

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

## **Winooski School District Site Visit Report**

**2019 - 2020**

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



## Project Director

Suzanne Skaflestad

## Visit Dates

July 23<sup>rd</sup>, 2019, November 14, 2019

## Visiting Team

- Emanuel Betz (21C State Coordinator, Agency of Education)
- Leigh Madalinski, Lead Site Coordinator, Burlington School District
- Laura Wageman, Edmunds Middle School Site Coordinator, Burlington School District
- Carol Lizotte Project Director, Missisquoi Valley School District
- Kathy Kneebone, Swanton Elementary Site Coordinator, Missisquoi Valley School District

## Report Date

December 3, 2019: 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 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](mailto:Emanuelbetz@vermont.gov) with any questions.

## Definitions

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

## Overview Narrative

The Afterschool programs were visited for one day in the summer and one day during the school year where interviews were conducted, and programs were observed. Extensive documentation was provided and analyzed in its entirety including self-assessments, program materials, policy handbooks, brochures, planning and other forms, program artifacts and promotional materials, Annual Performance Reports and grant and budget information. Interviews and/or discussions were completed with the project director, coaches and coordinators, principals and the Superintendent. In addition, viewpoints were expressed from the business manager, partners, staff, parents and students.

The project continues to grow and evolve in a positive direction. The following themes are represented in this report:

- Many exemplary programs in summer and afterschool are high quality and substantially linked to the school day resources, goals and/or opportunities
- The breadth, depth and growth of programming for middle school has grown including many examples of youth leadership from older youth (see section #3 below)
- Partner growth in types, number and more community staffing of programs.
- Director time for a growing program takes continual effort and commitment and includes intentional efforts to make efficiency gains to better manage workload
- Team communication remains strong and a universal commitment to quality programs and continuous improvement is evident from all.

Potential areas to monitor over time:

- The capital project may affect the City of Winooski partner arrangement including expected full day afterschool dosage and partnership allowing programming choices to 5.30 daily. If there are changes of scope, an amendment may need to be executed
- Assuring that overall program size and scope aligns to the current leadership structure, hours, and expectations so that goals can led, achievable and sustainable over time
- The expansion of the staffing model (and program types) that may involve non-licensed staff allows for bringing in new people with new skills. Consider any additional

effective screening techniques or strategies that will assure that effective teaching techniques and pedagogy always remain within the project's high expectations.

There are no significant systemic findings in this report. There are many evidence statements that reinforce that the project is of high quality. There are two priority action items and several recommendations to consider throughout the report. The end of the report recounts several pages of program observations from the visiting team. Please note that in general, these observations have been synthesized, yet some sections have maintained a somewhat informal voice of an individual observer to maintain the spirit of his/her statements.

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**

### **1. Success Stories**

*What is working well and how do you know?*

- Middle and High School program growth continues with 63 regular attendees accounting for 22% of total attendees in 18-19, up from 49 regular attendees three years prior
- Many new partnership programs such as Med Trek, Junior Iron Chef and HERO
- New efficiencies are explored and put in place such as one-time permission forms
- Regular celebrations are the norm such as the play, Hip Hop, and showing of student generated videos
- GX connections are intentional and connected to programming
- Many youth leadership successes such as two students writing and winning a grant to solve a student-identified need
- High participation from licensed school day teachers and staff
- Some teachers are arranging for their own substitutes (other teachers)
- All school celebrations have had after school program presentations by students
- Transitioning students to *Thrive* appears seamless for families
- Unique partnership with Burlington Afterschool Project for middle and high school youth

### **Quotes**

- Principal: "The director works hard all year."
-

## 2. Challenges/Lessons Learned

What barriers or challenges are you encountering this year that may be affecting the continuous quality improvement of your program? What lessons have you learned about your project and what adjustments will be made to ensure the site is continuously improving?

- Staff using a time clock for hourly payroll takes administrative time and energy
- Not using youngest room usage in building due to contact allergies
- Off-site tutoring has had staff retention issues
- Sub-Grantee spending all their money due to staff retention issues
- Large capital project coming in the summer
- Transportation for students to off-site community resources and/or programming
- Enrollment demand: youth get 1-2 days a week, but not all 4 or 5 if they would like it (or need it)
- The additional time involved in procurement process and time clocks is taking a lot of director time

### Quotes

- "There are space issues."
- Director: "I always have new challenges. I try to stay ahead of the game."
- Director: "It's harder for me to get out of the office."
- Director: "Procurement has become a big thing." "It's a time sucker" "We don't have buses for field trips."

---

## 3. Youth Centered Leadership and Activity

How are programs youth centered? How do programs support youth leadership?

