

*Vermont's 21st Century
Community Learning
Centers*



Section 4: 10 Elements of High-Quality Programming

2010-2011 Annual Performance Reports Data



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Addison Northeast SU/ MJCC - *After School Follow-Through Project* –
Anne Gleason

- 4a. Afterschool Program Leadership. What actions have been taken this year to strengthen the afterschool program director's position?**
- Establishing and maintaining regular monthly contact between project site coordinators has been a positive step toward making the best connections to resources and practices across all the communities of this joint 21C project.
 - Increasing support for the administrative aspects of the total project has strengthened capacity, and will continue to do so as the tasks are aligned for the beginning of the school year.
- 4b. Linkages to the School Day. In what ways is your afterschool program connected to the regular school day? Describe these connections and linkages (e.g., shared staff, space, training, policies, curriculum, leadership support, instructional methods, etc.).**
- Many of the program's staff are drawn from the faculty and staff of the respective elementary schools. Programs are housed in school settings, sharing space for clerical and program delivery components. Training opportunities are offered mutually to all staff from both Mary Johnson Children's center and elementary schools participating. The outcomes of the academic support/enrichment/tutoring are drawn directly to align with school curricula; methods and practices are mirrored from those of the regular day into afterschool and summer settings.
- 4c. High-Quality Staff. What steps do you take to recruit, train, and retain highly qualified staff? What professional development training did your staff participate in this year and why?**
- Job descriptions were drafted to reflect the necessary high levels of proficiency and proven ability as instructors, and these criteria were presented to all faculty and staff, as well as in advertisements and postings for the positions throughout the entire supervisory union district. As a result, this year's summer tutors are 90% certified teachers; last year's staff consisted of 65% certified teachers, with the remainder from paraprofessional ranks. This year's specific professional development centered around science/engineering/technology, and ways to use them in the contexts of programs, across the board. Quite frankly, these choices were made to take advantage of the increased availability of resources and training in these areas.
- 4d. Safe and Appropriate Environment. What actions have you taken this year to ensure that students are physically and emotionally safe in your program?**
- Traffic patterns in and around parking lots and exits from programs/playgrounds have been specifically reviewed; changes in usage and practices have resulted in safer environments for transitions, both during programs and at parent pick-up.
- 4e. High Interest Programming. What evidence do you have that your programs are student-centered and that every participant has a high interest in what he/she is doing?**
- The programs have been able to field direct requests from individual students and groups, to have certain activities offered because of their specific interest. For example-- two such offerings would be the dance team in Bristol (requested by a group of 5-6 grade girls, which we were able to staff with a local dance choreographer) and in Starksboro, where an heartfelt letter was given to the principal and the programs coordinator, requesting a playwriting/acting class, and outlining the benefits of offering one. Informal straw-poll surveys help to keep us on track to connect with a majority of children and youth in the program's schools; being able to respond in a timely and positive manner to these sorts of requests has made it worthwhile. Program staff continue to solicit input from children and youth in informal and

formal ways, to get at the heart of what would resonate with those in programs, as well as those who may not have enrolled in any club or class as of yet.

- 4f. School Leadership Support. What actions has your school principal, superintendent, or other school leaders taken this year to support the afterschool program?**
- At school district and town meetings, the programs have been positively identified and proclaimed as assets for the schools. In televised (public-access) meetings of the school boards, the work of the afterschool and summer programs has been described for board members.
- 4g. Regular Attendees. What have you done this year to encourage and support regular participation among students?**
- Incentives are being offered/awarded, and recognition at regular intervals for regular attendees is being given. (At the beginning assembly of the school year, regular school-year and summer attendees were recognized in the company of their peers, along with the encouragement to watch for upcoming information on new programs/new opportunities.)
- 4h. Instructional Leadership. What expectations did you set this year for afterschool instructors with regards to lesson planning, course development, and student outcomes?**
- Templates for lesson planning, connection to school and district goals, as well as quality standards for afterschool programs were outlined for all instructors. Meetings were held to go over the concepts of 21st Century learning, as well as expectations for instructors at the beginning of programming cycles (every 6-8 weeks). Review of student outcomes in light of these actions will be conducted at the end of summer 2011, moving into the school year 2011-12 with the most current information on progress and continuing steps necessary.
- 4i. Flexible Structures and Student Choice. What does your program do to ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities? How does your program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?**
- The strategies of the instructors involved change regularly, incorporating varied learning styles and dispositions. The site coordinators are able to make mid-course corrections as needed, to maintain student accomplishment at a maximum. The offerings within the Study Studio, for example, were revamped to permit the establishment of a “learning buffet” – concepts which will be replicated in other project sites in the coming months. (This broadly-based flexibility will also be expanded to what is offered to children and youth in the enrichments and clubs as well, using the experiences and results from this school year.)
- 4j. Community Partnerships. Who are the people that you partner with and what are the outcomes of your work together this year? (Please use a separate bullet point for each partnership.)**
- **BRISTOL RECREATION DEPT**
SPOTS FOR CHILDREN AND YOUTH IN ESTABLISHED RECREATION DEPARTMENT OFFERINGS (ARTS, SPORTS)
 - **THE HUB TEEN CENTER**
FRIDAY AFTERNOON OPPORTUNITIES FOR 6TH GRADERS TO INTERACT WITH MIDDLE SCHOOLERS IN A SAFE AND NEUTRAL ENVIRONMENT (AS A TRANSITIONAL PIECE)
 - **BRISTOL COMMUNITY GARDENS**
MASTER GARDENER INSTRUCTION; PLOT PREP AND SUPERVISION OF GARDENING WITH CHILDREN AND YOUTH OVER SPRING-SUMMER-FALL
 - **LAWRENCE MEMORIAL LIBRARY**

Vermont Department of Education

OPPORTUNITIES FOR COMMUNITY SERVICE; SPECIAL LIBRARY PROGRAMS ON LEGO-BUILDING/ARTS; STORY AND MOVIE TIMES

- **TOWN OF BRISTOL**
OPPORTUNITIES FOR COMMUNITY SERVICE (PARK CLEAN-UP/TRASH CONTAINER PAINTING,ETC)
- **LIVING WELL ELDER CARE COMMUNITY**
COMMUNITY SERVICE OPPORTUNITIES—DRUM CIRCLE, PLANTING, GARDENING, STORIES, MUSIC, TREATS
- **UVM EXTENSION/ 4-H**
SCIENCE PROGRAMMING THROUGH THE SERVICES OF AMERICORPS MEMBERS ASSIGNED TO COUNTY-WIDE AFTERSCHOOL INITIATIVES; PROFESSIONAL DEVELOPMENT AND TRAINING ON 4-H SCIENCE/ENGINEERING/TECHNOLOGY CURRICULA AND MATERIALS; ACCESS TO KITS FOR SCHOOL-YEAR AND SUMMER USE
- **ADDISON COUNTY TRANSIT RESOURCES (ACTR)**
DISCOUNTS ON BUS PASSES AND TOKENS FOR SMALL-GROUP TRANSPORTATION
- **VT DEPT OF PARKS AND RECREATION**
SPECIAL USE PERMIT (REDUCED FEES FOR PARK ADMITTANCE); TRAINING AND PROFESSIONAL DEVELOPMENT FOR STAFF IN PROGRAMS OF THE DEPARTMENT—FISHING, NATURE
- **ORTON FAMILY FOUNDATION—“ART AND SOUL” PROJECT**
WORK WITH LANDSCAPE ARCHITECT AND HORTICULTURIST ON PATH PROJECT “PARADEE WAY” IN STARKSBORO
- **NEW HAVEN PUBLIC LIBRARY**
LIBRARY PROGRAMMING AND OPEN LIBRARY TIMES FOR SCHOOL-YEAR AND SUMMER PROGRAMS
- **STARKSBORO PUBLIC LIBRARY**
LIBRARY PROGRAMMING AND OPEN LIBRARY TIMES FOR SCHOOL-YEAR AND SUMMER PROGRAMS; SPACE MADE AVAILABLE FOR ENRICHMENT CLUBS AND CLASSES TO MEET
- **CHILDREN’S LITERACY FOUNDATION**
FREE BOOK DISTRIBUTIONS AND STORYTELLING SESSIONS AT THREE SITES DURING SUMMER SESSIONS

Addison Northwest SU - *KEYS Afterschool* - Jill Strube

4a Afterschool Program Leadership. What actions have been taken this year to strengthen the afterschool program director’s position?

- Director position is full-time.
- Director’s previous positions continue to contribute to program quality and improvement. Director has classroom teaching experience as well as experience as an afterschool site coordinator.
- Attended and participated in the VT21C Retreat (August 17th & 18th, 2010)
- Attended and participated in ISS-AP Program- Strand E: Raising Local Funds Through Town and School Budgets and Fundraising Campaigns. (Meetings: November 15, 2010 & December 13, 2010, Follow up phone calls, November 30, 2010)
- Attended and participated in ISS-AP Program-Strand F: Building and Guiding an Active Advisory Board (Meetings: March 11, 2011 and April 7, 2011)
- Attended and participated in ISS-AP Program- Summer Learning (Webinar March 30, 2011, Meetings; April 6, 2011 and Conference Call June, 2 2011)
- Participated in school in-service programs
- Visible in school on a daily basis
- Regularly meet with principal and curriculum coordinator
- Regularly meet with central office staff re: budget, etc
- Established and met with Advisory Group, monthly

4b. Linkages to School Day. In what ways is your afterschool program connected to the regular school day? Describe these connections and linkages (e.g. shared staff, space, training, policies, curriculum, leadership support, instructional methods, etc)

- Use licensed teachers and para-educators to teach 21C programs
- Learning and teaching that happens each day in afterschool, directly connects to the school day
- Homework Help is team based, and taught by 7th and 8th grade teachers.
- Support of school custodians and head of maintenance
- Use classrooms and other rooms in school including library, gyms, computer labs and kitchen.
- Follow school day policies and procedures
- Programs use computers and other resources supplied by the school.
- Program director has an office in the building
- Director attends district-wide and school-wide in-service
- Director regularly meets with principal and curriculum director
- Afterschool programming designed to support students' learning from school day

4c. High Quality Staff. What steps do you take to recruit, train, and retain highly qualified staff? What professional development training did your staff participate in this year and why?

- Communicated with ANWSU staff about teaching opportunities in after school program.
- Met with interested staff to create and develop new afterschool program offerings.
- Met regularly with all afterschool staff to provide on-going support.
- Excellent financial compensation for afterschool teachers
- All 21C teachers have been fingerprinted and completed criminal records check.
- Preference is given to ANWSU district employees when filling afterschool positions.

4d. Safe and Appropriate Environment. What actions have you taken this year to ensure students are physically and emotionally safe in your program?

- Five Guidelines for Success (school rules) are followed during after school programs
- Discipline policy mirrors school day policy and procedures
- Student medical information is kept on file and accessible
- Emergency action plans mirror school day plans
- Age appropriate programs, supplies and equipment
- Good student to teacher ratios, avg. class size in 8-10 students
- Intercom and telephone systems are through out building
- Teachers are sensitive to students' needs and interact appropriately with them
- Regular communication with building principal, school counselors and other building staff

4e. High Interest Programming. What evidence do you have that your programs are student-centered and that every participant has a high interest in what he/she is doing?

- Students sign up by choice
- Students are allowed to try a program, if not sure. If not a good fit, we work to find a better placement.
- Collect teacher and student input
- Student and parent surveys conducted in fall, class offerings reflect results of survey.
- Positive student, parent and teacher feedback
- Appropriate and positive student behavior
- Programs repeated/continued when well attended
- Offer a wide variety of activities in arts, academics, athletics and technology
- Programs designed around student needs and interests
- Consistent scheduling

- High retention rate with few dropouts
- Activities are student driven, class choices reflect student wishes

4f. School Leadership Support. What actions has your school principal, superintendent, or other school leaders taken this year to support the afterschool program?

- ANWSU provides oversight and fiscal management for the 21C grant
- Strong teacher support
- Ongoing support from building co-principal, curriculum coordinator, school counselors, technology coordinator and central office personnel
- School co-principal is an active member of advisory group
- Co-principal help with space issues
- Curriculum coordinator meets regularly with director to link after school to school day

4g. Regular attendees. What have you done this year to encourage and support regular participation among students?

- Offered programs from high quality and enthusiastic teachers
- Offered the most popular programs multiple times
- Offered programs where students developed the idea for the class
- Offered programs more than one day a week
- Regularly visit cafeteria and morning meetings to recruit students
- Comfortable and safe environment
- Ongoing conversations with parents/guardians, students, teachers to improve classes
- Provide daily snack for afterschool participants
- New activity opportunities every 6 to 7 weeks to attract new students and retain students

4h. Instructional Leadership. What expectations did you set this year for afterschool instructors with regards to lesson planning, course development, and student outcomes?

- Director works with afterschool teachers to develop new program ideas
- Director deals with concerns promptly
- Intent is to provide high quality and engaging afterschool activities
- Teachers are given paid prep time for afterschool classes
- Highly qualified, licensed teachers are instructors for academic programs

4i. Flexible Structures and Student Choice. What does your program do to ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities? How does your program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?

- Offer a variety of programs through out the year.
- Low teacher to student ratios
- Student input
- Attention to each and every student enrollment
- Flexible schedule to accommodate other activities
- Activities change every six weeks to allow for lots of opportunities
- Activities are student driven, class choices reflect student wishes

4j. **Community Partnerships. Who are the people that you partner with and what are the outcomes of your work together this year? (Please use a separate bullet point for each partnership)**

- **Boys and Girls Club of Vergennes-**Boys and Girls Club staff taught classes in KEYS program. Intramural basketball and Culinary Arts classes.
- **Lake Champlain Maritime Museum-** Taught Shipwrecks class and hosted several field trips to the museum.

Battenkill Valley SU - *Arlington Afterschool Program* – Clea Beriau

4a. **Afterschool Program Leadership. What actions have been taken this year to strengthen the afterschool program director's position?**

- This Director was given a personal office that has sufficient storage space and allows for quietness throughout the day to complete necessary paperwork throughout the school day. This also allows for privacy when needed.

4b. **Linkages to the School Day. In what ways is your afterschool program connected to the regular school day? Describe these connections and linkages (e.g., shared staff, space, training, policies, curriculum, leadership support, instructional methods, etc.).**

- There are numerous connections to the school day. The afterschool staff was also employed by the district throughout the school day. The space in which afterschool uses is all used by the school day staff. Teacher's lesson plans always include Vermont Standards of Education.
- Students were familiar with rules that they follow through the school day.

4c. **High-Quality Staff. What steps do you take to recruit, train, and retain highly qualified staff? What professional development training did your staff participate in this year and why?**

- Staff is hired on experience and personal charisma. There was no professional development specific to afterschool. Bennington County Child Care Providers meeting was started at Happy Days and all staff members were welcomed to join.

4d. **Safe and Appropriate Environment. What actions have you taken this year to ensure that students are physically and emotionally safe in your program?**

- A safe environment is provided to all our students. Teachers help to create a feeling of emotional safety in addition to all school rules regarding physical safety.

4e. **High Interest Programming. What evidence do you have that your programs are student-centered and that every participant has a high interest in what he/she is doing?**

- Students are welcomed and encouraged to express what they would like to do in afterschool programs. Often parents are the ones signing their child up but every student becomes engaged in activities they may never had considered being fun. Student feedback is important and always expressed to Director.

4f. **School Leadership Support. What actions has your school principal, superintendent, or other school leaders taken this year to support the afterschool program?**

- The superintendent has shown support by providing assistance in a challenging budget situation. Our program was granted title I grants for reading and math to better serve our students.

4g. **Regular Attendees. What have you done this year to encourage and support regular participation among students?**

- Our Daily Connections program is offered 5 days a week on every full school day.

- 4h. **Instructional Leadership. What expectations did you set this year for afterschool instructors with regards to lesson planning, course development, and student outcomes?**
- This upcoming school year teachers will be creating lesson plans with Vermont Standards of education. In addition to this we will be developing new math programs and games to strengthen our math skills. Student outcome will be evaluated by afterschool and school day teacher.
- 4i. **Flexible Structures and Student Choice. What does your program do to ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities? How does your program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?**
- Our program hires qualified individuals that possess experience in teaching as well as flexibility in planning and implementing programs. These instructors design an activity so that students can experience the same activity but at varying levels and even teach one another in the process. Allowing the students to teach each other allows students to express themselves.
- 4j. **Community Partnerships. Who are the people that you partner with and what are the outcomes of your work together this year? (Please use a separate bullet point for each partnership.)**
- VERMONT READING PARTNERS, PROVIDE VOLUNTEER READERS TO CHILDREN WHO STRUGGLE WITH LITERACY
 - WARDSBORO'S ARTS COUNCIL, IS A COMMITTEE DESIGNED TO ASSIST WITH FUNDRAISING.

