  Send a special invite to incoming youth prior to their coming to BAMS</p> <p><b>Representative Quote</b></p> <p>Staff: “Putting it out there to all parents, explaining what the program is and offers. Send an invitation to parents (are needed).”</p>
<p><b>14. Private school participation</b>  <i>Result 4.3 21c funded programs benefit from meaningful community</i></p>	<p>Reminder: A minimum of two annual outreach actions are needed to meet the federal requirement for <i>timely</i> and <i>meaningful</i> consultation. In 2018-19, there was only one outreach action reported.</p>

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<i>partnerships (private schools)</i>	
<p><b>15. Safety standards</b> See 21c safety standards and annual reporting safety questions</p> <p><i>Result 2.4: 21c funded programs strive for continuous improvement through the use of the Youth Program Quality Assessment (YPQA)</i></p>	<p>BEAMS provides students with a safe space to be after school. Director is in contact with the school nurse to review student allergies and medical needs. Attendance forms are tracked at the program level One drill completed</p> <p><b>Highlighted issues to resolve as part of end of year 2020 end of year annual reporting</b></p> <ul style="list-style-type: none"> <li>-If aquatic activities occur, prepare and submit plan in APR report</li> <li>-Safety standards #18-20 are covered in the plan for summer programs</li> <li>-CPR trained staff are on-site during all programming</li> <li>-Attendance forms by class need to be tracked by instructors in hand at all times in case of an emergency</li> </ul> <p><a href="https://education.vermont.gov/documents/edu-21c-safety-standards-2018-2019">https://education.vermont.gov/documents/edu-21c-safety-standards-2018-2019</a></p> <p><b>Standard Safety Recommendations</b></p> <p>A) Review, Revise and list all emergency protocols including articulating any variances in protocols from the school day.</p> <p>B) Reevaluate training plan, dosage, and tactics to be used for staff, including part-time staff. Articulate training practices and procedures in manual.</p> <p>C) Articulate command structure for afterschool inclusive of all programs and people in the building.</p> <p>D) Evaluate communication protocols including ‘button (intercom) control’ and training: empower multiple staff tiers in usage and plan. Articulate any changes to practice in manual.</p> <p>E) Articulate reunification center clarity and communication protocols that would follow an incident.</p> <p>F) Practice alternate drills beyond fire drills that complement school-based preparedness schedules and approach.</p>

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	Appendix E page 30 of the <a href="#">grantee handbook</a> has additional safety considerations for summer programs that occur outside of school buildings that may be helpful to review
<p><b>16. Governance</b> <i>How does a governance system meet regularly with diverse stakeholders who help guide the program?</i></p>	<p>Director is working on recreating the BEAMS advisory board, including two principals, community members, and someone with grant writing experience, but they have not yet been able to meet. No outside community participants</p> <p><b>Priority Action Item #4 (June 30<sup>th</sup> , 2020 Purpose Statement (First Meeting September 30, 2020)</b> Board is being formed but hasn't met yet. This report could be used at a future meeting. Submit a one-page purpose statement for the board with participant roles and numbers, meetings and purpose of the board First meeting should occur by October 1<sup>st</sup> or whenever possible once school "reopening" occurs</p> <p><b>Representative Quote</b> "We need to flush out our advisory board"</p>
<p><b>17. Budget</b> <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>Director is feeling more comfortable with the project budget Fundraising account is down to 7 or 8 k Jodi Nutting, business manager, and Director have met 3-4 times over the course of the year. Communication between Jodi and Director happens regularly. Jodi provides Director with updated expenditure reports monthly.</p> <p><b>Recommendations</b></p> <ol style="list-style-type: none"> <li>1) Need to meet more often with business office to review budgets ideally monthly</li> <li>2) Work to close a systemic funding gap in the range of 10-20k more per year using this year as a baseline</li> </ol>

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<b>18. Annual Performance Report Statewide Evaluation other items</b> <i>Which systemic items or expectations may need new strategies or additional funding to be achieved?</i>	<p>The major expressed concern is that prior to Covid-19, the sources of funds gathered annually was being reduced annually over time, primarily due to turn over, putting the project in a potential strategic risk at a higher level versus in the past.</p>