*Note: Leadership skill building scored a "3" on one self-assessment inferring this area is a work in progress*

- Year to year programming such as *Peace Jam* occurs
- Vermont Youth Orchestra double base youth student volunteers in violin class
- High School youth taught the VerMoney program
- Student wrote and received Y4Y grant for music lessons and another for an open library program
- One student started and runs a drug and alcohol prevention program (ATI)
- An Afterschool Capstone project completed as part of afterschool program
- Students participate in annual state afterschool-summer legislative day
- Open Library – four students fund raise to get bike parts for Ghana
- Hero programs and Med Trek which pay high school students
- Youth are coming to Director more to take ownership of programs: "my chess club starts tomorrow"
- Nine Youth quotes in middle school summer article represent success
- See program examples for additional examples and data

## Recommendations

1. According to interviews, not all youth know they can start programs. Be explicit with a regular message to support this goal
2. The library program had a lot of technology use. Supporting daily choice outside of “tech” is important
3. Assure consistency with school-based technology policies including use of technology in library program
4. Consider other structures to support youth led programming others have used over time such as:
  - Mini-grant structure (something like Y4Y using local money)
  - Pairing youth leaders with teacher advisors-facilitators (People’s Academy model)
  - Counselor in training workplace type models (others use in summer)
5. Consider how more educational based Capstone projects might benefit by using the afterschool system
6. Youth program advice: “There is no place to ask, things are already set up for us.” One interviewed youth wanted more “hands on classes.”

## Quotes

- Superintendent: “the program is getting more feedback from youth, program is responsive to students”
- Student: “It makes me feel good that I provided for the school.” (By getting a grant)

---

## 4. Evaluation Plan/Local Evaluation Outcomes/Data Collection Systems

What are the components of your comprehensive evaluation plan?

- Annual Performance Report includes six local evaluation goals with results showing effectiveness
- All statewide evaluation indicators met except one. (see #18 below)
- Annual Performance data complete and consistently well done
- Local evaluation plan measures are clear and useful (SMART goals)
- Parent survey exists
- Student evaluation forms exist
- After School Flyers have GX language in the class descriptions, evidence of usage as part of program observations

## 5. Equity and Access; Dosage and Numbers

Result 1.2: 21c-funded programs are open for enough hours, days and weeks to meet student and family needs during the school year.

Result 1.3: 21c-funded programs provide enough summer programming to address summer learning loss.

Result 1.4: 21c-funded programs have a solid base of regular attendees

IEP and low-income rates meet or exceed school averages\*

Program income practices do not limit program access\*

- 1:1s exist for IEP youth
- No fees charged for programs
- All youth can walk home
- A high volume of k-2 students served is reported
- Very high demand, some youth can only get in for one or a few days
- High school program uses a drop-in method
- School has seven liaisons to address the language barrier in part (after school can use these liaisons as part of outreach/as needed).
- Afterschool video in multiple languages created
- Weeks and days meet the standard, but enrichment programming is predominately executed in the 3-4.30pm timeframe.

### Recommendations

1. Over time as funding allows, expand more programming to beyond the 4.00 – 4.30 timeframe as the Thrive program only serves a very small portion of the student body currently
2. Coordinate use of the City bus to provide transportation for off-site partnerships and programs if possible
3. Consider the use of student leaders (as volunteers or staff) to address any unmet needed outreach that the director or liaisons cannot provide due to time, language, or other constraints.

## 6. Leader Information / Staffing (Including Licensed Teachers)

Result 3.1: 21c-funded programs are led by experienced leaders (includes adults and youth)

Result 3.2: 21c-funded programs utilize high quality staff to run programs

Result 3.3: 21c funded programs have appropriate staff retention rates

Result 3.4: 21c leaders participate in professional development and networking opportunities

- Nearly all programs are led by certified teachers
- Staff retention is very high, with little turn-over
- Project leadership positions have been very consistent as well in the project
- Coding class led by the IT school leader
- Coordinators/coaches are licensed teachers in the building
- Violin instructor provided by Vermont Youth Orchestra
- Professional development from school and afterschool systems are used and leveraged
- Director contributes to afterschool conference and other statewide offerings

### Quotes

- “Suzanne has been nimble and responsive”- Superintendent
- 

## 7. Physical activity

Result 2.3: 21c programs provide healthy food and physical activity

- Students in *Thrive* go outside every day for self-directed movement
- Only youth signed up for a physical activity enrichment may get 20 minutes or more of intentional movement, depending on the offering
- CACFP meal system used: Cart system used where snacks are brought to classes; Coordinator sets tables for youths’ snack, handwashing not observed

### Recommendations

- Investigate all option for more movement without unduly disrupting the current structure.
-



## 8. Linkage to the school day including principal involvement

Result 4.1: 21c funded programs link with the school day. How does the program align and integrate with the regular school day programs and systems?

- School handbooks are the project policy documents
- Directors office is centrally located (not in an isolated location away from activity)
- 3-4.30 open library program through Youth 4 Youth/afterschool for all grant completed
- PBIS, HEART connections exist
- Most staff in the program are school day staff
- Special Education dollars paid for a summer nurse
- Reading Specialist teaches in program
- Math specialist have taught in the program in past years
- IT staff does coding, librarian works as well
- Extensive school space used throughout the building
- Summer program written into bid contract for renovation
- VSAC outreach coordinator connections and referrals made
- Program regularly in the school newsletter
- GX & Core skills content standards and assessment are in the planning form
- Director meets monthly with superintendent
- Principals and Superintendent very invested and supportive of the program.