Bennington Rutland SU - *Currier KidZone* – Lisa Johnson

- 4a. **Afterschool Program Leadership. What actions have been taken this year to strengthen the afterschool program director's position?**
- Updating job description so there is less confusion about school hour duties.
 - Was able to have more consistent staff meetings.
 - School staff supportive of Director and program.
 - Director participated in several trainings this year. Experiential Learning and Summer Program ISS-AP meeting, 4-H Leadership, After School Conference, CPI training, as well as participating in a Director's Support/Networking Group.
- 4b. **Linkages to the School Day. In what ways is your afterschool program connected to the regular school day? Describe these connections and linkages (e.g., shared staff, space, training, policies, curriculum, leadership support, instructional methods, etc.).**
- Most after school staff are regular day staff and can connect with teachers concerning homework assignment.
 - The Director is present at school all day and is visible to students. Have had 2 lunch duties and a recess duty assigned this year. Great time to check in with students about programs or what they want. Also, great connection with the kitchen staff.
 - Nurse and Phys. Ed teacher helping out gathering data for BMI's and President's Physical Fitness program.
 - Director attends several school staff meetings per year.
 - Began student ambassador program. Met with student during lunch time.

- 4c. High-Quality Staff. What steps do you take to recruit, train, and retain highly qualified staff? What professional development training did your staff participate in this year and why?**
- Since school staff work after school, all trainings are consistent. Any after school staff can attend trainings. Trainings include BEST, CPI, First Aid, CPR, literacy and math workshops.
 - School day teachers volunteering to teach programs.
 - Three of our after school staff became certified teachers this year.
- 4d. Safe and Appropriate Environment. What actions have you taken this year to ensure that students are physically and emotionally safe in your program?**
- Updated student pick up list.
 - Making sure parents sign out with staff.
 - Good relationship with Guidance and Special Ed department to receive pertinent information on students that come to our program so we can continue to help them be successful
 - Participated in fire drills.
 - Student check ins and communication with parents and teachers.
 - Parents surveys: 90% feel safe sending their children to after school.
- 4e. High Interest Programming. What evidence do you have that your programs are student-centered and that every participant has a high interest in what he/she is doing?**
- 99 out of 102 students participated in at least one program this year
 - Offered more programs.
 - Student interviews: students stated they liked the programs except homework club, and can't wait to do another session.
 - Popular programs continued, others reevaluate for next year.
 - 5/6 club plans most of their own activities.
- 4f. School Leadership Support. What actions has your school principal, superintendent, or other school leaders taken this year to support the afterschool program?**
- Superintendent, Principal, and Business Manager participated in site review meeting.
 - Principal takes personal interest in summer tutoring and homework club.
 - Board continual states they support our program at board meetings.
 - Board member volunteers as a program leader.
- 4g. Regular Attendees. What have you done this year to encourage and support regular participation among students?**
- Offered popular programs again.
 - Increased regular attendees from 46 to 55 this year.
 - Offered popular programs more than one session or extended the session.
 - Consistent staff.
 - Targeted students to participate in certain programs such as homework or enrichment activities.
- 4h. Instructional Leadership. What expectations did you set this year for afterschool instructors with regards to lesson planning, course development, and student outcomes?**
- Set expectations at staff meeting. Gave each staff member a copy of new goals and objectives.
 - Student survey favorable of instructors.
 - Give them an 30 minutes prep time built into the pay scale
 - Beginning using experiential learning from ISS-AP training in all programs. Will include in programming paperwork to include reflection time after wards.

- All staff encourage to go to After School conference.
- Lesson plans turned in weekly or for session. Must include goals and outcomes of activities.

4i. Flexible Structures and Student Choice. What does your program do to ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities? How does your program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?

- 5/6 Club separate from other groups but may join other enrichment activities.
- After school schedule can be flexible to accommodate family needs.
- Enrichment activities offered to a variety of ages
- Students have a free choice time immediately after school to have snack and wind down.
- Programs offer a variety of hands on, active, and passive approaches for students of all abilities.
- Students with disabilities have one-to-one support so they can fully participate in programming.

4j. Community Partnerships. Who are the people that you partner with and what are the outcomes of your work together this year? (Please use a separate bullet point for each partnership.)

- Riley Rink- offered scholarships to anyone that needed one to participate in the skating program.
- Bromley Outing Club- offered scholarships to anyone that needed one to participate in skiing program.
- Mountain View Ranch- offered discounted riding lessons for students.
- Manchester Parks and Rec- provided facility space, lifeguards and discounted pool fees.
- Merck Forest provides programming and staff for our summer program.
- Elfin Lake provides lifeguards, space, and equipment.

Caledonia North SU - *Kingdom Afterschool Programs* - Diane Janukajtis

4a Afterschool Program Leadership. What actions have been taken this year to strengthen the afterschool program director's position?

- Director position was funded an additional .2 FTE in FY11 through AARA funds to include administration of the ASP tutoring program; FY12 ASP budget includes 1.0 FTE for the director position.
- Director continues to benefit from **membership in the CNSU Administrative** team; this has been a key component in advocating for the ASP, and collaborating and coordinating with principals around school day needs that can be supported by the ASP. The ASP is part of the menu of school interventions and expanded enrichments offered to students at every site; director will be attending two day administrative team retreat in June, 2011.
- Director was asked to submit documentation and was interviewed by visiting teams from the VT DOE when the SU was monitored:
 - **Special Education Monitoring team, 3/11 – ASP rec'd commendations;**
 - **Title IID Monitoring team, 4/11 – ASP rec'd commendations;**
 - **NCLB independent audit team for Lyndon Town School, 4/11 – team comments on ASP “excellent”, recommendations to continue to expand and support ASP;**
- The Director, with the Newark site coordinator, **presented a workshop at the 21C Director's Retreat, 8/10** (“Got Media? Using Multi Media to Support Programs”). We also **offered a workshop at the VT ASP Conference, 10/10**, entitled “Place Based Education: The Balkan Chorus Revisited”.
- Director supported state level 21C programming through **participation on the ASP State Standards Committee (5/11/11)**; participants compared VT ASP Standards with proposed National ASP Standards and made recommendations regarding changes to the National Standards.
- Director participated in following professional development activities:

- **VT Center of ASP Excellence ISS strands – Tutoring, Youth Program Quality Assessment strand** – Lyndon Town School was one of ten pilot sites statewide; Director has been contacted regarding participation in YPQA “Trainer of the Trainers” offered by the Weikart Center in Fall, 2011;
- Director organized a **Northern Regional 21C Directors group** with another director (North Country); this group now includes six directors who meet on a quarterly basis;
- **VT ASP Legislative Day, 2/11**; arranged for youth ambassador and Sutton Site Coordinator to meet with CNSU local legislators; this was the 2nd year that Kingdom ASP has supported this event, met with legislators;
- Director was team member of the VT DOE Peer Review process and visit to Orleans Southwest 21C programs, 4/11;
- Other professional development attended:
 - **Responsive Classroom** Training, Northeast Regional RC Center: 3.5 days, offered to CNSU teachers;
 - **Restorative Justice – Circles Training**, 8 hrs – offered by International Institute for Restorative Practices, offered by CNSU Safe Schools-Healthy Students grant;
 - **“Communication Skills that Promote Real Dialogue about Difficult Topics”**, 8 hrs, Doug Klette, PHd, CNSU Inservice training;
 - **“Bullying and Harassment, Legal Requirement in VT”**, 2 hrs, Heather Lynn, Esq, CNSU Inservice;
 - **“Best Practices in the Assessment of School Leaders”**, 8hrs, Dr Paul Bevan, NE Kingdom School Development Center, Lyndon State College; CNSU Administrative team attended together;
 - **“Trauma and how it affects Student Learning”**, 2 hrs, Paul Donahue, Phd, through SS-HS grant;
- **Use of data:**
 - Program data was reviewed throughout the year and disseminated to various groups for informational and decision making purposes:
 - **FY11 PPIC data** (graphs & charts) was presented to the CNSU Executive Bd meeting and mailed to all board members in 11/10 to support the FY12 ASP budget request; results from the 4/10 ASP Peer Review and site visit were also discussed;
 - **Director attended school board meetings, school open houses** at all sites; teacher team meetings, all school staff meetings;
 - **Director presented participation data (total participants & regular attendees)** for past three years along with parent comments from 2010/11 Parent surveys, as well as budget considerations for FY12 year to Administrative team on 6/3/11;

4b. Linkages to the School Day. In what ways is your afterschool program connected to the regular school day? Describe these connections and linkages (e.g., shared staff, space, training, policies, curriculum, leadership support, instructional methods, etc.).

- **Shared staff** – over 75% ASP Core staff are school day staff, former school day staff or substitute teachers at the school; many enrichment instructors are also school day staff or retired school day staff;
- **Shared space** and equipment – all sites are located in the schools and have access to space needed for programming on a regular basis (multi-purpose room, gym, library, classrooms, computer labs, kitchen, outside spaces). The majority of sites also have access to Smart Boards, white boards, and storage space. Every site coordinator has office space at the school. Staff have worked hard to gain the trust of school staff, including custodians, and each year there has been an improvement in the space allowed for ASP. This is an ongoing process as ASP enrollment continues to increase each year and we have a need for increased small group settings, including 1-1 and small group tutoring.

- **Curriculum-**

The CNSU math, science and literacy coaches have supported the ASP and made suggestions and recommendations regarding learning materials. Before purchasing academic materials (ex Scholastic Science Investigations for k-3) they are reviewed by the CNSU academic coach to see if they fit with the work they are doing with classroom teachers and meet the VT Framework of Standards. This year, the science coach gave a hands-on training and demonstration at an ASP Site Coordinators staff meeting on how to do inquiry and investigations science experiments with students and differentiate for several grade groupings. She trains classroom teachers using the same experiments; they are aligned with the VT Framework of Standards.

 - School day teachers at five sites have offered enrichments and tutoring that build on school day curriculum and skills taught to students (ex: school newspapers produced during ASP, school day music teachers teaching instrumental music and recorder groups, P. E. teacher expanding on school day skills, science enrichments);
- **behavior management :**
 - ASP staff utilize the same behavior management support methods as school day staff (PBIS, Responsive Classroom, Life Space Crisis Interviewing techniques);
 - Staff coordinate with school day staff (teachers, principal guidance, home school liaison, mental health clinician, sped teachers) regarding specific student needs;
 - Staff implement plans developed and used during the school day during ASP as much as possible;
 - Director and site coordinators attend meetings with parents and school around specific student incidents, attend EST, 504, IEP meetings when appropriate;
- **Communication:**
 - Director and site coordinators attend teacher staff meetings throughout the year. The director and site coordinators have regular contact with the principals; this year the expansion of the ASP tutoring program has increased meetings and other coordination between the principal, director and site coordinators.
- **ASP policies:**
 - ASP policies are the same as the policies in effect during the school day; ASP staff receive training along with school day staff to implement new policies (ex PBIS, Bullying and Harassment policy).

4c. High-Quality Staff. What steps do you take to recruit, train, and retain highly qualified staff? What professional development training did your staff participate in this year and why?

- Staff participated in many professional development activities this year through ASP and CNSU Inservice, Safe Students- Healthy Students (SS-HS) grant. Staff voted to continue training on behavior management and social/emotional learning:
 - Responsive Classroom – all ASP staff participated; training cost (\$1,000.00) shared by SU Title I funds (not from 21C budget) and SS-HS grant; 4 hr workshop;
 - Life Space Crisis Interviewing Techniques – taught by Ken Kramberg, UVM, CDCI; taken by Sutton and Miller’s Run Site Coordinators and other ASP/school day staff; equivalent of 3 credit course;
 - “Trauma & how it affects Student Learning”, Paul Donahue, Phd – all ASP staff;
 - VT ASP Conference, 10/10, Killington – attended by director and site coordinators;
 - Crisis Prevention Institute techniques – attended by Lyndon Town School ASP site coordinator; 8 hrs;
 - Youth Program Quality Assessment training – Lyndon Site Coordinator attended one conference call, initial all day training;
 - All ASP staff orientation – 8/11
 - All ASP meetings, trainings, - 11/10, 1/11

- ASP monthly Site Coordinator meetings; all staff are paid regular wages to attend meetings/trainings;
- Programs are delivered by a variety of instructors (ASP core staff, school day staff, community “experts”). This year many new programs were developed and offered by core staff as well as new programs taught by guest teachers (See # 4, Program Summaries, #5b, Lessons Learned): multi-site events, student newspapers, music, The Learning Kitchen, golf, Scholastic Science Investigations, HEAT – Healthy Eating, Active Time – Tufts University Curriculum for ASP, GEM Science Experiments;
- Hiring policies and procedures are in place for all staff. This year the director and principal interviewed and hired two site coordinators together (Lyndon Town School and Sutton sites).
- All staff attends ASP orientation and receive an information packet year year. This year the director surveyed staff mid-year regarding possible professional development topics. Staff responses were used to organize the all staff training meeting held in 1/11. Site Coordinators and staff asked to continue to meet more often.

4d. Safe and Appropriate Environment. What actions have you taken this year to ensure that students are physically and emotionally safe in your program?

- Students and parents are surveyed throughout the year to receive input on program climate, staff/student relationships and enrichment choices; this data is collected five times/ year from students and twice /year from parents and is part of the Kingdom ASP evaluation plan. The data received this year from surveys was very positive.
- Staff have participated in trainings to help with ASP classroom environment and individual behaviors (see High Quality staff, 4c). Mandated reporting is covered each year as part of the staff orientation along with student/family confidentiality requirements.
- Registration materials and information for families on ASP policies contains clear information regarding student policies (discipline, inclement weather, medication and allergies, confidentiality, communication with parents/guardians). These are written and available to the entire school community.
- Staff – student ratio’s of 1-10 or less are strictly observed. This year additional staffing was hired using high school students and a college intern.
- CPR and First Aid kits are available at every site; staff are trained in CPR and First Aid by a certified instructor who is a school day P. E. teacher. Trainings are organized in the fall and spring each year and the director tracks who needs training based on their certification dates. This coming year we are holding a half day First Aid training before school starts to allow for more time for the class.
- High quality radios are used at every site; the radios were purchased by the SS-HS grant and are the same model and frequency as the ones used by school day staff. ASP staff can communicate with custodial staff or any other staff in the school who have a radio on them if need be. This year if there is a lock down at the school or some other event like flooding that would prevent parents from picking up students at the site, parents will be asked to call 211 to get the latest status update. Site Coordinators will have information on how to utilize this service offered by 211 to schools.
- All sites have strict sign in/sign out procedures with no exceptions; persons who arrive to pick up a student who are not on the approved list signed by the parent are not allowed to leave with the student. Individuals under 18 may not sign out students (even with the parent’s permission) and students may not walk or ride bikes home, but must be signed out by an approved adult. If a student does not arrive who is supposed to attend ASP that day both school and parents are notified immediately.
- Site Coordinators have detailed paperwork each day regarding programming, space, students in each group, etc. Staff keeps appropriate paperwork regarding students with them at all times – outside,

playground, field trips, etc. Students and adults wear name tags at multi site events so all students know who is staff and staff can address students by name and know which group they belong in.

- All Sites held a fire drill each month except for the month they practiced a lock down or evacuation drill. Site Coordinators keep a safety drill log that is submitted to the director several times/year for tracking purposes. Site Coordinators meet with the principal to discuss drills and safety procedures. This year all schools are locked during the school day, including the ASP. The director made a special request to the Miller's Run School Board to lock the school during the day when a community member who lived very close to the school was murdered. Staff and students were not feeling safe and locking procedures were immediately enacted.
- Students continue to receive snacks through the school meal programs; some schools have healthier snacks than others (ex left over pizza or sandwiches from school day) while other programs receive Pepperidge Farm goldfish. The director and site coordinators at these schools are working with the food service managers to change this situation.
- Students are bused to multi-site events and state wide events by school bus due to safety concerns.
- This year an effort was made at all sites (prompted by the Lyndon YPQA self assessment) to look at classroom set-ups and materials to check if they were developmentally appropriate and accessible for that age group. Changes were made at several sites (ex Burke k-3 group moved upstairs for academic/homework time, lap desks & floor mats purchased for individual student seating in a circle).

4e. High Interest Programming. What evidence do you have that your programs are student-centered and that every participant has a high interest in what he/she is doing?