**Program Observations**

**Site:** BEAMS - Dungeons and Dragons (4:05-4:25)

<p>Youth observations/actions</p>	<p>Students were sitting in a circle actively listening and participating in teacher-facilitated discussion about program expectations and "Rules of D&amp;D."</p> <p>As instructor reviewed expectations/rules, she asked for feedback from students about what: "The mic is always on means?" One student responded, "always be in character." Two other students shared input. One student asked, "Can we use the same character that we used the in the last session? I put spent so much time on creating my character." Instructor responded, "You can, but if you play the same character you risk pigeon-holing yourself. But it's ultimately left up to the DM."</p> <p>Students actively listened to three DMs share their "campaigns" for the new session.</p> <p>Students transitioned from whole group circle to two groups of 10 students with their respective DMs. As students transitioned one of the student DMs and one of the instructor DMs discussed combining campaigns and decided to join forces.</p> <p>In student-led groups, students worked on new character sheets.</p> <p>Student DM went around to check in with individual students while students worked on character sheets.</p> <p>Student DM offered suggestions and input for character development.</p> <p>Student DM mentored another student in becoming a DM. Mentor student DM frequently checked in with mentee and asked questions to ensure understanding.</p>
<p>Staff observations/actions</p>	<p>Lead instructor facilitated discussion of D&amp;D rules and expectations from 4:05-4:15. Instructor asked students for input and understanding of expectations.</p> <p>Instructor clarified questions about expectations for students and shared an anecdote about a group's negative experience from not adequately following expectations in a previous session.</p> <p>Instructor passed out dice and character sheets as students transitioned into two student-led groups at 4:15.</p> <p>Assistant instructor, who was serving as a DM, and another student DM, discussed combining campaigns as students transitioned into groups and decided to do so.</p> <p>Instructor commented, "A natural born leader, that awesome," to a specific student during transition time.</p>

	As students began working in their student-led groups, instructor observed but provided little feedback and instruction.
Observations of physical climate, space, set up, and available equipment/materials	D&D took place in a classroom. Desks were pushed back out of the way toward back classroom. Students were sitting in chairs in a circle from 4:00-4:15 to discuss D&D Rules. Students split into two groups at 4:15. One group stayed in the room and sat around a group of 6 desks. The other group moved across the hall to the adjacent classroom and worked in the <i>D &amp; D and Beyond</i> interface using laptops. Instructor used chart paper to post D&D rules on the board and projected a PowerPoint during the whole group circle.
Observations on the schedule, transitions, and flow	Students participated in whole group circle discussion of D&D rules from 4:05-4:15. Students transitioned to two-student-led groups to begin working on their characters at 4:15. The transition seemed smooth and students new where to go and what to do with little redirection or instruction from instructor. The use of technology took some time and waiting for loading time versus the other group, which did not have any observable process delays.
Other observations	D&D Rules: 1. Respect, 2) Collaborate and Be a Team, 3. The mic. is always on Instructor often left decisions up to students or deferred to student DMs for making decisions. For example, when a student asked if they could use the same character they had created for the last session, the instructor responded, "You can, but if you play the same character you risk pigeon-holing yourself. But it's ultimately left up to the DM."
Youth Leadership* (check if any observed)	Leading* <input checked="" type="checkbox"/> Presenting* <input checked="" type="checkbox"/> (student DMs presented their campaigns) <input type="checkbox"/> Facilitating <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Problem Solving <input checked="" type="checkbox"/> Collaborative Team-Work* <input checked="" type="checkbox"/> Persevering <input type="checkbox"/> Reflecting/Evaluating <input checked="" type="checkbox"/> Logical Reasoning* <input checked="" type="checkbox"/>
Persistent Youth Negativity (check if any observed)	None observed  Arguing <input type="checkbox"/> Complaining <input type="checkbox"/> Not doing/Not Interested <input type="checkbox"/>
Commentary/Analysis by reviewer	Dungeons and Dragons was a high quality, engaging program to watch. It is evident that this program is extremely popular and of high interest as noted by the number of students enrolled. The level of youth leadership in this program was outstanding. This program clearly engages students in a wide variety of high-level skills including: critical thinking, problem solving, collaboration, and creativity. Even at the end of the day at 5pm, the concentration and engagement level remained very high.