### Quotes from principals and superintendents

- “There is balance in student interest as well as their academic need”
- “There is a coherent connection to the curriculum”
- “Suzanne is available to students: matches students to jobs and programs of interest of students”
- “The library after school program has helped fill a great need”
- “I can’t think of a single person in our school district who doesn’t support the afterschool program”

### Recommendations

- Invite each principal and the Superintendent to visit programs to observe for a 20-30-minute commitment in order to become more familiar with the details of the program. (add other stakeholders if successful)
-

## 9. Culminating end products or performances

Result 2.2: 21c funded programs allow participants to experience interests in depth

Result 2.4: 21c programs support learning

- Program planning form exists for programs including standards, lesson plans and pre-post assessments.
- Hip Hop class performing at all school celebration.
- HERO program intentionally supporting career planning and development
- Violin concerts, Theater productions, Woodworking end products
- Comedy Club has culminating performances
- Junior Iron Chef will have a culminating competition
- Goal setting in summer program was the focus

### Recommendations

- Consider how to integrate project-based learning with associated end products into future summer sessions.
- 

## 10. Intentional Academic Components

Result 2.4: 21c programs support learning. 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?

- Summer elementary programming
- Core support programs for high school

### Recommendations

- Over time for high school, consider more intentional links to proficiencies including actual classes that cannot and do not meet during the school day; this is allowable as long as supplanting is not occurring. Springfield High school has an interesting pilot model in this area worth exploring.
-

## 11. Sustainability and partnerships

Result 4.2: 21c funded programs utilize diverse sources of funding. Result 4.3: 21c funded programs benefit from meaningful community partnerships.

- City of Winooski-Thrive- Thrive summer program run in coordination with summer and afterschool programs
- City of Winooski- Tutoring with UVM students
- Vermont Youth Orchestra partnership expanded to multiple days for violin
- PTO bought violins for kids
- Woodworking
- French Alliance
- Rosie Girl's Solar
- Peer Public Art with Alissa Faber
- First Robotics
- Very Merry Theater
- VT Performing Arts League – Drumming
- VSAC funding goes to 21C

### Quotes

- Ray Coffee: School and city is working in the same direction. Under the current project director more “*Thrive*” kids have accessed enrichment.

---

## 12. Family engagement and parent communication

Result 4.3: 21c funded programs benefit from meaningful community partnerships

- Above the influence afterschool class hosts dinners at the O' Brien center for families
- Director calls liaisons to communicate on behalf of families
- Liaisons may call home and assist in filling out forms
- Afterschool video in different languages created for families
- Registration is done at the beginning of the year for middle school students so they can sign up for all year and receive confirmation a letter per session.
- Many parents pick up at the door for the elementary program

### Quotes

- Principal: “Director works hard for community partners”
- Director: “I do a lot of phone calling to parents.”
- “There is a language barrier.”

### 13. Private school participation

Result 4.3 21c funded programs benefit from meaningful community partnerships (private schools)

- Met standard of two communications in 2018-19
- 

### 14. Safety Standards

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).

- After school follows school-day safety policies
- Nurse is available until 4pm
- Director serves on safety committee
- Nurse shares information with project
- District has not executed *ALICE* or *Run Fight Hide* type protocols yet
- Uses *Alert Now* system
- Whole k-12 school drills completed in past
- Fire alarm was pulled so a real drill occurred or 1 of 2 minimum required annually
- Outside staff aren't necessarily aware of safety procedures but do have a school day staff assigned to them

#### Priority Action Item #1 (Jan 15, 2020)

1. Written documents of clear and readable expectations around safety with a focus on emergency preparedness policies are needed to be shared with all non-school staff so that they are trained to a level where they could act autonomously from school personnel. Regular reminders and/or training related to this data is strongly recommended (see B below)
2. Share #1 with either all staff or staff who teach in new or unfamiliar spaces outside of their classrooms to heighten awareness or merge with the prior checklist the project used in the past

#### Recommendations

- Walkie Talkies have been effectively used afterschool throughout the state and could be beneficial

#### Standard Safety Recommendations

1. Review, Revise and list all emergency protocols including articulating any variances in protocols from the school day.
2. Reevaluate training plan, dosage, and tactics to be used for staff, including part-time staff. Articulate training practices and procedures in manual.

3. Articulate command structure for afterschool inclusive of all programs and people in the building.
  4. Evaluate communication protocols including 'button (intercom) control' and training: empower multiple staff tiers in usage and plan. Articulate any changes to practice in manual.
  5. Articulate reunification center clarity and communication protocols that would follow an incident.
  6. Practice alternate drills beyond fire drills that complement school-based preparedness schedules and approach.
- 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 in multiple contexts
- 

## 15. Governance

How does a governance system meet regularly with diverse stakeholders who help guide the program?

- Advisory group with 10 members listed
- No advisory board meeting has occurred, one was scheduled for November 2019 but cancelled due to snow.

### Recommendations

- Include multiple student leaders as full members on the advisory board
- 

## 16. Budget

How does the director maintain a well-developed system and provide sound fiscal management for the program? How does the fiscal agent provide proper oversight, organizational support, and fiscal management for the program?