- Increased number of total participants and regular attendees for the third year in a row show student interest and engagement in ASP programming. (See Project Specific data, Table 3a).
- Students are given the opportunity to reflect on programming and rate activities five times/year. Survey results are reviewed by Site Coordinators and Program Director; surveys were very favorable this year (See Project Specific data, Table, 3d.)
- Parent survey results show high satisfaction rates with the activities offered; “variety, diversity, depth and breadth, tailored to student’s interests”.
- The year-long Youth Program Quality Assessment process at Lyndon Town School ASP pilot site brought a new emphasis to all sites on the value of youth choice and voice and student planning and reflection; both strategies support youth engagement.
- Director and staff have planned and implemented many new enrichments this year at all sites as well as building on extending past enrichments (chess clubs, Balkan Chorus, Red Clover book clubs, etc) that are popular and offer opportunities to practice new skills.

4f. School Leadership Support. What actions has your school principal, superintendent, or other school leaders taken this year to support the afterschool program?

- All principals, Superintendent, Title I/Curriculum Coordinator and Sped Director **supported the expansion/revision of the ASP Tutoring Program** this year. Support was demonstrated by:
 - Increased tutoring funds (See 4a, Director Position).
 - Increased meetings/contact focused on student tutoring referrals;
 - Assistance in identifying possible school day teachers to hire as tutors;
- Invitations from principals, sped director, and other school staff to speak at teacher staff meetings re: ASP goals, activities, including tutoring program.
- ASP budget:
 - Inclusion of funds designated for the ASP in school budgets was supported by the entire CNSU Administrative team; this year all school budgets passed and include an ASP appropriation.

- Designation of Title I funds to support academic activities was also supported by the A-team; cuts to Title I funds for FY12 were made in line with the cuts made to Title I funds to each school;
- The ASP is part of the School Action Plan for each school.
- The Director meets weekly in the Central Office with the Superintendent, Title I/Curriculum Coordinator, Sped Director, and Business Mgr at the Supt's Leadership Team.
- ASP has use of school web sites use of SU e-mail system, other communication systems used by the schools (Alert Now electronic notifications, newsletters, etc)
- The Director and ASP Administrative Assistant have office space in the Central Office, providing regular opportunities, both formal and informal, to discuss ASP issues, receive input, and problem solve.
- ASP staff is invited to school wide staff meetings and asked to participate (exhibits, speak) at school wide events (open house, school bd meetings, concerts, etc).

4g. Regular Attendees. What have you done this year to encourage and support regular participation among students?

- Student survey ratings on programming and ideas for new programming were built into session calendars (ex multi-site events, chess tournament, ASP Middle School Fair). Other programming that was requested or received high ratings that was offered again: Siskins Ecological Adventures, food and nutrition programming (JR Iron Chef team, HEAT – Healthy Eating Active Time, The Learning Kitchen). Several field trips were planned for Fall and Spring as the culminating event for a program, but were cancelled due to flooding. We will try again next year – students were excited about classroom learning then doing learning connected to the program in the community.
- Sites continued building on a “club” program model so students could count on specific activities on certain days throughout the year (ex sports club, fitness club, book clubs, etc.) A variety of instructors were scheduled under each category.
- Staff continuity and utilizing school day staff encouraged student attendance as staff, students and families developed close relationships. This is supported by parent and student survey results.
- The ASP Tutoring Program increased regular attendees at two sites (Burke and Miller's Run). These sites had many students that signed up for tutoring then stayed for the enrichment activity time block.
- Staff continue to develop and retool ongoing student recruitment strategies (ex “bring friend for free day” vouchers, no charge for multi site events, flexible registration – students attend when they want, rehire popular instructors, calendar sent home to all families before every session, students earn special group events for positive behavior).

4h. Instructional Leadership. What expectations did you set this year for afterschool instructors with regards to lesson planning, course development, and student outcomes?

- All instructors were expected to provide a program proposal detailing the purpose of the activity, the learning goals, and links to the VT Framework of Standards, along with materials/space needed.
- This year, instructors were also expected to provide pre and post assessments of student learning. Core staff who offered activities also began the pre and post assessments this year; we have more work to do in this area.
- Most instructors were expected include a culmination event or ending activity which provided students an opportunity to demonstrate or use the skills they gained in the program.
- Staff and guest instructors are required to use an interactive/hands on approach in working with students.
- New instructors are expected to incorporate feedback from Site Coordinators and Director as their work with students is observed.
- The Director and Site Coordinators work together on enrichment planning – it is part of every staff meeting. This year several all ASP staff meetings also focused on enrichment programming – what worked, what didn't work, ideas for changes.

4i. Flexible Structures and Student Choice. What does your program do to ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities? How does your program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?

- Age appropriate groupings;
- Varied space for homework assistance and enrichments;
- Individualized homework help when needed; staff communicate with classroom and/or sped teachers to get recommendations for teaching approach/materials;
- 1-1 and small group tutoring with referral from classroom teacher;
- This year, a free choice period was added to most calendars (ex Discovery Club). This was in response to student requests and to YPQA assessment scores; choices included learning stations with rotating participants.
- Daily schedule at all sites includes a balance of activities: outdoor recess, snack/social time, homework or tutoring, enrichment block;
- Low student/teacher ratio so all students receive attention and help needed;
- Flexibility in schedule for families (attend after sports, accommodations for early pick-up, students are given the rest of the project to finish at home or offered a chance to complete the next day, etc);
- Student school day behavior plans are implemented in ASP as much as possible;
- ASP staff meet with parents and school day staff to strategize around behavior incidents and behavior patterns in an effort to fit ASP environment to child's needs; staff share incident reports with parents and school each day;

4j. Community Partnerships. Who are the people that you partner with and what are the outcomes of your work together this year? (Please use a separate bullet point for each partnership.)

Continuing Partnerships:

- **Cobleigh Library Bookmobile** made weekly visits to five sites; staff read books that support ASP enrichment theme or school day curriculum. Students check out books (some CNSU schools have no library or librarian); scheduled during snack, students eat and listen; Library Director is on the ASP Advisory Board.
- **Siskins Ecological Adventures:** provided popular programming in science, fitness, outdoor ecology, outdoor sports, outdoor survival skills, cooperative learning games at all sites. Siskins received a grant from North Country Hospital, Newport, for fitness activities which was implemented at Sutton ASP for 17 weeks; costs for the remaining 17 weeks were paid through the 21C budget. This enabled Siskins to provide programming at Sutton once/week through the entire year. Students and families have come to expect Siskin programs at their site which has contributed to total and regular attendee student participation. CNSU schools have hired Siskins to provide programs during the school day focusing on teamwork and cooperation.
- **UVM Extension, St. Johnsbury:**
Nutrition programming (EFNEP): UVM staff provided popular nutrition education at all sites; students made healthy snacks for parents and recipe books. The nutrition educator was the JR Iron Chef Team Coach for the Lyndon Town School Team in 2010 and helped coach the East Haven Team in 2011 at the statewide competition. Staffing is provided in-kind.
Digital photography and robotics were offered in 2009/10 by two UVM staff at each site. Both enrichments were very popular and afforded opportunities and learning materials not otherwise available to students. The Sutton ASP hired one of the UVM staff who taught these skills to become Site Coordinator; she has extended these programs for the Sutton ASP and consulted with the other sites, extending the learning for all sites. In 2010/11 UVM had only one staff person leading these enrichments so not all sites had both activities. Staffing is in-kind from UVM.

- **Lyndon Institute:**
Lyndon Institute Student Dance Troupe: High school students and their and their dance teacher performed at all sites and led a workshop for ASP students including dance basics and body awareness. Students choreographed their own dance and performed for each other. The high school students receive community service hours from their high school. The dance teacher received the VT Dance Teacher of the Year award in 2009.
Lyndon Institute Volunteer Club: High school students and their teacher visited the ASP and helped students as directed by ASP staff; they receive community service hours.
- **Amos Natural Science Education:** The vendor is a certified teacher, biologist, and former Fairbanks Museum staff member; he taught a number of high interest science enrichments that feature live specimens at all sites. He exhibited and talked to students at the ASP Middle School Fair this year; he is an ASP Advisory Board member and local community member.
- **Caledonia North SU schools:** All schools partnered with all sites, offering support in many ways (space, staff, invitations to participate in events/exhibits, administrative support for school boards, etc)
- **CNSU Safe Schools-Healthy Students grant:** provided tobacco cessation programming and activities at all sites in developmental groupings. ASP staff attended multiple professional development opportunities offered to CNSU staff regarding student emotional/social development and learning. The grant has purchased security equipment for all CNSU schools which benefits the ASP sites: quality radios for ASP that are the same as school staff has been invaluable. The SS-HS grant director is on the ASP Advisory Board and the ASP Director is a member of the Core Management team for the SS-HS grant; this has allowed for collaboration and coordination of both grants. This year the SS-HS grant started a student mentoring program that was implemented during the ASP at three sites.

New partnerships:

- **Lyndon State College – 2009/10:** Director met with chair of the Exercise Science Dept, senior student taught gymnastics with LSC Upward Bound Director at Miller’s Run ASP’
2009/10 & 2010/11: LSC Human Services Dept matched two interns for 3 credit practicum experiences under supervision of ASP Director and Lyndon ASP Site Coordinator;
- **VT History Services:** Programming taught by the history educator/curator at Fairbanks Museum; she brings many years of experience in sharing local history and artifacts with students; programs include a classroom and outdoor field trip component. Fairbanks Museum is no longer offering this programming to NEK schools and teachers have commented that this is important hands-on instruction for students in our region.
- **Balkan Chorus Fund:** This is a local group committed to supporting the continued development and growth of the Newark ASP Balkan Chorus. This year, 21 C funds have paid the group leader costs for ASP practices and the local fund has covered costs associated with local performances, buying sheet music, etc. Parents transport the students to performances. Steve Lindholm, a local musician an entertainer and Newark resident has assisted the chorus in making their first CD. The Chorus performed at the ASP Middle School Fair, the ASP multi-site event at Burke in May, 2011, Newark School Graduations, school Holiday concerts, and several other venues (ex Willy’s Restaurant, E. Burke, at request of private citizen to celebrate his B-day).
- **Lyndon Institute – high school staff:** The LI Guidance Director helped select a student which was hired and paid to assist ASP staff at Lyndon ASP. This was a successful arrangement, providing needed staff in the K/1 room and helped the student gain job experience and save for college. The Guidance Director has already identified two students we will interview for paid positions in Fall, 2011.
- **VT Association for the Visually Impaired:** This year we hired a Lyndon Institute student with visual impairments to intern in the 2/3 group at Lyndon ASP. The student is interested in becoming a sped teacher and the ASP provided a supervised opportunity to work with children. The student shared how she used adaptive equipment to increase her vision with ASP students. Her wages were paid by VABIR

and she received vocational counseling and support through that agency. This provided cost effective staffing and unique learning opportunities and role modeling for ASP students.

- **CNSU Schools Parent Teacher** organizations have contributed in-kind donations to cover the cost of books and specific learning materials when requested by the ASP site (ex books, recorders, school store supplies.)

Franklin Central SU – *Open Doors Afterschool & Summer Programs* –
Suzanne Skaflestad

4a. Afterschool Program Leadership. What actions have been taken this year to strengthen the afterschool program director's position?

- Ongoing support from central office and school administration has been helpful to the Director's position.
- Director's position has remained stable.

4b. Linkages to the School Day. In what ways is your afterschool program connected to the regular school day? Describe these connections and linkages (e.g., shared staff, space, training, policies, curriculum, leadership support, instructional methods, etc.).

- Open Doors staff distributes city cards in after-school to support the PBS (Positive Behavior Support) system which emphasizes and models positive behavior choices.
- Open Doors is included in school calendar, handbook and daily announcements to parents.
- Proactive communication continues with ongoing communication with the behavior specialists, support service staff, teachers and administration regarding at-risk students, a student bulletin board educates and informs others about Open Doors activities, teachers distribute and promote the program during class.
- Director has participated in parent conferences to provide support to individual students.
- Open Doors is included as part of students IEP plan.
- During enrollment period, Director was invited to speak and distribute program brochures during the students lunch period.
- All Open Doors students are included in the AlertNow database.
- Director continues to work school technology staff to provide collaborative after-school and summer programs.
- Open Doors instructors and behavior specialist connect school day student behavior with participation in after-school program. There have been instances where students were not allowed to attend program after-school until behavior improved during the school day. This motivated them to work on their behavior, as they wanted to attend the program.
- Open Doors Hip Hop Dance presentation was held as a school day assembly.

4c. High-Quality Staff. What steps do you take to recruit, train, and retain highly qualified staff? What professional development training did your staff participate in this year and why?

- Director participated in 21st century mandatory training, ISS-AP training, afterschool conference.
- Director hosted a site visit in Dec 2010 and participated in site visit in Barre.
- Staff has remained consistent and stable for years. The staff is caring, committed and knowledgeable and enjoys working with the students in afterschool.
- Open Doors uses outside experts to complement school day staff.
- Staff is given relevant information about the after-school program, orientation folder and is expected to complete program proposal in order to teach a class in the after-school program.
- Director gives constructive feedback to staff about their work and initiates discussions when issues and or concerns need to be addressed.

4d. Safe and Appropriate Environment. What actions have you taken this year to ensure that students are physically and emotionally safe in your program?

- Open Doors held two planned fire drills this year. There was also another unplanned fire drill after school. All drills went very well especially the unplanned one. Students took the drills seriously and followed school day procedure.
- Open Doors staff works hard at meeting student's physical and emotional needs.
- Open Doors staff maintain and enforces safety procedures in the after-school program. including attendance records, pick-up procedures, emergency contact information, first aid kits, identifying student allergies, disabilities and behaviors and transportation needs.
- Transportation continues to be offered in the Open Doors program.
- Schools have increased security at the school with locks on the school doors and ID badges for personnel.
- Open Door staff is committed to having student take surveys after each session to assess student's satisfaction with the program.
- Selected staff take CPR training.
- Vulnerable populations check are conducted on volunteers that will be working closely with the students in the program.
- Students that are struggling emotionally are brought to the attention of the school staff and when appropriate, addressed in high-risk team meetings.
- Director reaches out to parents on a regular basis and or returns phone calls in a timely fashion to discuss their child's needs and/or answer their questions.

4e. High Interest Programming. What evidence do you have that your programs are student-centered and that every participant has a high interest in what he/she is doing?

- Open Doors site visit evaluation commented that "every single student observed was thoroughly engaged in the programming at all times," and "all observed programs had a clear work product/goal which drive engagement and excellence."
- Open Doors team has taken a look at quality of programs, not quantity of programs, based on survey input, attendance, and interest and need.
- Open Doors has a strong student participation rate. Students are excited for programs to begin.
- Open Doors works diligently to bring new programs for the students.
- Students complete surveys after each program session and provide valuable feedback about the program and suggestions for the future. They give high marks to their classes.
- Students return to volunteer for the program and acts as mentors to the younger students.
- There are celebratory components to most classes.

4f. School Leadership Support. What actions has your school principal, superintendent, or other school leaders taken this year to support the afterschool program?

- Over \$30,000 is sustained through school support for the after-school program.
- Director has regular contact with the Superintendent which has been helpful to the program.
- Principal is supportive of the program. The "go to" person (assistant principal) is accessible and supportive, and is great at promoting the program. She has included Open Doors in school grants which provided staff person for cooking class this year.
- School board has consistently put money in budget over past eight years.
- They have attended meetings to discuss program delivery and sustainability.
- They have kept the Board informed of program needs and activities.
- They have arranged meetings with Open Doors staff and teachers to program plan and receive feedback.

4g. Regular Attendees. What have you done this year to encourage and support regular participation among students?

- Transportation continues to be offered on a regular basis. The team will continue to evaluate transportation needs and ways to minimize costs without affecting student participation.
- Students are made aware that all they need to participate in the program is an interest. They are informed that the program fee is there to help with program operations, but should not prevent any student from participating in the program.
- Student completion in specific programs is celebrated with pizza and ice cream parties, and certificates.
- Pictures and articles of students are displayed on bulletin board.

4h. Instructional Leadership. What expectations did you set this year for afterschool instructors with regards to lesson planning, course development, and student outcomes?

- Instructors continue to submit program proposals and are given feedback from the student and parent surveys.
- Instructors are given information about grant requirements so they have a better understanding of the importance of submitting the proposals and conducting the required surveys.

4i. Flexible Structures and Student Choice. What does your program do to ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities? How does your program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?