<b>Program Observations</b> <b>Site: BEAMS - Golf Frisbee 5:00-5:15</b>	
Youth observations/actions	All students were engaged in playing frisbee golf. Students were taking turns throwing the frisbee toward the target.
Staff observations/actions	Instructor was a substitute. The instructor provided frequent positive and encouraging comments to the students, i.e., "Wow, that was pretty good," "that's a nice throw," "that was fun." Instructor gave students the option of choosing the last target.
Observations of physical climate, space, set up, and available equipment/materials	Frisbee Golf program took place outside at the tennis courts. There was ample space for students to play and for the target to be moved around for a variety of challenges. Tennis court fences, posts, and doorway between two tennis courts allowed for making the course more challenging for students to reach the target.
Observations on the schedule, transitions, and flow	The program appeared to flow smoothly. Students waited patiently for others to reach the target. Students took turns well. The group transitioned well between completing one target and working toward the next target. After the last target was reached by all students, the instructor called the group over to the bench. The instructor asked one student to go out and around to retrieve a frisbee that had been thrown over the fence. All students walked back to main entrance together for dismissal at 5:15.
Other observations	NA
Youth Leadership* (check if any observed)	None observed  Leading* _____ Presenting* _____ Facilitating _____ Planning _____ Collaborative Problem Solving _____ Collaborative Team-Work* _____ Persevering _____ Reflecting/Evaluating _____ Logical Reasoning* _____

Persistent Youth Negativity (check if any observed)	None observed  Arguing ____ Complaining ____ Not doing/Not Interested ____
Commentary/Analysis by reviewer	All students were engaged and active throughout the program. The instructor and students were positive, encouraging and supportive of one another.

<p><b>Program Observations</b>  <b>Site: BEAMS - Dance Program 4:35 - 4:55</b></p>
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Youth observations/actions	<p>Program began with students in a circle co-creating norms and rules.</p> <p>Later: Students were returning from a walk outside at 4:35. After returning to the classroom, the instructor played a song and three students did the choreographed dance, while two students sat down to watch/observe.</p> <p>Instructor asked if students felt comfortable teaching the choreography. Students attempted to teach the choreography to the other students.</p> <p>During student demonstration, one of the students who had been observing decided to join in to learn the choreography.</p> <p>When instructor played the tutorial video of the choreography on the computer, the other student who was observing also decided to join in and try the choreography.</p>
Staff observations/actions	<p>Instructor set rules and norms with student input collaboratively.</p> <p>Instructor participated in learning the choreography and dancing the whole time.</p> <p>After playing a song and seeing three students do the choreography to the song, the instructor asked, "Do you feel confident that you could teach it?" A student volunteered to teach it to the group.</p> <p>The instructor recognized that the group was having some difficulty learning the choreography from the student and decided to play the tutorial video on the computer for a second teaching of the choreography.</p> <p>For the next song, the instructor taught the choreography. The instructor slowed the steps down and taught them with frequent review and repetition.</p>

	<p>The instructor took the students outside to go for another walk and asked one specific student to think about the steps and counts for the choreography of another song while on the walk.</p> <p>Representative Quotes: "I'm going to let you teach some."          "What is in the guideline/rule you would like?"          "Yes, that's so exciting!"</p>
Observations of physical climate, space, set up, and available equipment/materials	<p>The Dance program took place in the BEAMS room. There were 5 students in the program. They were dancing in an open corner of the room. The space was relatively small and would have needed to be larger if more students were enrolled. The space was slightly small for the group of 5 students to all dance with ample room. Perhaps they could have pushed some tables and chairs back to create a larger open space. The instructor was using her computer to show video tutorials and play music. The instructor had Dance expectations/rules posted on chart paper on the wall.</p>
Observations on the schedule, transitions, and flow	<p>The instructor used walks to provide breaks for the students between dances.</p>
Other observations	<p>I think the instructor was attempting to offer opportunities for youth leadership by asking them to teach the choreography to the rest of the group. However, being the first day of the program, it didn't seem that students were prepared for teaching the rest of the group. Perhaps the instructor could have provided a higher level of scaffolding to make the youth leadership more successful.</p>
6. Youth Leadership* (check if any observed)	<p>Leading* <input checked="" type="checkbox"/> _____ Presenting* <input checked="" type="checkbox"/> (teaching choreography) _____ Facilitating _____          Planning _____          Collaborative Problem Solving _____ Collaborative Team-Work* _____          Persevering _____ Reflecting/Evaluating _____ Logical Reasoning* _____</p>
7. Persistent Youth Negativity	<p>NA          Arguing _____ Complaining _____ Not doing/Not Interested _____          (2 students out of the 5 sat out and watched initially)</p>