- The fiscal manager, Rebecca Goulet and Suzanne meet monthly
- Budget expenditures and structure set up for success as approved
- Summer program funding sources have diminished over time and its sustainability risk has grown

### Priority Action Item #2 (March 30, 2020)

- City of Winooski partnership: An internal on-site review by the Winooski School District of the off-site tutoring program is recommended. The action item is to report on the district's review conclusions to AOE.
-

## 17. Annual Performance Report Statewide Evaluation other items

Which systemic items or expectations may need new strategies or additional funding to be achieved?

- Met all statewide indicators in 17-18 except 1.2c (dosage)
- Assure more embedded movement within the structure in the next grant round if not done before

---

## Program Observations and Feedback

### Overall

Overall, this is an excellent program with high quality programs and committed staff!

I think this is an excellent program which is very different from my own program. I think it offer incredible enrichment with highly qualified educators. I would continue to expand the Youth Voice component, which seems to be going very well, creating a clear system which is developmentally accessible to various ages, to design and implement, possibly co-lead their own activities and clubs.

Access to outside enrichment opportunities and field trips would be great! My program greatly benefits from field trips quite often. It lets our kids be part of our community. I hope transportation issues can be troubleshooted to make field trips more accessible.

Students are taking more ownership for what they want for programming. Students seem really engaged in all the classes. They respect each other and their teachers. Students in Jr Iron Chef were excited to come up to visitors and share what they made. This in an awesome program and I learned so much from my visit.

Many students were wandering the building after 4pm, I do have questions about safety: having freedom for older students is good and appeals to kids, but I question the open building as students are in hallways. I observed two students holding open an outside door for "another student" to come into the building, just wondering about safety, knowing some of our own programs have more secured access, and students in building need to be associated with some program. At one time, one student was playing a game with one or two others looking on. The game was someone walking with a gun visible in a city and shooting people. Blood did shoot out of people when they were shot. If the visiting team were not in the library, it is possible an adult may have noticed and re-directed the activity.

### Overall-Physical Climate

Classrooms, cafeteria, library are used throughout the building

Classrooms were comfortable and well lit. The gym felt big for the group in it.

The Thrive room felt small for all the bodies in the room and slightly cluttered

Youth were not observed washing hands

### **Overall-Schedule, Transitions and Flow**

Pretty smooth and seamless. Students know where to go and what to do.

Food is served at all different times, but the teacher has discretion about when to serve it.

### **Overall-All Programs-Youth Leadership Observations**

Leading\*   x  

Presenting\*   x  

Facilitating   x  

Planning   

Collaborative Problem Solving   x  

Collaborative Team-Work\*   x  

Persevering   x  

Reflecting/Evaluating   x  

Logical Reasoning\*   x  

### **Overall-Persistent Negativity**

None observed.

---

### **Music Inspires Group Violin with VYOA**

#### **Youth and Staff Observations / Actions**

The two adults in the room circled the kids up at the beginning of the program. The kids appeared to be excited to start. All of the kids cheered and clapped at a birthday announcement that was given. They then started singing their “rules” song, and kids were excited and began singing it before everyone was even ready. Multiple kids raised their hands wanting to lead the song and its hand motions. Every kid sang and did the hand motions; and were smiling and appeared engaged. After singing, kids ran to grab their violins and sat or stood in two rows in front of the instructor while she briefly tuned each violin. One kid noticed that the door was left open, and ran over to shut it without being asked, then sat back down with her violin. The instructor asked all students to stand in their two rows and to get into “rest position” with their violins, and all stood neatly and quietly in rest position. At this moment, one kid accidentally dropped his violin on the ground, and the instructor said, “[student’s name], what’s going on with you? That’s the second time this week,” and walked over to pick it up. At this moment, four or five other kids said his name in an exasperated tone. One kid said, “what’s wrong with you”, and another kid said, “you have butter fingers”. All these exclamations from different

people happened within a few seconds. The instructor picked up his violin and made sure it was still tuned and handed it back to the child. He said nothing throughout everyone reacting to his mistake, appearing upset. No one consoled the student who dropped his violin. All students then started practicing a song together, and this observer left to visit another program.

Later, the youth were in a circle practicing their bow holding technique by passing a cup with their bows with a focus on thumb and pinky position. This was followed by played some game variations. As this was occurring, one youth came in, saw the game, smiled broadly, said "whoa!" ran to get his bow and joined in with a large smile quickly with complete self-direction.

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

The space appeared clean and comfortable, with appropriate equipment and materials. The fact that youth have violins and associated musical tools is fabulous including donated violins by the PTO.

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

This observer caught the beginning of the program, and the transition and flow into program appeared well thought-out and structured in a way that prepared and eased students into their activity for the day. Later, the timing of moving from activity to activity was excellent during the bow handling game to keep interest high.

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

Leading\*   x  

Presenting   x  

Facilitating   \_\_\_  

Planning   \_\_\_  

Collaborative Problem Solving   \_\_\_  

Collaborative Team-Work\*   x  

Persevering   \_\_\_  

Reflecting/Evaluating   x  

Logical Reasoning\*   \_\_\_  

### **Commentary/Analysis by reviewers**

The program appeared well-structured and well-run, with the possible exception of the silence of the two adults in the room during the moment of the violin dropping incident when other



youth were making fun of the child who dropped the violin. The kids appeared to enjoy the program, and all were engaged and excited to participate in every piece, including the announcements, opening song, tuning, and playing. Later, the violin bow holding game was fun, engaging, and rigorous. The violin kids were actively making connections between rhythm, exercises and songs throughout.