- Instructors are given a list of students with their specific needs so he/she can adapt and modify their teaching style to accommodate the student. For example, an autistic student is allowed to join in during his classes when he feels comfortable. There are alternative activities for him to do when he does not want to participate.
- Special Education program paid for an interpreter to assist deaf student so he could participate in Open Doors. He has already signed up for the summer program as his experience has been so positive.
- Cooperative efforts between the homeroom teacher and instructors assist in helping the students make a smooth transition between the school day and the after-school program.

4j. Community Partnerships. Who are the people that you partner with and what are the outcomes of your work together this year? (Please use a separate bullet point for each partnership.)

- The PPICS database has a detailed listing of all the people that have provided support to Open Doors with in-kind services, donations and/or grant support.
- This past year Open Doors has collaborated with Electric Youth Dance Company, Duke's Fitness, Bilodeau's Academy of Tae Kwon Do, Phoenix Meadows, St. Albans Bowling Alley, Branon's Pool, Martha's Kitchen, Rail City Market, Collins Perley, Pelkey's Archery and Bellows Free Academy.
- Open Doors marched in the Maple Festival Parade with City School and displayed Open Doors banner students had painted in the after-school program.
- Open Doors collaborated with UVM Extension (Fruits and Vegetables program) to provide cooking classes to elementary students.
- Open Doors received gift cards and supplies from Vermont National Guard.
- Open Doors accessed the Hardack Hiking Trail in St. Albans throughout the year.
- Community artist has taught in Open Doors this year and was able to receive donation for Open Doors to participate in the Festival of Trees.
- Over the past few years we have been able to provide cooking classes at BFA with the support of instructors from Bellows Free Academy to teach in the after-school program.

- 4a. Afterschool Program Leadership. What actions have been taken this year to strengthen the afterschool program director's position?**
- In district trainings were held on Search Institute's 40 Developmental Assets and First Aid/CPR.
 - All Site Coordinators and the Project Director attended the Vt. School Aged Care Conference.
 - Leadership meets 8 times per year and the Project Director visits sites and meets with Site Coordinators monthly.
 - Two sites participated in the YPQA ISS-AP strand
 - Site Coordinators attended other trainings individually as needed such as Behavior Management and CPI certification.
- 4b. Linkages to the School Day. In what ways is your afterschool program connected to the regular school day? Describe these connections and linkages (e.g., shared staff, space, training, policies, curriculum, leadership support, instructional methods, etc.).**
- LEAPS staff is primarily school day staff, uses mainly school indoor and outdoor space and some equipment, such as computers.
 - Communication with principals and administrative assistants happens regularly, as needed.
 - LEAPS follows all host school rules, policies and procedures.
 - Teachers often visit the homework centers to discuss students' assignments with them and staff.
 - Sites are using vMath Live and Raz-Kids which are both on-line programs in math and literacy, respectively, that are also used during the school day.
 - Some Site Coordinators visit classrooms to introduce themselves and the program to students.
 - One Site Coordinator attends the school's student support meeting.
- 4c. High-Quality Staff. What steps do you take to recruit, train, and retain highly qualified staff? What professional development training did your staff participate in this year and why?**
- Trainings were offered this year to all staff in the Search Institute's 40 Developmental Assets, First Aid/CPR, 4H Student Leadership and Project WET.
 - Site Coordinators have recruited community members to lead activities that school day staff have no experience and/or interest in offering in the areas of physical fitness, the arts, and outdoor experiences.
 - School day staff have training through those positions that also relate to their roles after school.
 - Some Site Coordinators were also trained in the Responsive Classroom and use this approach.
 - Site Coordinators meet regularly with their staff both individually and as a group and some offer training in certain areas as needed.
- 4d. Safe and Appropriate Environment. What actions have you taken this year to ensure that students are physically and emotionally safe in your program?**
- All sites have practiced fire drills and lock-downs.
 - LEAPS follows all host schools rules, policies and procedures.
 - Sign-in and sign-out procedures are successfully implemented at all sites.
 - Site staff have radios to communicate with one another during the program.
 - Site Coordinators have individually attended various courses such as: Behavior Management; Positive Behavioral Interventions and Supports; and Voice & Choice.
 - First Aid & CPR was offered to assure that at least one person on site at all times is certified.
 - Some sites have incorporated community-building activities into their daily schedule.
 - The Site Coordinators and/or staff check-in with individual students daily.

- 4e. **High Interest Programming. What evidence do you have that your programs are student-centered and that every participant has a high interest in what he/she is doing?**
- Student and Family surveys are conducted at the end of each year and reviewed by the Project Director, Site Coordinators and staff.
 - Students have the opportunity to chose activities either daily, or quarterly with an option to transfer to a different activity.
 - Popular classes may be offered multiple times per year.
 - Students have opportunities to chose games for community building or indoor/outdoor games.
- 4f. **School Leadership Support. What actions has your school principal, superintendent, or other school leaders taken this year to support the afterschool program?**
- Project Director and/or Site Coordinators communicate regularly with the host school principals.
 - Principals, Grants & Curriculum Coordinator and the Superintendent are members of the Advisory Team.
 - Principals periodically visit programs.
 - One principal led a cooking program for one quarter!
 - The LEAPS web pages are linked to the FNESU website.
- 4g. **Regular Attendees. What have you done this year to encourage and support regular participation among students?**
- Some Site Coordinators visit classrooms to introduce the program and all sites put program details in the school newsletters.
 - A variety of activities within different areas are offered.
 - A caring, supportive environment has been developed.
 - Community members have been recruited to offer classes that students are interested in, yet school day staff is inexperienced and/or uninterested in leading.
- 4h. **Instructional Leadership. What expectations did you set this year for afterschool instructors with regards to lesson planning, course development, and student outcomes?**
- All instructors submit a syllabus for Site Coordinators to approve and provide feedback on before an activity is offered.
 - The syllabus requires a connection to the Vt Dept of Ed Grade Expectations as well as project goals.
 - Instructors are encouraged to teach what they are interested in.
- 4i. **Flexible Structures and Student Choice. What does your program do to ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities? How does your program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?**
- Activities are offered to and tailored for specific age groups.
 - Multiple activities are offered daily.
 - New activities are offered quarterly and popular activities based on student interest are repeated.
 - Small group homework centers based on grade and individual tutoring is offered when possible.
- 4j. **Community Partnerships. Who are the people that you partner with and what are the outcomes of your work together this year? (Please use a separate bullet point for each partnership.)**
- *Rural Partnerships* participates on the Advisory Team and co-led staff training on the Search Institute's 40 Developmental Assets.
 - *Franklin County Caring Communities* participates on the Advisory Team and co-led staff training on the Search Institute's 40 Developmental Assets.

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- The Northern Tier Center for Health (NOTCH) participates on the Advisory Team and offers summer programming to students in Berkshire and Richford.
- Arvin A. Brown Library offers literacy activities for the students attending the Berkshire and Richford programs.
- Montgomery Adventures offered programs in dog sledding and fishing.
- Franklin County Sheriff led a geo caching group.
- Lucas James Williams Memorial Youth Fund offers use of their facility, equipment, supplies and snacks to the Enosburg Middle/High summer program.
- Vt. Department of Fish and Wildlife provided a fishing instructor and a game warden visit.
- Kidstructive Fun offered a special LEGO building event, and led a builders exploration program.
- Building Bright Future offered a monthly story hour.
- Lake Champlain International donated 30 fishing poles.
- UVM Extension 4H programs provided curriculum, equipment, supplies and staff for various programs.
- UVM Extension Expanded Food and Nutrition Program (EFNEP) offered nutrition education and cooking programs.
- Hunger Free Vermont funded The Learning Kitchen

Franklin Northwest SU - ***AFTER SCHOOL & SUMMER PROGRAMS*** –

Carol Lizotte

4a. Afterschool Program Leadership. What actions have been taken this year to strengthen the afterschool program director's position?

FNWSU Central Office (Carol Lizotte, Program Director):

- Attended VT DOE 21C Director's Retreat in August
- Attended ISS-AS "Building Advisory Board" training
- Attended ISS-AS "Experiential Learning" training
- Attended Working with Youth Conference fall 2010
- Attended FNWSU After School Programs SmartBoard Training Jan 2011
- Participated with OSSU After School Program Site Visit
- The Program Director attends FNWSU Administrator Meetings
- The Program Director has had many communications with school principals regarding new program and grant opportunities, some of which were realized in program support and new programming.
- The Program Director has met with each of the School Boards over the year with program information and soliciting for feedback.
- Program Director meets periodically with the FNWSU Superintendent as issues or needs arise.

FRANKLIN CROSSROADS (Nancy Wilson, Coordinator):

- Continued professional development throughout the year.
- Smartboard Training
- Training for Body Works
- Attended school day staff meeting to make sure the programs academic programs are aligned with the school action plan.

HIGHGATE CROSSROADS & CROSSROADS EXPLORERS (Joyce Ashton, Coordinator):

- Director and Site coordinator attended the Vermont After School Conference in October 2010.
- Director and Site Coordinator completed a 2-hour SMART Board workshop January 2011.
- Site Coordinator renewed the Red Cross Adult and Child CPR certificate November 2010.

SWANTON CROSSROADS & CROSSROADS EXPLORERS (Kathy Kneebone, Coordinator):

Vermont Department of Education

- The Coordinator has taken a number of trainings this year in areas from technology to student management, as well as safety trainings and program trainings.
- The Coordinator who is also employed as a para educator at the school, reduced her school hours to allow her more time for the afterschool program. This has helped tremendously.

MVU AFTERHOURS (Cherie Pfeiffer, Coordinator)

- Professional Development was offered by the Program Director regularly to help improve the effectiveness of the Coordinators and other staff members. This includes monthly All Coordinator Meetings, safety training, new technology training, and conferences.
- Coordinators are expected to attend staff meetings, which occurred about once a month. Coordinators are also encouraged to send monthly updates to the Program Director so that she is aware of the happenings of the programs.
- The Program Director is organized. She is always present for questions and concerns from Coordinators and is willing to help in whatever way she can.
- The Program Director was always looking for community support and new opportunities for in-kind help.
- The Program Director kept Coordinators updated on all new grants available and ones we are applying for and future plans for our programs.

SHELDON ASPEN (Stephanie Stecklare, Coordinator)

- Director and Site Coordinator attended the Vermont After School Conference in October 2010.
- Director and Site Coordinator completed a 2-hour SMART board workshop in January 2011.
- The FNWSU After School Director also holds monthly coordinator meetings, which allows us to share information with and learn from each other, as well as problem solve with others who work with a similar population of students.

4b. Linkages to the School Day. In what ways is your afterschool program connected to the regular school day? Describe these connections and linkages (e.g., shared staff, space, training, policies, curriculum, leadership support, instructional methods, etc.).

FRANKLIN CROSSROADS (Nancy Wilson, Coordinator):

- 66% of the after school staff are school day personnel
- The program site is right at the school using classrooms, library, computer lab and gym.
- Program staff are always invited to any type of after school training that might pertain to our program.
- Behavior, safety and bus policies are the same for the after school program as the school day.
- The site coordinator works with school staff to incorporate the action plan into the program.
- School principal supports the after school by making sure space is available, making reports available to coordinator, volunteering to run a class, and inviting the coordinator to regular staff meeting.

HIGHGATE CROSSROADS & CROSSROADS EXPLORERS (Joyce Ashton, Coordinator):

- School teachers and staff participate in the program (13 this year).
- All classes are held in the school buildings.
- The after school programs follow the same policies established by the school.
- Efforts are made to follow the school/district curriculum.

SWANTON CROSSROADS & CROSSROADS EXPLORERS (Kathy Kneebone, Coordinator):

- We use our school space including the classrooms, art room, gymnasium, cafeteria, as well as the outside spaces around our school.
- Most of our leaders are teachers and para educators in our school, which is the strongest connection we make to the school day. The students and staff know the core concepts of our school, and it makes the program run smooth when the expectations are clear and similar to what the school day is.
- Our students continue to assist in family night at school. This year students helped make centerpieces for the family dinner. Our Drama Games students were asked to be guest participants in the PTO

fundraiser, Faculty Follies, performing small skits for families in the gymnasium alongside staff of the school. They showed a great confidence and represented the class well.

- Our policies are similar to the school day. We do take into consideration the fact that the students have been in school 7 hours before they begin their afterschool day. We try to make it a bit more relaxed and fun, making sure to follow our core concepts of being respectful, responsible and caring, while still encouraging learning.
- One policy we keep the same to the school day is the fire drill policy. This was important to keep our students safe. When we had our fire drill the students and staff knew exactly how to exit the building safely. All students and staff were accounted for immediately.
- Our homework clubs are staffed by 5th and 6th grade para educators who are best able to assist with the homework because they are in the classroom with the students. The para educators in our program are all highly qualified. We also offer programs in math, science and art. We have reading programs which include grade level reading,
- The Afterschool Coordinator is also a school day para educator who has worked in the school for 10 years. Having worked with the staff of the school for so long, I have gotten to know personalities, hobbies, and how to match up staff to classes that they will best lead. It also enables me to promote the program on a regular basis to students, by casually asking them about it in the hallway, or as formally as visiting their lunches for announcements and making announcements as the school day begins. Students are very familiar and comfortable enough to find me during the day if they have a question or concern about the afterschool program.

MVU CROSSROADS (Heather Tuck, Coordinator)

- 75% of the instructors in my program are teachers at MVU. The students know the staff and already have relationships with them.
- Most of our classes are held in the school, in classrooms the students and instructors already know. Our instructors use and enforce the school-day rules with our after school program. The students know what to expect in both the space they are in and the behavior they choose.
- We have a high percentage of certified teachers leading classes. They know what the students are learning during the school day and how to complement that learning after school.
- All new classes must submit program proposals. The proposal includes teaching objectives and connections to the Vermont State Standards. If an instructor is lacking in this area, I work with the potential staff person to plan lessons and include appropriate level curriculum that ties in to school day academics.
- My administrative assistant is the school-day front desk receptionist. Most parents, students and staff know her. She is able to be contacted by parents and staff during the school day and after school and ensures that I receive all messages that are left for me during the school day.
- Homework Club is lead by licensed grade-level teachers who know what the students have for homework and are fully capable and qualified to help students complete their assignments.

MVU AFTERHOURS (Cherie Pfeiffer, Coordinator)

- The MVU Crossroads and the MVU AfterHours Coordinators share staff from the high school and middle school. Most of the staff know the kids in class from prior classes either during the day or after school.
- After school rules follow the school day rules and bus policies.
- Bulletin boards for the program is located in commons area and are updated regularly.
- The MVU AfterHours Coordinator corresponds with school principles and safety officials.
- The MVU AfterHours Coordinator ran a practice fire drill and practice lock-down.
- The MVU AfterHours Coordinator had an info table at MVU High School Open House and many other large school events.
- Most of the after school staff's curricula include math, science, language arts and other academic benefits which tied in to what students were learning every day during school hours.

SHELDON ASPEN (Stephanie Stecklare, Coordinator)

- The Sheldon ASPEN program had two school staff working consistently all school year.
- The Sheldon ASPEN program is held within the school facilities and has full access to the school classrooms, gym, library, kitchen, and computer room.
- The Sheldon ASPEN program follows the school day PBS system and works with the school day guidance counselor when youth behavior issues appear to becoming a larger issue.
- Efforts are made to compliment school/district curriculum.

4c. High-Quality Staff. What steps do you take to recruit, train, and retain highly qualified staff? What professional development training did your staff participate in this year and why?

FRANKLIN CROSSROADS (Nancy Wilson, Coordinator):

- Job openings were posted on Schoolspring.com through the SU's account.
- Teachers are always asked to be part of the program at the beginning of the year
- Instructors are trained when a new class is introduced to the program such as Lego Robotics

HIGHGATE CROSSROADS & CROSSROADS EXPLORERS (Joyce Ashton, Coordinator):

- New staff are introduced to our site coordinator (and school board member) upon being hired and encouraged to participate in after school programming.
- Staff are encouraged and paid to participate in school or after school training opportunities.
- Five Crossroads staff participated in the SMART Board training to facilitate teaching through this technology.
- Openings are posted on SchoolSpring.com.
- All school para-professional staff have passed testing required for highly qualified staff certification.

SWANTON CROSSROADS & CROSSROADS EXPLORERS (Kathy Knebone, Coordinator):

- Our staff are highly qualified para educators and licensed, certified teachers, as well as Bookmobile literacy youth workers and other community members who are truly interested in our students.
- In retaining staff, most of our staff have been here for the last 5 years. Recruiting new staff is done at the beginning of the school year during inservice where I am given time to talk about the after school program to the staff. I put a sign up sheet on our bulletin board, as well as informational fliers in mail boxes of teachers and para educators. Working at the school as a para educator for 10 years has helped me get to know the staff and I have been able to match staff to classes that they will have a strength in.
- Professional development and training for our staff is primarily done through school in-services throughout the school year. Professional development is done for classes where needed. For example, we have fitness and nutrition classes throughout the school year. To be better prepared for that subject area we have had staff participate and gain certification in Body Works training. This is a training that will improve classes that we already have, as well as create a "Body Works" class as well. We have meetings to review any changes in the program.