8. Commentary/Analysis by reviewer	Overall, the program seems fun and engaging for the students. Youth were concentrating and engaged. I think it could serve as a wonderful program to provide opportunities for youth leadership, (i.e., asking students to teach choreography to the rest of the group). Perhaps the instructor could provide a higher level of scaffolding to help students prepare for teaching the rest of the group (i.e., modeling how to break down steps, count beats/movements in choreography, etc.). The instructor could ask students to pick a song that they will learn the choreography to and teach for the following week. Another opportunity for youth leadership would be to ask the students to create their own choreography (not necessarily using a choreographed piece from "TikTok") and then teaching it to the rest of the group. Or the instructor could ask the students to work in small groups, a pair and a triad, to choreograph a piece together, to promote collaborative teamwork.
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**Program Observations: Snack and Social Time-Cafeteria**

Youth observations/actions	Youth sat at six tables in small groups. Four laptops were open. Youth were smiling, talking and looking at computers. One youth was reading. One person was writing in a book.  Youth quote: "There's a lot of cool here."
Staff observations/actions	Coordinator sitting at the table with youth talking and circulating. Another staff person was sitting at a table with one student.
Observations of physical climate, space, set up, and available equipment/materials	Youth came in, received a snack, and sat at a table in the cafeteria on one side near the windows. The other part of the cafeteria was not used at all. Trash and recycling were off to the side. Other tables were folded up high nearby. The snack station sort of blocks the flow to the hallway.
Observations on the schedule, transitions, and flow	Youth flowed into the program in a timely orderly fashion by getting a snack and going right to tables. The amount of time for this part of the program was engaging and appropriate. Departure to programs also felt seamless.

Other observations	A non-BEAMS para paid for other purposes sat near the snack station looking at her phone.
Youth Leadership* (check if any observed)	Leading* _____ Presenting* _____ Facilitating _____ Planning _____ Collaborative Problem Solving _____ Collaborative Team-Work* _____ Persevering _____ Reflecting/Evaluating _____ Logical Reasoning* _____
Persistent Youth Negativity (check if any observed)	None observed.  Arguing _____ Complaining _____ Not doing/Not Interested _____
Commentary/Analysis by reviewer	<p>Finding a way to integrate the para into the program when there is little work to do on her part as an active team member seems like a no brainer and a reasonable expectation for all adults afterschool in the building.</p> <p>Maybe the snack station could be situated a little off center from its present location to create a sight line to the hallway.</p> <p>Having some “new” materials such as a few chess boards or other items might provide additional options, not that anyone was bored or not engaged.</p>

**Youth Centered Engagement Observations  
2019 BAMS Summer Learning and BEAMS**

<p><b>Spirit:</b> Smiling ___x___ Laughing ___x___ Choosing ___x___ Playing ___x___ Calming/Relaxing ___x___</p>
<p><b>Health/Physical:</b> Moving ___x___ Eating ___x___ Drinking ___x___ Handwashing___</p>
<p><b>Dialog:</b> Speaking ___x___ Listening ___x___ Questioning ___x___ Discussing ___x___ Explaining___</p>
<p><b>Doing:</b> Thinking ___x___ Reading ___x___ Writing ___x___ Researching___ Performing ___x___ Making ___x___ Creating ___x___ Designing ___x___ Collaborating ___x___ Focusing/Immersing ___x___ Collaborative Problem Solving___ Persevering ___ Productive Failing ___ Reflecting/Evaluating ___x___</p>
<p><b>Leadership:</b> Leading ___x___ Facilitating ___ Planning ___ Prioritizing ___</p>
<p><b>Social/Emotional:</b> Cooperating ___x___ Advocating ___ Helping ___ Negotiating ___ Empathizing___</p>
<p><b>Negativity:</b> Arguing ___ Complaining ___ Not-doing/Not-interested___</p>

**Notes:** If items are not checked, it does not mean they did not occur, just that they were not observed. These observations are only of youth, not staff.