---

## Read Aloud with Friends

### Youth Observations / Actions

Observer witnessed roughly 8 kids sitting in a semicircle in front of an adult reading a large, oversized book to the group, turned outward to the kids could see the pictures. All of the kids sat completely silently, listening to the story, and none were fidgety, playing with anything, or appeared disengaged in any way. All of the kids were focused directly on the adult and the story. At one point, the adult stopped reading, and asked the group a question about a part of the story that she had just read. Multiple kids chimed in to answer her question.

### Staff Observations / Actions

The adult who was reading used expressive tones to keep the kids engaged in the story, and she asked the kids questions about the book and made comments to further connect the kids to the story. The other adult was standing quietly off to the side of the group of kids, listening to the story. Quotes from multiple observers:

- "Henry, what was the best part of your day?"
- "Raise your hand if you like to paint."
- "Why might we use celery to paint?"
- "Do you have a favorite color?"
- "Turquoise, white, what's yours, Zachary? Blue & green – that's a good one, What's yours..."
- "Everyone is here today, that's great!"
- "Are you a reader? Authors write books to learn about themselves or the world. Think about what the author wants us to learn."
- "Nice job making space – the Rainbow Fish"
- Praise given: "Nice job, you were admiring all the fish? I was looking at them [the student art work]. They were beautiful."

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

The space appeared clean and comfortable, with appropriate equipment and materials.

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

This observer entered this program during the middle of a story, so she did not witness any transitions or flow.

### Youth leadership (check if any observed)

Leading\* \_\_\_\_

Presenting\* \_\_\_\_

Facilitating \_\_\_\_

Planning \_\_\_

Collaborative Problem Solving \_\_\_

Collaborative Team-Work\* \_\_\_

Persevering \_\_\_

Reflecting/Evaluating x

Logical Reasoning\* \_\_\_

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

The program appeared well-run. The leader clearly had the attention of and control of the group of kids. All were actively engaged in the activity.

---

## **Hip-Hop Dance**

### **Youth and Staff Observations / Actions**

Observers entered this program at least 30 minutes after the start of program. There was a small group of 3 or 4 kids around the leader, who was looking at her phone with them, apparently trying to pick a song for a flash mob at a later date. The other adult was standing off to the side, not engaging with any particular kid or group of kids. There were multiple other kids scattered about, waiting, and not engaged in anything. All of the kids appeared to have a lot of energy, and all were talking and appeared to be looking forward to activities. The teacher tried to circle the kids up and begin speaking to them, yet multiple kids were still talking. She asked the group to stop talking over her and managed to settle the group down to where they stopped talking. When the group had become silent, she said, "You just wasted 30 minutes because I haven't been able to get a word in edge-wise". She then told them that they were going to start with the Cha Cha Slide, put the song on, and most of the kids started dancing with no instruction. There were various levels of student engagement in dancing to it; some were very enthusiastically dancing, some danced more subtly, and a couple of kids were not moving much, though all were on their feet and seemed to be trying. Later, youth were observed eating snack on the floor and then 4 or 5 got up to practice dance moves, yet in a self-generated manner. Also at this time, the support staff person was off to the side and not engaging or working directly with any kids. Overheard from one staff person to youth: "you guys are beautiful."

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

The program was held in the gym, which appeared clean and conducive to the nature of this program. However, snack was being eaten while sitting on the floor in small groups. The large room also may have created physical distance between adults and youth at times.

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

The different observers entered the program at least 30 minutes after its intended start and in witnessed transitions into structured programming. The program appeared to have not had structure prior to arrival (this is a question), then abruptly changed gears straight into dancing, though the dancing did not have clear instruction or a lead person to follow.

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

Leading\* \_\_\_

Presenting\* \_\_\_

Facilitating \_\_\_

Planning \_\_\_

Collaborative Problem Solving \_\_\_

Collaborative Team-Work\* \_\_\_

Persevering \_\_\_

Reflecting/Evaluating \_\_\_

Logical Reasoning\* \_\_\_

### **Commentary/Analysis by reviewers**

The program appeared to lack expected structure and flow during the brief times that multiple observers witnessed the program. It seemed that it could benefit from an actionable curriculum that is laid out for the group of kids and executed throughout the program time and transitions from activity to activity. On the visit day, observations could be characterized as a more unstructured dance time and any explicit teaching of skills, for example, was not observed. For example, observers did not witness or hear staff providing specific prompts or skill building support during the time observing. Suggestions: A smaller space might assist with flow. If similar observations been observed on other days, providing on-going support and feedback to instructor(s) on curriculum, flow, and specific techniques to leverage precious time by chunking lessons into ~5-15 minute intentionally designed learning activities. Another idea might be to delineate a portion of the gym for use, to create a more intimate feel, if possible, and to assist with sound, such as using the back portion only.