MVU CROSSROADS (Heather Tuck, Coordinator)

- My program offers prospective instructors the opportunity to facilitate courses suited to their personal interests. This ensures that instructors have high interest in the program and that the courses are well researched.
- I offer my teachers the flexibility to choose which days of the week they work and whether or not they teach more than once a week.
- When I hire instructors, I meet with them individually to discuss the goals of the program to go over student/staff/coordinator expectations. During this orientation, new employees receive a packet with student behavior rules, program dates, call-out procedures etc.
- Instructors are given surveys at the end of sessions to track their opinions of the program and whether or not they felt that they received everything that they needed in order to offer a successful class.

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- I observe classes regularly, allowing for a first hand account of classroom behavior and teacher/student interactions. I am therefore able to offer suggestions and critical/positive feedback to the instructors.
- Throughout the year, my program director offers several training opportunities for me and my staff. This year two of my instructors attended a BodyWorks training seminar and have been implementing that training in their classrooms.

MVU AFTERHOURS (Cherie Pfeiffer, Coordinator)

- Staff members were interviewed before they were hired and had a background check.
- The MVU Coordinator checked in with each class at least once a day to make sure staff needs were being met and students were interested and engaged in the activity.
- Before each session new staff met with the Coordinator to review program goals.
- The program director offered many opportunities for program staff to participate in professional development.
- MVU Teachers who worked for the program were well-liked by students and practiced good behavior as role models.

SHELDON ASPEN (Stephanie Stecklare, Coordinator)

- Our Sheldon ASPEN staff this year was newly certified teachers who ended up taking a para educator position and a library assistant position. They were looking for a place to use their talents as educators and plan and implement their own lessons with students and ASPEN suited their needs perfectly.
- The Sheldon ASPEN Coordinator met with staff daily to discuss students, programming, materials requests and overall satisfaction/needs related to their positions.
- Sheldon ASPEN staff are required to participate in Sheldon's in-service sessions, afterschool trainings and/or Bookmobile/AmeriCorps trainings as applicable. In-service occurred in August, September, November, February, March, and April. Afterschool held a SMART board training in January. The Bookmobile/AmeriCorps trainings are monthly, Sept through July.
- The ASPEN Coordinator meets with staff daily after dismissal to address specific instructional or behavior management issues and suggest alternative and appropriate responses.

4d. Safe and Appropriate Environment. What actions have you taken this year to ensure that students are physically and emotionally safe in your program?

FRANKLIN CROSSROADS (Nancy Wilson, Coordinator):

- Students were required to wear appropriate clothing and footwear for physical and outside classes.
- Students were required to wear gloves and safety glasses for classes using tools.
- A fire drill and lock down drill were practiced.
- Two adults supervise students when they are doing an outside class.
- A first aide kit is taken by an adult for each class that is outside the building.
- The site coordinator maintained her CPR and First Aid certification.

HIGHGATE CROSSROADS & CROSSROADS EXPLORERS (Joyce Ashton, Coordinator):

- A behavior interventionist was employed to assist students and teachers (first session)
- Our school guidance counselor consulted with our coordinator and addressed issues with students when needed.
- We follow school policy.
- The site coordinator maintained CPR and First Aid certification.

SWANTON CROSSROADS & CROSSROADS EXPLORERS (Kathy Kneebone, Coordinator):

- To ensure that students are physically and emotionally safe in our program we follow the same discipline and core concepts that the school follow. These core concepts are caring, trust, responsibility, respect and belonging. When handling most issues with students, we are able to refer to the core concepts and quickly resolve issues without getting into a lot of lecturing and time.
- Attendance is checked daily and checked against the school day attendance. If a student who should be here isn't, a phone call is made to parents to check on the student.

- We also follow the same procedures afterschool for fire drills and lock downs. This prevents confusion for students and staff, and in a recent fire drill, all students and staff were accounted for immediately.

MVU CROSSROADS (Heather Tuck, Coordinator)

- A new program class this year was created in collaboration with the 7th grade guidance counselor called “My Multimedia Generation” where the students join the counselor to play games and are allowed a place to open up about their personal situations. This is a safe environment for all students were even some who normally would refuse to see a counselor during the school day attend.
- Each day offers at least one physically active class. The students who participate in these classes are reminded of the necessity of proper sport/outdoor wear and are not allowed to participate if they are not dressed appropriately.
- Students are reminded of the rules at the beginning of each session. We follow the school-day rules so the students are aware of what behavior is expected of them. When incidents arise, I complete school incident reports and follow-up with the middle school principal when necessary.
- My staff and I follow a no-harassment policy. If an issue occurs, I speak with the students involved individually and make phone calls home to speak with the parents to discuss a course of action for the student.
- Hall passes: I have created hall passes for each of my teachers to ensure that when a student leaves a classroom they were given permission. This also separates the Crossroads students from other students staying after school for other reasons.
- Hall Monitoring: I monitor the hallways during programming time to make sure that students are not skipping classes. The administrative assistant is also in the main lobby and is able to monitor who comes in and out of the school.
- The school locks all doors that are not part of the main entrance ways. These locked doors require an MVU I.D badge to open.

MVU AFTERHOURS (Cherie Pfeiffer, Coordinator)

- New instructors and Teachers are interviewed and go through a background check to make sure they are a good fit for the students.
- The MVU AfterHours Program ran a practice fire drill and lockdown procedure.
- Students who were given a bathroom break were issued hall passes. The supervising adult knew where these students were at all times.
- The Coordinator had a notebook of all students’ registration forms, as well as a spreadsheet with emergency contacts, parent info, and medical information.
- There is a no-tolerance policy for harassment and unsafe behavior. Students putting themselves or others at risk are not invited back to the program.
- If a bus driver complains about the behavior of a student, the matter is investigated and the student may lose busing privileges if they are putting themselves or others at risk.

SHELDON ASPEN (Stephanie Stecklare, Coordinator)

- The Sheldon ASPEN Coordinator has worked to establish close relationships with students’ families.
- The Sheldon ASPEN Coordinator has discussed students’ behavior and needs with staff on a regular basis to ensure that the kids have a successful and fun time at ASPEN.
- The Sheldon guidance counselor can be consulted with by the ASPEN Coordinator as needed to address issues with students.
- ASPEN follows school policy.

4e. High Interest Programming. What evidence do you have that your programs are student-centered and that every participant has a high interest in what he/she is doing?

FRANKLIN CROSSROADS (Nancy Wilson, Coordinator):

- Student surveys given to ask student what they are interested in for classes.
- Class attendance

- Program Director regularly emails web links to new programming she finds, for all site coordinators to consider
- Program Director regularly shares programming ideas she finds at other sites or in her professional development, at the monthly coordinator meetings.

HIGHGATE CROSSROADS & CROSSROADS EXPLORERS (Joyce Ashton, Coordinator):

- Our Crossroads classes for 5th and 6th grade students need a minimum class size to be held, usually 5, unless the class has Math, Literacy or Scientific merit.
- Student requests are given priority when planning programming. This data is taken from student surveys and verbally.
- Fifth and sixth graders choose from a variety of class offerings.
- Some classes are supported by student participation throughout the school year.

SWANTON CROSSROADS & CROSSROADS EXPLORERS (Kathy Kneebone, Coordinator):

- The evidence we have that our programs are student centered and each student has a high interest in what they are doing is,
- Offering a multitude of programs, which enables each student to find classes that appeals to them.
- The classes offered range from academic, arts, to recreational therefore finding interests for everyone.
- During a recent survey of what students wanted to see offered in our program we received many “more of.....” and could we do a “double block of.....”
- The evidence we have that what we are doing is working, is the classes that have been tried and true, and still have great attendance. For example, our Drama Games class was extremely popular. This is at least the third year we have offered this class and we needed to add on one more day of that class in order to accommodate all students.
- Steady attendance and the class repetition is the strongest evidence that students have a high interest in what they are doing.
- The other evidence we have is that even though we had the difficulty of sports schedules during the same time as our program, and many cancelations due to weather, we still have 46 regular attendees.

MVU CROSSROADS (Heather Tuck, Coordinator)

- Student surveys: At the end of every session I survey the students to see what courses they enjoyed and what they would like to see different about Crossroads. I also have a section on my Bulletin Board asking for student input for programming ideas.
- Students often express their disappointment when a Crossroads session ends. They look forward to their classes after school and most would enjoy coming to Crossroads during the entire school year.
- Classroom monitoring: I observe all of my classes on a regular basis. The students remain engaged and excited about their projects or games. Often the students are so excited that they are willing to give me “mini lessons” on what they have just learned. If students don’t appear engaged, I work with the instructor to create new ways of presenting the material.
- Attendance is pretty regular. When students are absent for a day it is normally for reasons such as doctor appointments or family obligations. Most of the students that are not “regular attendee” status either participate in other after school activities and/or only sign up for specific classes.

MVU AFTERHOURS (Cherie Pfeiffer, Coordinator)

- Students were issued interest surveys every session.
- Classes were chosen partly on what was popular in previous sessions.
- Students appeared to look forward to their classes every day, even encouraging their friends to join with them.
- Students were encouraged to create their own clubs and classes.
- Programming was focused on student needs and interest. If a student wanted a certain class we would do our best to come up with a program proposal and lesson plan and find a staff member to lead it.
- Students expressed disappointment when AfterHours was cancelled, indicating that they enjoyed programming.

SHELDON ASPEN (Stephanie Stecklare, Coordinator)

- The Sheldon ASPEN program has chosen classes based on student requests and response to prior courses. Due to consistent staff and very consistent attendees, we have been able to anticipate student interests and work that into our sessions
- Student requests are given priority when possible when planning programming. This data is taken from student surveys and verbally.
- ASPEN makes sure to have a variety of classes per session.
- Odyssey of the Mind – two school day teachers lead two teams in the 2010-2011 Odyssey of the Mind competition

4f. School Leadership Support. What actions has your school principal, superintendent, or other school leaders taken this year to support the afterschool program?

FRANKLIN CROSSROADS (Nancy Wilson, Coordinator):

- Principal volunteered to instruct a class
- Principal supports any behavior action that has to be taken during the program.
- Principal helps to find funding for the program.

HIGHGATE CROSSROADS & CROSSROADS EXPLORERS (Joyce Ashton, Coordinator):

- Our school principal includes our program in the Open House, school hand book and gives us praise or attention during televised board meetings.
- Our administration, School Board and the District Superintendent support our program. Our principal has written grants that help support our program.

SWANTON CROSSROADS & CROSSROADS EXPLORERS (Kathy Kneebone, Coordinator):

- The principal has shown our program support by being flexible with the needs of the program for space, time and scheduling. He is also supportive in presenting our financial needs to the school board and helping to gain their support.
- We have been supported by the PTO who gave a donation to our Odyssey of the Mind program's registration fee. This class had numerous expenses which were covered by fund raisers done by the students in that class. One fund raiser involved the vice principal, a fifth grade teacher, a sixth grade teacher, and the Crossroad Coordinator possibly having their hair dyed our school color, royal blue. This fund raiser was greatly supported by staff, parents, board members, and students.
- Our teachers are beyond supportive, in sharing space, materials, suggestions, and time.
- We have had tremendous donations of materials from science to arts and crafts which have helped us continue to have quality programs at a lesser cost.

MVU CROSSROADS (Heather Tuck, Coordinator)

- The middle school principal regularly checks in on me to ensure that I have everything that I require to run my program smoothly. We often have conversations about programming ideas for the future.
- When I have behavior issues, my middle school principal is supportive of my decisions and works with me to create behavior plans with the student and the parents.
- The MVU principal has been working with ideas and support regarding the creation of a new garden for the Crossroads and AfterHours programs.
- School-day instructors encourage students to sign up for Crossroads. They also communicate with the parents of students the benefits of the programs. This provides a powerful connection between Crossroads and students that have never participated in an after school program.
- I have been added to the MVU faculty/staff mailing list. This keeps me informed on daily notifications and issues within the school.
- I have been invited by the Director of Alternative Support Programs to join the Safety & Crisis Committee.
- I am invited by the school principals to speak at the Open Houses, orientations and other school events.

- Crossroads has been given a large bulletin board near the Middle School Office which receives all middle school traffic.

MVU AFTERHOURS (Cherie Pfeiffer, Coordinator)

- My school principals have been very supportive of my program. They worked hard this year to include me in school activities, gave me a bulletin board, and even encouraged students to sign up for Homework Zone.
- We are working to introduce a garden to our students in the fall as part of building awareness of sustainability and healthy living. Our principles have worked very hard to make this happen.
- Many MVU Teachers have expressed their support for our program and encourage their students to sign up. Many even offer their classroom space for our program to use.
- The MVU AfterHours Coordinator is invited to speak at large school gatherings and meetings where students and parents are participants.
- The school board is aware of the benefits of afterschool programming and supports our goal.
- The program has the support of school personnel such as custodians, kitchen staff, media specialists, etc. MVU staff and personnel make it an effort to see that the program has what it needs to function effectively.

SHELDON ASPEN (Stephanie Stecklare, Coordinator)

- ASPEN is included in Open House, school mailings, newsletters, and the yearbook.
- Sheldon's school principal has an open door policy and the Sheldon ASPEN Coordinator has been able to approach him in regard to a variety of issues throughout the school year.
- The FNWSU Director is consistently available to discuss any issue and checks in with coordinators regularly to ensure we are supported and the programs are supported.

4g. Regular Attendees. What have you done this year to encourage and support regular participation among students?

FRANKLIN CROSSROADS (Nancy Wilson, Coordinator):

- Offered fun and interesting programs
- Giving students the opportunity to come to homework club before sports practices or games.
- Student survey to ensure we provide programs that they want to participate in.

HIGHGATE CROSSROADS & CROSSROADS EXPLORERS (Joyce Ashton, Coordinator):

- We have partnered with SES tutoring to share school space and provide bussing.
- We have included physical activities that are very popular in each session.
- We have bussing home for students to enable everyone to attend.

SWANTON CROSSROADS & CROSSROADS EXPLORERS (Kathy Kneebone, Coordinator):

- We offer a wide range of activities for students. There is something for everyone.
- To encourage regular attendees, I created a 60 hour club for students to try to get to. At the mid way point in the fall program, I take out my list of students by the hours they have been in the program. Through freebies from book orders, small trinkets from oriental trading co., and the very inexpensive deals at Staples in August, I give prizes to each students, announcing the total hours they have been in the program. While not every student can reach the 60 hour mark, we celebrate every students hours and every student comes away with something.

MVU CROSSROADS (Heather Tuck, Coordinator)

- I give my students a voice in determining what courses run during each session.
- Program structure: Each day offers homework help, a physical activity and other exciting classes ranging for a variety of interests.
- I do most of my planning and administrative work during the school-day at MVU so that I am a presence in the school. Students are able to get to know me better and are able to see me to ask questions surrounding their classes. I am also able to remind students of their schedules during this time.

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- Student announcements: I advertise Crossroads dates and activities on the TSA announcements that are read in each classroom, found on-line and emailed daily to all staff.
- Transportation home: We offer busing home to every student who attends Crossroads.

MVU AFTERHOURS (Cherie Pfeiffer, Coordinator)

- Classes were picked out that were very popular, such as Weightlifting and Cooking, and then repeated in other sessions.
- Many classes were offered that provided a variety of choices that met many students' needs and interests.
- Homework Zone was offered every day of full sessions, and included in extended sessions on Mondays and Thursdays.
- The schedule of Monday-Thursday 2:45-4:45 seemed to work for most students, and encouraged participation.
- Surveys were handed out so that the MVU Coordinator could make the program more interesting for students.
- Busing was available to all attendees, which encouraged students to come to AfterHours more often.

SHELDON ASPEN (Stephanie Stecklare, Coordinator)

- The Sheldon ASPEN site has maintained programming according to child care licensing regulations and being a child care licensed site, the after school program has very consistent attendees.
- The Sheldon ASPEN Coordinator regularly checks in with students and performs informal surveys to continuously check-with students to ensure that staff and programming are supportive of the kids.
- We offered "Sheldon Mini Labs" classes for 6th-8th grade students in the fall with a short schedule of a couple days at a reduced fee, in an effort to obtain greater participation from the middle school youth. The classes did not end up running due to low enrollment (only 1 student).