## **Youth Actions**

High levels of engagement were observed in all programs. There was not a single instance of negativity exhibited, except one youth saying it was unfair that he could not pitch, if that was negative.

At end of the body function class two youth high fived and shouted, "we succeeded!" Youth presented on their work.

Youth in coding were all "leaning in," and universally very focused on the task at hand, working in the *Scratch* program.

Cooking quotes: "We are brilliant! Woo hoo! The Hot and cold cake is yummy"  
There were a lot of questions asked, information presented and laughing and smiling

BEAMS choices in the BEAMS room had youth in pairs or individually such as board games or cards, or a bookmark activity that no one choose, at least when I was present.

Youth in the 2<sup>nd</sup> BEAMS room watched a video to reinforce the directions for the day. Attention and interest seemed high.

Outside one girl was writing in what appeared to be a journal.

Several youth when asked all spoke highly of all elements of the program. They clearly were satisfied.

All the am classes had end-products. Some of the BEAMS programs had end products of a different nature.

## **Staff**

All staff were present and fully engaged and prepared

The staff lunch time was split so that only half the staff were present in the cafeteria.

Only one staff person sat with youth during lunch.

Two staff left around 2 pm presumably due to lower numbers for the day.

The Director for the am program has a very clear vision and approach for the program.

It seems the new director is developing her vision as would be normal.

## **Space, Materials**

Full building used including classrooms, gym, and cafeteria. Laptops and projectors used as well. Lots of materials and supplies. Less so for outside activities.

## **Other Observations**

Two boys were being tutored along-side the other programs and attended the afternoon and meals. I wondered how or if any deeper integration with the programs could occur to enhance their learning. It felt like they were their own little duo, attached to one staff person and physically were in their own spaces throughout the day except lunch, including during freer outside time. When alignment exists, could those youth even participate in one summer learning class as appropriate? Building to a unified program of all the parts could offer more choice and quality for everyone.

## **Commentary/Analysis**

Overall: There seems to be a nice compliment to the entire schedule of the day that works well for youth (am and pm approaches) where there is a bit more structure to the morning sessions. Unfortunately, I did not see the opening meeting. For 2020 as possible, a more unified full day schedule would be a great goal if possible, thinking of the whole day as one unified program.

Water: I counted youth with water bottles. Five of twenty-two had them in their possession. I saw none drinking from them. When water was offered on the cart after outside time, everyone drank and quickly emptied the containers. This was good. Promoting the cart and multiple uses of it, to bring water (and other surprises if desired) especially on hot days would act as a reminder to drink. The more dehydrated one is, the less likely they are to drink.

## **Summer Ideas/Recommendations:**

Immediate:

- BEAMS Transitions could have clearer explanations of the expected system, with time to ask if everyone understood or has questions. Example overheard in cafeteria: "Where are we going now?" The observed flow works but the line-ups or expectations around flow should be systematized. Example- Is there a system to assure that staff are at the road when crossing from the field? I did notice staff checking, but a system should be assured.
- More outside materials to facilitate different types of movement.

Other:

- Youth leadership. Examples in the a.m. existed and one youth explained the recycling system, which was really nice. Are there other opportunities where youth could take a leading role at other times?
- It seems there is more capacity in the system. There could be more groups/ or fewer staff perhaps during BEAMS? This should/could be planned out in advance based on numbers.
- In BEAMS one group had multiple choices, and the other did not. I believe the groups flipped so this is not an issue per se. The group sizes were also lopsided in number and one teacher remarked on this and seemed like they were surprised, but tried to work it out on the fly, although it may have affected the lesson. I wonder if anything changed from the norm because there was visitor.
- Generally, there seems to be capacity to have additional structure and/or choice in the afternoon, perhaps getting staff and youth ideas as well might generate some additional approaches to compliment how you currently operate. The sky is the limit and variety is always suggested over time with middle school.