---

## **Word Play**

### **Youth and Staff Observations / Actions**

Observer entered to witness a group of 10 students all sitting around a one table arranged in a circle with the program instructor. At the beginning of the program youth were observed clapping, joking, and providing feedback on their stories, which were read energetically by

youth. Peer to peer story feedback was given such as: "Tell me if you like it or not. I really liked the setting. It sounds weird, but this story has no dialog." The teacher sat with the youth and provided excellent prompts to guide the process.

Later, each student had a Chromebook and papers and pens. All students appeared to be highly engaged in what they were working on, and all appeared to be having fun. Students were talking as they were working, and the instructor reminded them to "get back into that [mental] space where we're creating". A student asked the facilitator a question about her (the student asking the question) phrasing on something she was working on writing, and multiple students took a look at it and offered suggestions. All then quieted back down to write, but chatted and laughed throughout, while their eyes were on their papers, still working. All students appeared very engaged and very happy to be there.

Still later, youth were observed chatting quietly to help troubleshoot some rhymes in the poetry challenge.

### **Staff Observations / Actions**

The instructor appeared to balance fun with structure very well. She had a clear curriculum and projects for each day and handed this observer printouts of two of the projects that they were working on that afternoon. She provided facilitation and prompts such as: "who shared last week? I liked how you used personification." It was clear that the instructor puts a lot of thought and planning into her program and appears to have a good relationship with the kids in her group.

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

The space appeared clean and conducive to this program. All students had all supplies that they needed for their program and the use of one table created an intimate group feel.

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

This observer did not witness any transitions, but the program appeared to flow very smoothly.

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

Leading\*   x  

Presenting   x  

Facilitating   \_\_\_  

Planning   \_\_\_  

Collaborative Problem Solving   x  

Collaborative Team-Work\*   x  

Persevering   x

Reflecting/Evaluating  x

Logical Reasoning\*

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

This program seemed great! It reminded one observer of a high-quality college English 101 class, although the middle school youth were better prepared, and more excited than college students in that class. Also, the number of youth leadership checks above is very telling as quality indicators.

---

## **Rosie's Girls Solar**

### **Youth Observations / Actions**

This observer entered this program to witness 7 students, male and female, around a table, working on wiring solar-powered lightbulbs. All were actively engaged, and all appeared to be excited about what they were doing, and excited to find solutions to their problems. The students were walking back and forth to a lamp, in which they were trying to charge their solar panel, and if it didn't work, would walk back to the table to continue working on their connections.

### **Staff Observations / Actions**

Rather than solving the problems for the students and telling them exactly how to do each piece, the facilitator of this program was constantly asking them questions about what was happening each step of the way. This observer witnessed the facilitator speaking almost entirely in questions to challenge her group to think critically and problem solve without her giving away the answers. When a student's solar panel wasn't charging, she asked, "do you think it's a problem with the sun or the circuit?" When the student answered "circuit", she said, "okay let's work on troubleshooting the circuit". Also overheard: "What we are going to do? What we did last time?" "We made scribble bots." "We are making circuits." "See if you can get the light bulb to light". It was clear to this observer that this was an extremely skilled facilitator and true teacher and leader.

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

All appeared safe, clean, and available.

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

This program appeared to be flowing very well.

## Youth leadership (check if any observed)

Leading\* \_\_\_

Presenting\* \_\_\_

Facilitating \_\_\_

Planning x

Collaborative Problem Solving x

Collaborative Team-Work\* x

Persevering x

Reflecting/Evaluating x

Logical Reasoning\* x

This appeared to be a very high-quality program, led by a very high-quality facilitator.

---

### Jr. Iron Chef

#### Youth Observations / Actions

Two stoves were going with small groups of youth either working at the stoves and paying attention near the stoves, but not necessarily cooking. Students were smiling and laughing, and asking questions: "Has anyone from here won before?" "What are we going to make today?" "The Korean barbecue is so good!" Later one observer witnessed the ending of this program. Most kids were gathering their things to get ready to leave, while a few were still washing dishes and wiping down countertops. All appeared to have enjoyed their program.

#### Staff Observations / Actions

The adult chef was moving around and multitasking. Asked how are you by youth—"never been better!" Instructor was full on cooking, explaining and teaching skills to youth 1:1. "you have clean hands right? You are in the kitchen, you have to pay attention...you want to lay it (the meat) there!" At one point, the chef was giving students a handful of something to sprinkle onto the dish:

Teacher: "Justin, come over, this is a mole sauce."

Teacher: "Some people like spice, some don't."

Teacher: "Pick up and eat."

Student: "These are amazing."

Teacher: "You don't like the mint. Ah, I love the mint."

At wrap-up, the Chef was helping direct different kids to different areas that still needed to be cleaned and wrapped up. He addressed the entire group and asked them to start thinking

about what they wanted to make next. He also reminded the entire group that in the future, everyone would help clean up. The chef asked: "What's our number one rule?" Kids: "Wash hands! Don't play with knives!" Teacher (playfully) "No, we want to win!... No no we want to have fun and learn." "We want to be worldly with our food choices" "Street food is popular right now; can you give me an example of street food?" Students: "Food trucks, Tacos..."