4h. Instructional Leadership. What expectations did you set this year for afterschool instructors with regards to lesson planning, course development, and student outcomes?

FRANKLIN CROSSROADS (Nancy Wilson, Coordinator):

- All certified teachers were expected to create and follow lesson plans.
- The site coordinator works with school staff to incorporate the action plan into the program.

HIGHGATE CROSSROADS & CROSSROADS EXPLORERS (Joyce Ashton, Coordinator):

- All teachers, that are not given lesson plans to follow, are asked/expected to provide plans that show purpose, strategies and standards.
- Facilitators were expected to engage all students in high interest, grade level activities.
- Emphasis is placed on teachers leading classes that they have high interest in and can show enthusiasm while facilitating

SWANTON CROSSROADS & CROSSROADS EXPLORERS (Kathy Kneebone, Coordinator):

- Instructors are expected to develop and present the lesson plans before the program to have materials ready.
- Often times, a class is one that has been done repeatedly, and the lesson plans are done ahead of time. In that case, the expectation is to come in, review the lesson plans, and gather materials from the after school material space, and create a list of any materials needed.
- At the beginning of the afterschool year, staff meets to review expectations and any changes. This is also a good time for staff to review their class assignment. Additional meetings happen during the year as changes come up like the review of our fire drill policy.
- The week before each session begins, staff are informed that I am in the afterschool office and material space so that they may come in, get materials together, review lesson plans and meet with me if needed.

MVU CROSSROADS (Heather Tuck, Coordinator)

- All instructors are required to complete lesson plans that can be altered to suit the needs of the class.

- New instructors are required to complete a program proposal that I then go over with them to determine if the class works towards the goals of the program.
- All courses are created with the aim of either having a culminating project daily or at end of session or do work towards the state standards. I monitor each class progress while I make my daily rounds and classroom observations.
- Homework Club and tutoring teachers work along the school-day staff to be aware of the students' academic needs. The teachers and I work together to create intervention plans for students who are struggling to maintain basic proficiency levels in school.

MVU AFTERHOURS (Cherie Pfeiffer, Coordinator)

- Staff are expected to arrive on time, be prepared, and be professional. If they are not able to arrive on time, they are required to let the Coordinator know at least a day ahead of time.
- Staff are required to fill out program proposals and lesson plans for the Coordinator to look over and approve first. These proposals and lesson plans must be submitted before the session begins.
- All classes are expected to work towards some sort of culminating academic goal.
- Staff and Coordinator meet before session begins to discuss expectations and goals for the session.
- Staff are encouraged to work together and combine skills to develop new and innovative programming on their own.

SHELDON ASPEN (Stephanie Stecklare, Coordinator)

- ASPEN required that staff turn in lesson plans two weeks prior to the class date. Since we run 6 to 8 week sessions, staff will then modify and accommodate lessons as needed based on student response.
- There was a lot of group discussion when planning each session. Classes were never a directive from the ASPEN Coordinator and lesson plans/ideas were never left up to the teacher to develop on his/her own.
- The Sheldon ASPEN Coordinator also facilitated systems that work for ASPEN students as far as “discipline” and “rewards” based on behavior.
- Child care licensing requires staff report professional development annually and this has been satisfied annually with attendance of school in-service meetings, FNWSU trainings and in the case of the Bookmobile youth literacy workers they attend their monthly AmeriCorps training.

4i. Flexible Structures and Student Choice. What does your program do to ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities? How does your program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?

FRANKLIN CROSSROADS (Nancy Wilson, Coordinator):

- Coordinators meet to share ideas that work in their programs
- Program sites share materials and some staff
- Coordinator meets with classroom teachers to talk about enrichment activities that can be continued in the after school program, especially in science and social studies.
- Students in computer lab only use programs that are grade appropriate or are challenged with more difficult programs.
- The instructor with our student with a hearing is asked to wear a microphone system at all times.
- Student with academics needs get one-on-one help during homework time.
- Peers work together in homework club.
- During enrichment activities students with academic disabilities are partnered with an academic stronger student.

HIGHGATE CROSSROADS & CROSSROADS EXPLORERS (Joyce Ashton, Coordinator):

- The Explorers program offers Homework Help as a parent- student or teacher –student choice. This opportunity does enable students to complete homework with help during our program.

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- A few students choose to skip an Explorers enrichment class to finish homework and get additional help.
- Explorers programs have 3 rotating grade level classes each day and offer a variety of classes from these topics: Math, Science, Literacy, Art and Fitness. Students may choose to come one or 2 days a week.
- Crossroads programs offer Homework Club/Homework Time everyday of the week. Students are aided at their need level.
- All classes are chosen by the participants in the Crossroads program.
- Accommodations are made giving flexibility for individual students to attend and serve their needs as much as we are able with our limited staffing.
- Students are encouraged to attend Crossroads while participating in their favorite sports activity. It is often helpful for students and parents when a student can stay at school for the time between school dismissal and another activity starting. Most students also reap the benefits of Homework Club and get homework started (or finished) with assistance when needed.

SWANTON CROSSROADS & CROSSROADS EXPLORERS (Kathy Kneebone, Coordinator):

- Varied classes including homework, science, sports, math, technology, literacy, arts and team activities.
- Flexibility of leaders and informing leaders about individual student needs are how we accommodate student needs.
- Many of the classes are hands on, are whole group experiences.
- The greatest asset we have to offer our student accommodation for learning needs and experiences is the wonderful staff we have. They are primarily paraeducators and teachers who work with them during the school day, and who enjoy spending time with students, so who better to know each individual need?

MVU CROSSROADS (Heather Tuck, Coordinator)

- I consult with teachers, the principal and guidance counselors to determine the needs of the current middle school student population.
- I network with other after school programs to discuss what activities and procedures work for them.
- When hiring instructors, I strive to employ people with a variety of backgrounds and expertise.
- I offer a wide range of courses including, homework help, tutoring, science, math, art, literacy, health and fitness. Most of these courses are offered daily in multiple themes.
- Class sizes are small. Normally with 6-10 students. This allows for a constructive student-teacher ratio where teachers can provide individualized attention to each student.

MVU AFTERHOURS (Cherie Pfeiffer, Coordinator)

- The MVU AfterHours Coordinator makes sure that my staff has a variety of interests and talents that will benefit my students in a way that will interest them and keep them intellectually stimulated.
- Students are able to select programs that are either one hour or two.
- Programs are offered that appeal to many different grade levels, specifically high school, based upon interest surveys, student response, teacher recommendations as well as what has worked well at other program sites.
- AfterHours encourages students to make independent choices and think for themselves, an example being student-run clubs and new class ideas.
- The class staff-to-student ratio is small. Staff are always willing to challenge students if they are ever in need.

SHELDON ASPEN (Stephanie Stecklare, Coordinator)

- FNWSU has invested in many programs/kits that are child friendly as well as education based, such as: PCS Adventures Bricklabs for 2nd, 3rd and 4th grades, “Discover STEM Lab” for 4th-8th grades, Scholastics Investigator Series and Scholastics “Top 10” book series, Grossology science kits, and Skilltastic athletic kits.
- The Sheldon ASPEN program has been actively using the websites of PBSKids and Artsonia for activities that appeal to children from 1st to 8th grades. The variety and completeness of the lesson plans provided on these websites allow our program to tailor to student interests and ability levels.

4j. Community Partnerships. Who are the people that you partner with and what are the outcomes of your work together this year? (Please use a separate bullet point for each partnership.)

FRANKLIN CROSSROADS (Nancy Wilson, Coordinator):

- UVM Extension Service EFNEP which has offered two cooking programs teaching students about local produce and healthy ways of cooking.
- UVM Extension Service 4-H Programs offered a digital photography class which included working with a software program. Student work was entered into a state art competition.
- Blue Cross and Blue Shield of Vermont sponsored Girls on the Run. One classroom teacher and the guidance instructed this class helping girls grade 5-6 to develop self-respect and healthy lifestyles through running. This curricula addresses all aspects of girls' development – their physical, emotional, mental, and social well-being.

HIGHGATE CROSSROADS & CROSSROADS EXPLORERS (Joyce Ashton, Coordinator):

- This year we were fortunate to have UVM Extension NEFEP classes for Cooking, health and nutrition. We qualify (over 50% of our students are Free and Reduced) so we can receive this programming at no cost. Low income families benefit greatly when their children learn about nutrition, cooking and how to make healthy choices.
- A local Tae Kwon Do Master provided instructors /instruction at a reduced rate to encourage students in healthy activities and motivate some to pursue further training. This was our most popular class. Students gained physical ability and social skills especially concerning respectful behavior.
- Another community member, Mr K from Exordium, held classes during the Summer and Fall session at a reduced rate to give our students hands on natural science classes.
- The Red Cross provided specialized training again during our summer program for students interested in being 'certified' babysitters.
- The Swanton School and Missisquoi Valley Union High School collaborate with us to provide locations for our summer camp.
- The U.S. Border Patrol gave us one afternoon with a patrolman and his/her specially trained drug dog.
- Swanton Police Chief gave one afternoon for a question and answer period and a short demonstration.
- Our Summer Camp partnered with the Vermont National Guard for one week. The VT Air National Guard flew in a helicopter two afternoons for the students to see and actually sit behind the controls. This partnership was used by 2 classes, the community safety program and the Aviation class.
- The local airport arranged a guided tour on two afternoons for the Aviation class.
- The Swanton Fire Dept hosted a safety program with a specially designed 'fire trailer'. The students participated in drills and using fire extinguishers.
- The Bookmobile Program from our district supervisory union shares youth workers with our program.
- National Wildlife Refuge provided an afternoon of nature science.
- "Let's Go Fishing" program provided gear and instruction for fishing.

SWANTON CROSSROADS & CROSSROADS EXPLORERS (Kathy Kneebone, Coordinator):

- UVM Extension NEFEP worked with our students with a cooking and nutrition program during our summer, fall and winter programs. The students prepared meals and learned about ingredients and nutritional values, as well as kitchen safety.
- Red Cross held a babysitting class which certified students in babysitting safety as part of our summer programming line up.
- Vermont National Guard assisted in our summer Community Safety Program, facilitating team games, and lessons including a full value contract and tobacco prevention.
- Swanton Fire Department participated in our summer Community Safety Program teaching students fire safety.
- US Border Patrol was also part of the summer Community Safety Program. Students learned about how the borders are kept safe and how the dogs they use are trained.

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- Swanton Public Library has let us use their space for a reading program, and has kept fliers for our programs to better reach students.
- Swanton Elementary PTO has supported our program by funding the sign up fee for our Odyssey of the Mind class. They also have many events at the school that they work with our schedule in mind.

MVU CROSSROADS (Heather Tuck, Coordinator)

- Mark Sweeney - Exposed Photography: Mark is a parent-volunteer who owns his own professional photography business. His work with the Crossroads students has allowed them to find a hobby that they might otherwise not have been able to pursue.
- Pelkey's Archery: New to this year, our students were bused down to Pelkey's Archery to participate in a youth archery program. This had drawn students who normally wouldn't participate in Crossroads to the program (they eventually signed up for more classes). The students found new role models in the community and I frequently received shinning feedback from the staff at Pelkey's about the students' behavior and enthusiasm. Some of the students will continue on with the youth program independently.
- Swanton Teen Center: Dr. Chip Chiappinelli runs a group called the RAIDers (Raising Awareness Involving Drugs). This is a popular choice for Crossroads students. They enjoy the discussions Dr. Chip leads and using the space at the Teen Center. Because we are able to bus our students home, the RAIDers benefit from a larger student group that might not be able to join if they did not have the ride home. Our students' benefit from the positive mentoring they receive from a well-liked, well-known, and highly-respected doctor in our community.
- The Girl Scouts: This year the Girl Scouts of the Green and White Mountains train the several of my staff to be certified BodyWorks trainers, a program that target teens and their parents to develop an healthy life through physical activity and healthy eating. Our program received several free BodyWorks kits which have, along with the philosophy have been implemented in our fitness and nutrition classes.

MVU AFTERHOURS (Cherie Pfeiffer, Coordinator)

- Guidance: The Guidance department of MVU maintained a supportive attitude, helping to recruit students and providing information about students' special needs. The School Psychologist facilitates a peer counseling program after school.
- Dr. Chip & the Swanton Teen Center- Pediatrician, Dr. Chip hosts a two hour session each week called RAIDer. Students from our program attend at no cost and learn about all types of issues that teenagers face: dating, drugs, drinking, bullying, etc.
- Franklin County Airport: George and Cliff Coy volunteered their time to teach an Aviation class where students learned about physics, aerodynamics, and the technicalities of flying and building an airplane.
- Girl Scouts: The Girl Scouts offered an opportunity for professional development to become trained in BodyWorks, a program to encourage healthy living for teens and preteens.
- American Heart Association: A teacher who was an instructor in AfterHours is also an instructor for CPR and First Aid. He taught a CPR class and managed to certify one of the students by the end of the session.
- Pelkey's Archery: Pelkey's opened its doors to students to practice and learn the art of archery at a reduced rate. This opportunity has encouraged students to go on and include archery in their lives as a recreational activity.

SHELDON ASPEN (Stephanie Stecklare, Coordinator)

- Franklin and Grand Isle Bookmobile – through this partnership the ASPEN program has had one or two of their youth development workers daily providing literacy and other types of after school programming, billed as a service which works out to be at a reduced staff rate.
- Vermont Studio Arts – the Sheldon ASPEN summer camp during the four weeks of July, staff from VSA came in and worked with ASPEN students 1.5 hours every Tuesday to create art work
- America Reads – staff volunteered and spent time with the students this year at ASPEN
- Reading is Fundamental – ASPEN was able to qualify and receive three (3) Reading Is Fundamental (RIF) distributions throughout the school year and summer.

- UVM Extension – During the Sheldon ASPEN 4 week summer camp a UVM EFNEP (Extended Food and Nutrition Education Program) staff person came every morning for three hours, to guide youth in preparing nutrition morning snacks. During the school year, this same UVM EFNEP staff person provided a two hour weekly cooking program for our seven week Spring Session after school program
- Bug Works – staff from the Bug Works program volunteered to provided two two-hour presentations during our Sheldon ASPEN Spring Session, to learn about bugs and to identify bugs in local water sources

Grand Isle SU- *GRACE*- Heather Niquette

4a. Afterschool Program Leadership. What actions have been taken this year to strengthen the afterschool program director's position?

- Director position is full-time
- Director attended 21CCLC conference in Lake Morey, Statewide Afterschool Conference, Advocacy Day, and participated in two ISSAP Learning Strands
- Director participated in other 21CCLC site visits
- Quarterly meeting with Advisory Boards
- Monthly meetings with School Principals, Superintendent, Business Manager, and Curriculum Coordinator

4b. Linkages to the School Day. In what ways is your afterschool program connected to the regular school day? Describe these connections and linkages (e.g., shared staff, space, training, policies, curriculum, leadership support, instructional methods, etc.).

- Follow the school day policies and procedures
- North Hero School Principal is also the Site Coordinator, paid through local funds
- Isle La Motte Site Coordinator is a classroom teacher at the school
- Many program leaders are also regular school day staff/teachers
- Use classrooms and common space for programming
- Site Coordinators have office space within the schools
- Staff are invited to attend local in-service offerings
- Have a webpage and resources on the Supervisory Union Site
- Use same custodial, kitchen staff
- Use of PE, library, classroom, and technology equipment
- Site Coordinators regularly attend staff meetings
- Principals all sit on the Advisory Board
- Teachers and Site Coordinators work together to identify students who could benefit from afterschool programs, who need extra support with specific skills or homework and communicate to exchange work and progress reports

4c. High-Quality Staff. What steps do you take to recruit, train, and retain highly qualified staff? What professional development training did your staff participate in this year and why?

- CPR/First Aid training was done together for Director, Site Coordinators and key afterschool staff
- Director and Site Coordinators attended the Statewide Afterschool Conference in fall of 2010
- Priority for program leadership is given to current teaching staff with good report with students
- Program proposals are required for all new programs
- All staff must be fingerprinted and complete a background check before working in the program
- Clear staff/program handbook
- Staff are invited to attend local in-service offerings
- Competitive pay is offered for all staff

- Share information and discuss a different topic related to afterschool at monthly meetings
- Written job descriptions make clear expectations

4d. Safe and Appropriate Environment. What actions have you taken this year to ensure that students are physically and emotionally safe in your program?

- Follow school day policies and procedures
- CPR/First Aid certified staff on site at all times
- Clear sign in – sign out procedure
- Employ staff that the students recognize and feel comfortable with
- Clear policies and safety checklists exist
- Fire drills are done twice a year
- All staff must be fingerprinted and complete a background check before working in the program
- Follow school day emergency policies and procedures
- Attendance procedures in place
- First aid kits are always on hand
- Walkie talkies or cell phone are on-hand
- Stay at/under a 10:1 ratio
- Feeling of safety is addressed on all student surveys

4e. High Interest Programming. What evidence do you have that your programs are student-centered and that every participant has a high interest in what he/she is doing?

- Students are polled toward the end of each session on what programs they would like to add or see return
- Students/parents self select programs
- Students may request programs, Site Coordinators will design programs based on requests
- All sites have over a 50% participation rate, two out of the four had 100% of the student population participate in at least one program
- Attendance rate is consistent through sessions
- Students enter afterschool with a smile, are eager, and talkative
- Students are sometimes disappointed when programs end and its time to go home
- Students are on each site's Local Advisory Board to share their/their peer's thoughts
- Students are given a number of choices each day depending on the site

4f. School Leadership Support. What actions has your school principal, superintendent, or other school leaders taken this year to support the afterschool program?

- Afterschool is being included in action plans
- Money was allocated from the School Improvement Grant
- Principals and Curriculum Coordinator sit on the Advisory Board
- Business Manager meets regularly with Project Director
- Space is allocated in all schools for programming, administration, and storage
- Principals help with teacher and student referrals
- Supplied the program with a webpage and the tech support to build/maintain it
- Attend afterschool events and celebrations
- Afterschool support has been added to several students IEP's

- 4g. Regular Attendees. What have you done this year to encourage and support regular participation among students?**
- Offer programs that either span multiple sessions (chess club) or that build upon skilled learned in previous sessions (fencing)
 - Encourage regular attendance, only homework help can be drop-in
 - Flyers are distributed two weeks before a new session, registrations are required
 - Fee structure allows families flexibility – doesn't restrict attendance
 - Student representation on local Advisory Boards
 - Employ consistent staff that are well liked by the students
 - Offer a variety of options in programming
 - Hosted afterschool open houses and celebrations
 - Offer high interest programs 5 days a week
 - School day staff recruit and encourage student participation
- 4h. Instructional Leadership. What expectations did you set this year for afterschool instructors with regards to lesson planning, course development, and student outcomes?**
- All new programs must have a program proposal submitted to Site Coordinator that address the course development, student outcomes, and relation to grant goals
 - Curriculum Coordinator and Director are available to Site Coordinators to assist in course development
- 4i. Flexible Structures and Student Choice. What does your program do to ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities? How does your program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?**
- Programs are grouped by grade /ability level and are designed to be developmentally appropriate
 - Seek student input in choosing the variety of offerings
 - Work closely with school administration and partners to avoid overlap
 - Free/social time is offered at the beginning of each day to allow the students to settle in and the Site Coordinator to check-in with each student
 - Offer a balance of programs from academic to physical fitness to enrichment
 - Work with the Director of Student Services for the Supervisory Union to ensure accommodations are made when necessary
- 4j. Community Partnerships. Who are the people that you partner with and what are the outcomes of your work together this year? (Please use a separate bullet point for each partnership.)**
- UVM Extension – The UVM Extension has funded a program in each of the four sites all year that focuses on STEM topics. We have had the same instructor, we is a highly qualified licensed teacher well-loved by the children. Her programs are well attended consistently. In addition to the staffing the UVM Extension has also supplied the supplies necessary for the programs. This has proved to be a wonderful partnership.
 - Island Arts – Island Arts has promoted the GRACE Project through their publications and has distributed our overview and program proposal form to all of their instructors. As a result we have had guitar lessons, painting, and jewelry classes through Island Arts instructors
 - Grand Isle County Clean Team – GICCT is the county's substance abuse prevention coalition. They have been an in-kind supporter by providing prevention programming through their paid staff and supplies. Most recently GICCT led a media literacy program where students examined local advertising around alcohol and tobacco.

- Grand Isle County Mentoring – Grand Isle County Mentoring has promoted our programs with their families and partners. They have made referrals to programs they believe are a good match for their students and we in turn have provided extra opportunities for school-based mentoring.
- Ladies Auxiliary of Alburgh – The Ladies Auxiliary has donated supplies and funds to the Alburgh site. In return the students have done community service projects through GRACE that benefit the auxiliary such as holiday cards to soldiers and Memorial Day messages to veterans. This partnership has also provided a wonderful opportunity to partner multi generations.

LAMOILLE NORTH SU - *THE CONNECTION* - BARB NASH

Cambridge elements of high quality programming

4a. Afterschool Program Leadership

- **The Connection**

4b. Linkages to the School Day. In what ways is your afterschool program connected to the regular school day? Describe these connections and linkages (e.g., shared staff, space, training, policies, curriculum, leadership support, instructional methods, etc.).

- My program shares staff and space with the school. 42.5% of my staff also work at the school during the day. We adhere to the same rules as during the regular school day. We employ some of the same instructional methods as during the regular school day (i.e. Fast Math and Independent Reading).
- An effort is made to have constant and consistent communication with classroom teachers regarding homework requirements and completion of the students in Homework Club.

4c. High-Quality Staff. What steps do you take to recruit, train, and retain highly qualified staff? What professional development training did your staff participate in this year and why?

- I use my connections in the community to recruit staff from outside the school. I regularly encourage school-day staff to teach enrichment classes or tutor in homework club. I believe that if my staff enjoy themselves, they will want to stay. Therefore, I provide them with materials and supplies in a timely fashion, support in planning lessons, troubleshooting when lessons do not go as planned, and support when a student poses a challenge. I have also held staff meetings and communicated my expectations to the staff verbally and in writing. Three members of my staff, including myself, have participated in off-site professional development such as workshops and conferences with the intent of improving instruction.

4d. Safe and Appropriate Environment. What actions have you taken this year to ensure that students are physically and emotionally safe in your program?

- I have made it clear to all students and staff that we follow the same rules as during the regular school day. I have also made it clear as to what those rules are. I instituted a policy in which, in the event of a behavior problem, a staff member gives a reminder the first time, a time-out the second time, and calls me for assistance the third time.
- I have also developed relationships with the most challenging students and people in their support systems (including social workers and parents). I use Responsive Classroom techniques when talking with students and when helping students work out conflicts.

- 4e. **High Interest Programming. What evidence do you have that your programs are student-centered and that every participant has a high interest in what he/she is doing?**
- Students always have two or three enrichment classes to choose from for each day within a session. No class is offered more than twice a year (except 4-H Leadership which is held year round). I have a waiting list for many classes. Students are excited for enrichment and often ask me when new classes start or give me suggestions for what they would like to see offered. Parents and teachers report students expressing happiness about enrichment classes at home and during the school day. Visitors have observed the students looking happy and engaged.
- 4f. **School Leadership Support. What action have your school principal, superintendent, or other school leaders taken this year to support the afterschool program?**
- My school principals checks in with me regularly and makes herself available if I need assistance or have a question. She has help find funding within the school budget to help cover the decrease in funding from the federal government for next year.
- 4g. **Regular Attendees. What have you done this year to encourage and support regular participation among students?**
- I have a list of students who attend programming often and who benefit from being at school after the regular school day ends. If those students do not turn in sign-up forms on time, I call their homes to get them signed up. I also try to keep high-interest programs so that students want to attend.
- 4h. **Instructional Leadership. What expectations did you set this year for afterschool instructors with regards to lesson planning, course development, and student outcomes?**
- I asked instructors to submit informal lesson plans with course objectives highlighted. I expressed the need for all students to be safe, engaged and having fun.
- 4i. **Flexible Structures and Student Choice. What does your program do to ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities? How does your program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?**
- See 4e. for an answer to the first question. Instructors and classes appeal to various intelligences within Howard Gardner's Multiple Intelligence Theory. There is a low student-teacher ratio in all classes to ensure that extra help or one-on-one assistance is available to all students who might need it.
- 4j. **Community Partnerships. Who are the people that you partner with and what are the outcomes of your work together this year? (Please use a separate bullet point for each partnership.)**
- GEORGE SCHABERG OF ROCK-N-ROOT CYCLES; GEORGE VOLUNTARILY (WITHOUT PAY) TAUGHT A BIKE MAINTENANCE CLASS
 - PETER INGULDSTAD; PETER VOLUNTARILY (WITHOUT PAY) TAUGHT VARIOUS OUTDOOR EDUCATION AND RECREATION CLASSES AND BROUGHT IN ANOTHER VOLUNTEER WHO IS AN EXPERT IN NATURE-BASED EDUCATION
 - GREEN MOUNTAIN FARM TO SCHOOL; GMFTS HAS PROVIDED AN INSTRUCTOR TO TEACH AN ENRICHMENT CLASS FOR EVERY AFTERSCHOOL SESSION; THEY ALSO HELP ESTABLISH AND MAINTAIN OUR SCHOOL GARDEN

Johnson Elementary school

4a. Afterschool Program Leadership.

- This year we combined the two leadership coordinators into one coordinator of the all after school programs. This has worked well, as communication between the two coordinators was not always possible. Now one person is coordinating all the programs and it seems to run smoothly.

4b. Linkages to the School Day.

- Our after school programs are not so much linked to our regular school program, they are an integral part of our total school day. All the staff that work in the after school programs also work during the school day. Their after school work is part of their full-time employment. A description of the after school program is included in the school handbook, notices about after school program are included in the weekly school newsletter and school website. All regular school rules of conduct apply during the after school program.

4c. High-Quality Staff.

- We have had a high level of success in our model of building the staffing of our after school program as part of our regular teacher contracts or full-time support staff positions. By doing this, we are able to offer full-time positions, which enables us to recruit from a larger pool of candidates and to retain staff longer, strengthen in our regular school program and having such well-qualified long term staff only serves to strengthen our after school program.. The After School Program Coordinator holds a bachelor's degree in art education and previously worked as a support staff in our building for several years.
- Our after school program staff participate in the same professional development throughout the year as all our school staff.

4d. Safe and Appropriate Environment.

- The after school program occurs in the same physical and emotional environment as the regular school day program. Our school has a highly structured student discipline system, which begins with setting clear expectations and standards for how students conduct themselves in all respects, and builds both logical consequences for misconduct and rewards for good conduct.
- School is locked after school/buzzer is used for someone to come to door

4e. High Interest Programming.

- Student surveys, opportunities for students to voice their opinions about what does and does not interest them. Staff are continually polling the kids informally in planning their offerings.
- Another indicator is the fact that after school enrollment is split almost evenly in grades 1-6.

4f. School Leadership Support.

- The school board has always been highly supportive of after school programs.
- After school program staff do not need to expend any of their time and energy advocating for their programs; they know that if they bring forward good ideas, every effort will be made to make them happen.
- The Principal is the Program Director and responsible for this program.

4g. Regular Attendees.

- Our program structure is such that many students meet the definition of "regular attendee". Although some students may sign up for only one afternoon a week, most sign up for at least two. Also, most students participate all year, not just one term.

4h. Instructional Leadership.

- After school program instructors are all regular school personnel, and half are certified teachers, one of the long standing strengths of our programs is that they are trained to approach their after school offerings in much the same fashion as their regular school day lessons. While they are not required to produce detailed written lesson plans for review by the principal (which all JES teachers are required to do for the core academic/school day program), they are expected to have a structured outline of the objective of each offering, as well as the specific activities to be followed.

4i. Flexible Structures and Student Choice.

- A list of the titles of the various program offerings is the best indicator of how varied the program offerings are. Some offerings are geared toward the primary grades, others toward the upper grades.
- The particular offerings in any given term might very well have to do with the fact that a particular group of kids has expressed an interest in a certain type of activity. The program is all about flexibility: there is no uniform approach; it all depends on what the subject matter is. Some offerings are very physical, some much more intellectual.
- The staff person supervising the homework club is always someone who is very familiar with the school curriculum at all grade levels, and who is trained and experienced in working with students at all different levels of achievement and with very different learning styles.

4j. Community Partnerships.

- Johnson State College: JSC is probably our best source for volunteers for after school programming. JES PTA: The PTA does fundraising to support REACH programs, and from time to time, directly sponsors a particular special event or activity, such as a yoga instructor.
- Lamoille County Restorative Justice: LCRJ operates Club Johnson, funded by multiple grants, offering a variety of after-school, evening, weekend, and summer enrichment and mentoring activities for Johnson youth in grades 5 to 8. It is a partnership between LCRJ, JES, Lamoille Middle School, and Laraway Youth & Family Services.

Town of Johnson. JES continues to partner with the Town of Johnson Recreation Committee in terms of summer programming for Johnson youth.

HYDE PARK ELEMENTARY SCHOOL

4a. Afterschool Program Leadership.

- Director meets with site coordinators monthly
- Director met individually with coordinators for yearend reporting
- Director collaborates with coordinators to strengthen program

4b. Linkages to the School Day.

- Afterschool Program follows “school rules” and implements same 3 step discipline procedure.
- Coordinator communicates regularly with Teaching Staff about specific needs of children
- Utilize same space and share materials
- Many staff members of Afterschool Program work at school during the week
- Principal of school oversees our daily operation of the Afterschool Program

4c. High-Quality Staff.

- Vermont Afterschool Conference
- Other child development or program development classes/workshops

- CPR and First Aid training offered
- Food Safety/Nutrition training attended
- Collaboration between School Teachers and Afterschool Program staff

4d. Safe and Appropriate Environment. Staff trained in Responsive Classroom

- Adults always present
- One staff member each day assigned to handle behavior issues
- Fire drills
- Public address system utilized within the program
- Most of staff CPR certified

4e. High Interest Programming. What evidence do you have that your programs are student-centered and that every participant has a high interest in what he/she is doing?

- Repeat attendance
- Waiting lists for programs
- Parents' positive comments
- New attendees trying the program for the first time

4f. School Leadership Support. What actions has your school principal, superintendent, or other school leaders taken this year to support the afterschool program?

- Assistance with budget
- Asking school board for funds
- Donations from school staff
- Principal available to discuss issues
- Certified teaching staff will to help

4g. Regular Attendees. What have you done this year to encourage and support regular participation among students?

- Offer new classes, diversify offerings
- Scholarships available
- Rate adjustments to families in financial need
- Teachers encouraging students to attend program
- Repeat or add more offerings of popular classes

4h. Instructional Leadership. What expectations did you set this year for afterschool instructors with regards to lesson planning, course development, and student outcomes?

- Lesson Plans for each class
- Objectives set for each class
- Survey results shared with instructors

4i. Flexible Structures and Student Choice. What does your program do to ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities?

- We offer 2 age levels of some programs to meet student needs
- We integrate grade levels to maximize student mentoring

- Free time and snack between school day and afterschool program classes
- Allow students to change activities when appropriate
- Allow students to work at own level

Lamoille South SU – *Unbound* - Kate Toland

4a. Afterschool Program Leadership. What actions have been taken this year to strengthen the afterschool program director’s position?

- The afterschool director continued to participate on the high school leadership team, meet with principals regularly, and stay connected through e-mail with the superintendent to keep her aware of all issues related to afterschool. In addition, the afterschool director is now in the library for the entire time afterschool to extend supervision of homework club and tutoring. This has been incredibly helpful in assessing afterschool “vibe” and immediate needs.

4b. Linkages to the School Day. In what ways is your afterschool program connected to the regular school day? Describe these connections and linkages (e.g., shared staff, space, training, policies, curriculum, leadership support, instructional methods, etc.).

- All space is shared with the regular day as well as behavioral policies. Almost 100% of afterschool staff is regular day staff with almost all of the Unbound instructors being high school students or ml or hs teachers. The ml hw club is staffed in the afternoon by the staff member who runs the learning center in the ml during the regular day and is familiar with both academic and behavioral needs of students. The school nurse is on site for at least an hour most days afterschool and both principals are usually here and available if necessary for afterschool activities. In addition, the director worked one on one and with small groups of high school and middle school students at risk during the day this year so that help was easily extended into afterschool time. Often afterschool staff is a link between regular day teachers, parents, and afterschool attendees for issues like homework, makeup works, and tutoring.

4c. High-Quality Staff. What steps do you take to recruit, train, and retain highly qualified staff? What professional development training did your staff participate in this year and why?

- There is no formal training for all Unbound staff but the need was identified and our first official training with take place on September 9th with Helen Beattie from 1:30-8:30 p.m. This training will mainly focus on climate of afterschool and creating a safe, healthy, and supportive climate but curriculum will be part of the agenda.
- To retain the incredible staff we already have the Unbound director tries to make things easy for afterschool staff by being flexible, subbing when necessary on occasion, and by working with staff and students to keep a safe, healthy, and positive climate so afterschool feels like a good and healthy place to be.