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

Everything appeared great.

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

The transition ending program appeared to be slightly rushed, as some students were still cleaning and washing dishes, while others were getting ready to leave, but this was the first day of Jr. Iron Chef for the session, and the Chef made it a point to let them know that it would be ending differently for each future program date.

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

Leading\* \_\_\_

Presenting\* \_\_\_

Facilitating \_\_\_

Planning \_\_\_

Collaborative Problem Solving \_\_\_

Collaborative Team-Work\* \_\_\_

Persevering \_\_\_

Reflecting/Evaluating \_\_\_

Logical Reasoning\* \_\_\_

**Commentary/Analysis by reviewer**

Engaged, yet some were waiting for instructions, although not for a long time. Think about the numbers of cooking stations needed, ideal ratios of youth to stove, and youth job flow for success are important.

---



## **Winooski Hangout / Library**

### **Youth Observations / Actions**

There were roughly a dozen kids in the library, some hanging out in groups of 2 or 3, one was sitting alone on his phone. Four or 5 students were on a row of computers playing Minecraft, and this observer was told that they were the LEGO Robotics team because Robotics was canceled for the day since the facilitator was not available.

### **Staff Observations / Actions**

A friendly staff member greeted us when we arrived and explained the use and access of the space. She appeared open and available for any student needs.

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

The space appeared clean and comfortable, with appropriate equipment and materials.

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

Leading\* \_\_\_

Presenting\* \_\_\_

Facilitating \_\_\_

Planning \_\_\_

Collaborative Problem Solving \_\_\_

Collaborative Team-Work\* \_\_\_

Persevering \_\_\_

Reflecting/Evaluating \_\_\_

Logical Reasoning\* \_\_\_

### **Commentary/Analysis by reviewers**

This space appeared to be valued by students as an unstructured and safe space to hang out and socialize, wait for sports practices or rides, or to get work done in perhaps one case. It is notable that one observer noticed a student playing a computer game that had a person shooting people. Oversight of games consistent with school policy is strongly recommended. The space should always have an expectation that both self-generated and intentionally designed programming or options that can co-exist so that multiple choices for youth exist within the space, including new options over time. For example, having chess boards would easily add another option for youth. It is understood that other programming does occur in the space on some days. The other question is to what degree might this space end up support more screen

time? Most of the youth were using some form of technology during the observation time and this might be something to monitor over time.

---

## **THRIVE**

### **Youth Observations / Actions**

This observer entered to witness 22 kids all seated and eating around 2 large tables. After eating, the few 5<sup>th</sup> graders who were in the program were in charge of helping each younger kid find a book to read. The 5<sup>th</sup> graders had the younger kids all line up in 2 lines, and one-by-one, asked each kid what level of book each wanted to read, and which topic of that level of book (“do you want an animal book?”). This entire transition was facilitated entirely by 3 or 4<sup>th</sup> or 5<sup>th</sup> graders; the adults did not need to step in at any point. The 5<sup>th</sup> graders facilitated this very well, and were extremely polite, using “please” and “thank you” to every younger child. After each kid received his or her book, the 5<sup>th</sup> graders would ask, “Can I have next, please?” and the next child would step forward. Each kid who received their book then found a comfortable place to sit or lay down to read it, many choosing to lay on the floor.

### **Staff Observations / Actions**

Staff appeared to keep a watchful eye on all kids.

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

The room appeared a bit small and cluttered for the number of kids in there but appeared to work all right. The carpet seemed a little dirty.

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

Everything appeared to transition smoothly.

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

Leading\*

Presenting\*

Facilitating

Planning

Collaborative Problem Solving

Collaborative Team-Work\*

Persevering

Reflecting/Evaluating

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

This program appeared well-structured, and transitions occurred smoothly.

The Thrive partnership can continue to develop. The program space was set up in configurations where multiple activities could occur simultaneously. Access to alternate spaces as possible might benefit the program. For example, perhaps a smaller group might now use the library for certain activities on certain days as possible.

---

### **Other program notes and comments**

#### **Peace Jam**

Youth were sitting at a table celebrating with food- talking and laughing while a video was playing. No one was watching the video. The instructor explained to visitors many impressive outcomes of the programs focused on beautification in the community and, for example, how they welcomed new families with donations.

#### **Core Support**

Teacher was explaining a math problem at the white board including info on “s” curves and “p” waves. Student was listening to the detailed explanation and after being asked said: “yes that makes a lot more sense now.” Later, four students were observed working in a small group with teacher.

#### **Intro to Coding**

All children were engaged with I-pads while the instructor sat on floor explaining what red meant.

Teacher: “Maybe you could help Oliver” – child moved over to explain

Teacher: “Alexa will work with you because she just did that one.”

Teacher: “You are still in bug world – you need help?”

Teacher: “Wow, you already got through a lot of levels.”

#### **Magic & Deck Cards**

11 students

Teacher: “How did that video connect with the persistence we were talking about?”

Teacher: “Very good, anyone else have thoughts how it connected?”

-Teacher wrote down words and phrases

Teacher: "How does persistence connect with magic/tricks?"

Teacher: "We are going to learn the game "spoons"

Teacher: "Thank you, Vincent."

-Laughing – helping each other observed

Student: "I almost got it, just needed one more."

---

## **Winooski Summer Program Site Visit Notes**

### **July 23rd**

#### **8am -11am visit time**

Notes compiled by Emanuel Betz. They only represent a snapshot of one part of the summer program. They are shared for reflection and continuous improvement.

#### **Overall**

- Many options for youth showing growth over time at the site: Middle School: Burlington Choices, June choices, basketball, a few other enrichments, Shadercroft, Math help on M/W as well
- A picture of the summer schedule was sent to another 21C site to assist them and in particular to highlight the flow (which was excellent)
- The overall quality and care of program and teachers and staff is very high
- I have wanted to have a state exemplar system to recognize a program like this (and others)
- At one level, I felt/thought it is "So good I don't feel it is fair to even comment."
- To what degree is this different from just a good school? I could not tell.

#### **Details**

- Structure very strong with multiple leaders; Suzanne and on-site director for a.m. exist and collaborate effectively on behalf of youth in concert with teachers and others
- A.M Program and Elementary Thrive partner, perhaps ~30-40% daily continue to Thrive in the afternoon
- Bus at 8.00 am going to Burlington and back for Middle School students
- Partners being leveraged, e.g. KPMG book giveaway
- Classes with licensed staff, paras and 1:1s plus Behavior Interventionists were in their room
- Meal programs
  - A.m. snack: music playing on computer sets nice tone in Kindergarten classroom
  - Youth seated in small groups talking and eating beautifully
  - Milk, banana bread, apples
  - Did not observe lunch

- Bus driver smiling and seems very attentive to youth and program needs-as a partner/collaborator with the Director
- School classrooms, technology, books everywhere being used
- Class schedules followed to within 20 seconds of the schedule-= excellent and very notable
- When learning of backpacks and book giveaway, one youth's eyes were wide open and his hand went to his mouth in an "oh my God," look around to his peers. Youth: "Can we bring the books home!?" Teacher: "Yes, you get to keep them."
- Excellent instruction viewed
  - Pacing and flow excellent
  - Appropriate schedule
  - Diversity of activities
  - Focus on literacy and goal setting evident
  - Explanations of day and expectations set and observed in real time
  - Lots of probing questions and dialog
  - Adults in the circle with youth when learning
  - Quotes and observations
    - Equal Respect: "you guys are so patient," "I apologize if I made a 5 look like an S"
    - Youth to other youth: "I don't pick on kids who scream."
    - Grade 1 staff dancing with youth to Koo Koo Kangaroo from internet: "All right Jack, stamp your feet."
    - Low ratios observed
    - 1:1 assistance focused and attentive throughout
    - Teaching activities intentional and designed
    - Professional pacing, schedules discussed regularly
    - Help sharpening pencil for one young boy observed
  - Youth engagement/voice/choice:
    - Young youth select K-K-Kangaroo selection(s)
    - One youth talked about her reading goal out loud and un-prompted
    - Book read about "kid power"
    - "Do you have one you would like to pick?"-part of lesson
    - Youth led activity in am morning viewed as part of grade 4/5 opening meeting

### **Potential Areas of Growth/Ideas/Challenges**

- No visitor sign in process existed at the central lobby when I arrived. Not sure why not. Person seemed vehemently against it, kind of strange and should have consistency throughout the building.
- Nurse on site would be justified with the numbers
- In one classroom, popcorn was served without gloves
- *Thrive Director leaving*

- Huge construction coming- “will need to be strategic” with rooms according to the business manager
- 2<sup>nd</sup> grade: more soft furniture or mats would help. One youth wanted to lie on the one available yellow mat, but the para got him to go back to his seat in the snack/mindfulness time. That time would be good for choice to be able to be in softer spaces and would provide additional support to be successful throughout the day. Wonder how much time is at desks versus other spaces in a whole day.
- A Natural world comment. Outside of recess, which is different, versus other programs around the state, the Winooski program for younger youth may not seem to take advantage of the natural world outside and the learning potential to grow that intelligence
  - Programs are classroom designed and based
  - Interesting observation: A 1:1 as part of his walk in the hall looked through the window and clearly wanted to go to the garden. This was a question/metaphor I had for him and the program as a whole. I wonder too if he would benefit by more outside time to enhance focus for him in particular as part of his walks. (In a different site with a 1:1 who could not participate in the class this summer, the boy made an elaborate “world” of sticks and rocks and drawing in dirt that was very creative and engaging for him).
  - I would be interested to know how many program youth know how to swim. I hypothesize it is significantly lower than other 21c program sites.
  - Might folks do anything near trees and shade as part of mindfulness?
- In grade two a para gave direction of how to stand in line. The youth said he knew what to do loudly “I know that, I heard!” Can positive redirection (how to do it) be given to help staff with this type of thing? It is interesting in a when a para’s observed language focuses only on *redirection* versus curricular support, which is what was observed.
- Basketball (a non -21C funded program) seemed very different in terms of demographics; very white comparatively, what does this say, if anything
- Support of Rebecca Goulet and Facilities is important and evident!