4d. Safe and Appropriate Environment. What actions have you taken this year to ensure that students are physically and emotionally safe in your program?

- Supervision, supervision, supervision. Notice everything. Call parents as soon as there is a concern. Address behaviors right away and make expectations clear through constant communication with students, parents, and teachers.

4e. High Interest Programming. What evidence do you have that your programs are student-centered and that every participant has a high interest in what he/she is doing?

- Enrollment in classes, student feedback (verbally and on surveys), and observation. We also work with students to find the “right” class for him or her. In the library there are several options so that a student never gets “bored” in afterschool. Hiring teachers that students want to be around and enjoy the company of makes programming automatically high interest for many students!

- 4f. **School Leadership Support. What actions has your school principal, superintendent, or other school leaders taken this year to support the afterschool program?**
- 4g. **Regular Attendees. What have you done this year to encourage and support regular participation among students?**
- Get to know students and their families.
 - Handle discipline quickly and fairly.
 - Listen to students' stories afterschool!
 - Allow flexible movement from hw club to other classes so students can work on homework and then go to other courses even after they have started.
 - Hire kind and caring staff.
 - Hire high school students to teach classes!
 - Move ml hw club to library.
 - Do spontaneous things with students who are in the library and not in an official Unbound course; we would sometimes play basketball together or tie dye shirts. Or do art projects or play games as a whole group. Students that seemed to feel a sense of belonging continued to come back each day.
 - Provide taxi services.
 - Make sure teachers felt supported.
- 4h. **Instructional Leadership. What expectations did you set this year for afterschool instructors with regards to lesson planning, course development, and student outcomes?**
- Most of the lesson planning was verbal this year. I did not have teachers fill out forms this year however I talked extensively with them and observed classes frequently. We generally talked about what they planned to do with their classes each week and I provided materials and/or feedback as needed.
- 4i. **Flexible Structures and Student Choice. What does your program do to ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities?**
- Hire talented instructors who know how to develop relationships with students and who are able to assess these things on an ongoing basis.
 - Student surveys
 - Responding to student requests
- How does your program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?**
- Small classes. Classes that represent all kinds of interests and learning styles. Instructors that are also teachers so they know how to differentiate their instruction.
- 4j. **Community Partnerships. Who are the people that you partner with and what are the outcomes of your work together this year? (Please use a separate bullet point for each partnership.)**
- -Dirt Divas: A week long course for Morrisville girls about mountain biking. The course focuses on team building, and developing/strengthening a strong self concept.
 - -River Arts: This partnership involved monthly check ins and partnering on projects when they arise. In addition, Steve Ames allows Unbound to use the River Arts space for classes and he also recommends high quality staff to us on a regular basis. Steve is an incredible resource in this community and often gives advice when Unbound has questions about how to organize something. In addition, Steve Ames serves on the advisory board for Unbound.

- -Hope Grows Community Farms: This organization provided ongoing horsemanship/horse care/farm classes to PAML and PAHS classes throughout the winter and spring. This is the beginning of what is already an incredibly successful partnership. The horse barn provides incredibly high interest activities with instruction that is as good as THE BEST teaching Unbound has ever been around. The programs have a high level of safety and target students at risk who need to build self-esteem and inner strength.

North Country SU- *ENCORE Program* - Beth Brookes

4a. Afterschool Program Leadership. What actions have been taken this year to strengthen the afterschool program director's position?

- The ENCORE Project Director position is well supported by the school boards, principals and Supervisory Union Administrators.
- Project Director is seen as a vital component of the success of maintaining the operations of 11 sites.
- Superintendent has delegated SU funds to support the office of the Project Director.
- The Curriculum Director gives the time of the math and literacy coach to provide collaboration in setting up tutorial programs.
- Project Director position is stable. The current Project Director has been with ENCORE since the inception of the 21C grant award (7 years).

4b. Linkages to the School Day. In what ways is your afterschool program connected to the regular school day? Describe these connections and linkages (e.g., shared staff, space, training, policies, curriculum, leadership support, instructional methods, etc.).

- All ENCORE programs are located within the community school and are an extension of the school day. Schools provide classroom, gym, kitchen and library space.
- After school programs are noted in their school's action plan.
- 92% of ENCORE after school staff are regular school day staff.
- Site Coordinators meet with the building principal and teachers on a regular basis.
- ENCORE follows school day policies and procedures (noted in school's handbook)
- Support of janitors, nurses and hot lunch agents
- Coordinator regularly meets with principals and Superintendent, Director of Curriculum
- Superintendent, Director of Curriculum, eleven building principals and Project Coordinator are active members of the ENCORE Advisory Board.
- ENCORE staff members are invited to attend school's professional development activities.
- Site Coordinators and Project Coordinator meet on a monthly basis to collaborate on programming ideas; what's working – what's not.
- Students are referred to ENCORE's tutoring and homework clubs by their teachers. Teachers collaborate with ENCORE staff to ensure student's needs are being addressed.

4c. High-Quality Staff. What steps do you take to recruit, train, and retain highly qualified staff? What professional development training did your staff participate in this year and why?

- Recruit school based staff; 92% of ENCORE's staff consists of teachers and non-teaching staff.
- Program leaders, assistants and consultants are approved by the building principal, Site Coordinator and Project Coordinator.
- Written self-assessments and performance evaluations are conducted annually. The combination of self-assessment and performance evaluations fosters a collaborative environment with strong feedback that strives for positive outcomes.
- ENCORE staff retention is high with 80% of the staff working two or more years in the program.
- All ENCORE staff members have successfully completed a criminal background check.
- ENCORE staff are educated in school policy and procedure.

- ENCORE provides a staff handbook/manual to Site Coordinators.
- Rate of pay is based on a teacher's per diem rate for Program Leaders \$23.00/hr, Program Assistants \$12.00/hr and Site Coordinators \$25.00/hr.
- ENCORE staff are invited to school's Professional Development opportunities.
- ENCORE staff members have a sincere dedication to the well being of students.
- ENCORE's Project Coordinator and Site Coordinators (when appropriate) participate in professional development opportunities coordinated by the Vermont Department of Education 21CCLC, including the annual conference, state wide meetings and conference calls.
- Staff understands the developmental needs of students.
- Staff provides continuity; students see familiar faces, which can make a child feel more comfortable about participating in a program.

4d. Safe and Appropriate Environment. What actions have you taken this year to ensure that students are physically and emotionally safe in your program?

- Clarified and revised procedures for afterschool programs concerning dismissal, emergency contacts and chain of command.
- ENCORE provides staff with a safety checklist, which is reviewed several times each year.
- All school based programs follow established behavioral and procedural guidelines set up for the safe functioning of the school before, during and after hours
- All of our staff has CPR and Restraint Training
- Five sites have a nurse on duty during after school hours; four sites have guidance counselors participating in the after school program for students as needed.
- Cameras have been installed throughout the building in order to monitor safety
- Staff to student ratios are kept low to ensure adequate supervision.
- Staff members use walkie-talkies when anyone goes outside the building or if the building's rooms don't have phone access.
- Site Coordinators have access to student medical records and emergency contact information.
- A first aid kits is readily available to ENCORE staff, is maintained and reviewed by the school nurse on a monthly basis. Any staff member taking students away from the building must take a first aid kit with them.
- Sites have a systematic sign-in and sign-out procedure. Site Coordinators sign in all students and verify that all students are accounted for. During pick-up, the Site Coordinator greets parents, guardians or designated person, and ensures the students are signed out.
- ENCORE personnel model positive behavior; cooperation, caring, respect, appropriate adult/adult and adult/child relationships.
- All Site Coordinators must have CPR training and it is encouraged to have at least two other staff members be CPR certified.
- Any severe behavioral problems are logged in an incident report and discussed with the parent that day. In addition, the incident report is discussed with the building principal the next day. Appropriate consequences are put in to place according to the school's behavioral policy.

4e. High Interest Programming. What evidence do you have that your programs are student-centered and that every participant has a high interest in what he/she is doing?

- Programs are hands-on, inquiry based, and intentionally designed around the needs of the students for each individual school. Each site has a similar structure of homework/tutoring, enrichment and physical fitness/nutrition.
- Feedback in the form of student and parent surveys are conducted after each program. Students, parents and teachers have opportunities to collaborate with ENCORE staff regarding the types of programming they would like. This encourages the student to become vested in the program.

- Program offerings are based on research and best practices for students.
- ENCORE provides consistent scheduling.
- Students are excited to display and share their work on the school's bulletin boards, newspapers and school newsletters.
- When appropriate, programs are designed to connect the content to the student's life and/or community.
- ENCORE creates programs with the students in mind. Programs that are engaging are highly successful and this is evident by the numbers ENCORE serves.
- Students have a variety of programs to choose from. Some sites are trying a choice time. Having choice time allows students to choose from a variety of different activities where they can work independently or in a small group. This is especially successful if a child needs to stay, but doesn't have a particular program that they would like to participate in.

4f. School Leadership Support. What actions has your school principal, superintendent, or other school leaders taken this year to support the afterschool program?

- All sites have their principal as part of the ENCORE Advisory Board
- Principals are active participants in program structure and content
- Principals encourage teaching staff to participate in after school programs
- Principals held Project Director in recruiting program leaders and assistants from the community
- Principal's support after school community functions.
- Principals support and aid Project Director in securing other funding sources.
- Superintendent and Principals update school boards on after school successes
- Superintendent allocated Supervisory Union Medicaid funds for all sites for intentional tutoring programs
- Superintendent allocated \$18,000.00 towards expenses of Project Director

4g. Regular Attendees. What have you done this year to encourage and support regular participation among students?.

- School day staff encourages students to participate by "inviting" them to a program they may be teaching.
- Older students are encouraged to take on some mentoring responsibilities in the after school program. This empowers the older students and the younger students benefit as well.
- All sites do a great job of promoting their after school program with colorful brochures, bulletin board notices and staff encouragement.
- Students sign up by choice.
- Students and parents are surveyed on a regular basis.
- Caring, nurturing, safe environment
- Flexibility in programming and designing programs around family and children needs

4h. Instructional Leadership. What expectations did you set this year for afterschool instructors with regards to lesson planning, course development, and student outcomes?

- Program leaders are required to fill out program proposals that have identified clear learning objectives and goals of proposed program.
- Program leaders provide a stable and consistent environment.
- ENCORE's staff provides an inquiry based, hands-on learning environment that is creative and flexible.
- ENCORE's staff knows the program goals as well as the needs of their students when developing and delivering programming.
- Program leaders are given ample planning time for programming.
- Site Coordinators meet with direct service staff on a weekly basis and/or as needed.

- Excellent collaboration between classroom and after school teachers; shared vision, resources and ideas around what students need to become successful learners
- Convey high expectations of quality programming and the ability to connect with kids

4i. Flexible Structures and Student Choice. What does your program do to ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities? How does your program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?

- ENCORE works closely with other after school programs i.e., intramural sports, Boy & Girl Scouts, to ensure children have an opportunity to participate in both.
- Students choose from a variety of age appropriate programs.
- Student and parent surveys help determine what is working and what doesn't work.
- Students sign up for programs (except referrals for tutoring, homework is mandatory on most days)
- Attention to each and every student.
- Sites that may have to limit the number of students attending for a particular program are run several times a year to ensure all students who want to participate do so.

4j. Community Partnerships. Who are the people that you partner with and what are the outcomes of your work together this year? (Please use a separate bullet point for each partnership.)

- Project Director is part of a community steering committee that is assessing the needs of students within our community in regards to physical fitness and nutrition. This opportunity has opened the door for developing several partnerships throughout the community; North Country Hospital, Vermont Department of Health, Department of Children and Families, Community Action Groups, etc.
- ENCORE has a strong partnership with Siskin Ecological and Green Mountain Farm to School. Both entities are considered contracted services; however, both meet with the Project Director on a regular basis to help design meaningful programs for children. Siskin and Green Mountain Farm to School provide numerous volunteer services to our programs; reduced rates for services, no charge for collaboration on programming, pooled resources for funding sources, grant writing collaboration.
- IROC is another strong partner that has recently set up many free scholarship programs for students to participate in. IROC promotes healthy choices and offers swimming for reduced rates as well as many other physical activities.
- Rand Memorial Library provides summer services to students in the towns of Troy and Jay/Westfield.
- Troy PTA & Jay Community Association has done an amazing job with the promotion of ENCORE and fundraising.
- CHAMMPS – Jennifer Black is the director the Community Health Coalition that helps facilitate healthy eating and physical fitness opportunities in our area.

North Country SU - *Out of School Program-ISHINE* - Jeane Kadmiri

4a. Afterschool Program Leadership. What actions have been taken this year to strengthen the afterschool program director's position?

- The Afterschool Program Director and Out of School Program Coordinator attended the Fall training together.
- Afterschool Program Director and Coordinator meet every two weeks to review program needs
- I was seeking more ways to give the Afterschool Program Director more responsibility for the program. However, the delineation of tasks matches our talents and the needs of the program.

4b. Linkages to the School Day. In what ways is your afterschool program connected to the regular school day? Describe these connections and linkages (e.g., shared staff, space, training, policies, curriculum, leadership support, instructional methods, etc.).

- I am the PBiS coach for Newport City Elementary School. As the school moves forward in training and procedure of this model, I am connecting it to the training for Out of School Program.
- We continue to use NECAP data, teacher data, and report card score data to direct the academic needs of the children in the program
- Daily communication with classroom teachers regarding student needs – academic and social happens
- Math Club and Literacy Clubs are taught by teachers and offer an extension to the learning that happens in the classroom throughout the day.
- School day teachers are tutoring one-one
- School day teachers are volunteering to assist with homework groups
- Cafeteria staff provides snacks
- Bus driver is the same driver from the school day; school picks up transportation cost
- Our school board chairperson, a teacher and principal sit on our board
- Full year usage of the school and supplies
- Program office in the school
- Consistent use of space
- Teachers recommend programming based on student needs
- Behavioral policy mirrors the school policy
- We adhere to all school policies
- Teachers lead in-service for program staff – i.e. responsive classroom, literature circles and math homework help
- Coordinator has access to all school records

4c. High-Quality Staff. What steps do you take to recruit, train, and retain highly qualified staff? What professional development training did your staff participate in this year and why?

- We have a consistent program staff. In January, our program numbers grew and we had two high school students leave for sports so we advertised, used the Department of Employment and training and hired two new people. In addition, we needed to hire a one-one. A staff member recommended a person and we were successful in employing a highly skilled person.
- We have a consistent staff because: we provided strong initial training that includes clear job duties, two weeks of mentoring support, and daily feedback and input. In addition, we clearly state our mission and hire people that have a like-vision.
- We have staff meetings one time per month – do team building, problem solving and staff sharing of ideas
- We continue to work through the responsive classroom book Teaching Children to Care. Staff have reading assignments and a written response to connection questions are essential. Staff are paid for their time.
- We participated in the YPQI program. I couldn't attend the formal trainings but did what I could on-line. Five staff members were a part of the initial assessment. Our action plan follows

YPQI Assessment 2010-2011

Newport City Out of School Program

In the Fall of 2010, a team of five staff members from the Newport City Afterschool participated in an observation/assessment of activity during a specific time at the Afterschool Program.

Prior to the assessment, the Director and the staff were trained in the YPQI model of assessment. The purpose of the assessment was to increase positive interactions and high quality interactions amongst program children and program staff.

Our actual tallies are posted on the YPQI website under assessment. Through the observation/assessment practice we were able to aptly identify three areas for improvement. The need for improvement in these areas became our program goals and focus for staff development.

Our goals are:

1. Ensure all safety procedures and policies are up to date and practices are routinely held for fire drills, evacuations, and lock downs.

-actions taken thus far have been: revised fire drill procedure and one practice drill

-coordinated school evacuations and lock down plans with the Programs. Practice is set for March 2011.

2. Increase positive interactions between children and staff of the Program.

-Actions taken thus far: Selected the Responsive Classroom book, Teaching Children to Care. Asking all staff to read the designated chapters of this book. The book is the focus of our staff development work.

-Design a checklist of behaviors that staff will use to ensure positive engagement

-Incorporate PBiS work being done by the school into the Program structure

3. Increase the amount of input children have into the Program design

-Actions taken thus far: Fridays at the Program are choice time. We have asked the children to plan the Friday Fun Days.

-KAFE (6th grade program) is focused on student input. We have strengthened this program by hiring a certified teacher and certified para-educator to lead and assist the sixth grade in implementing their designed programs. Results so far: Awarded Kids Care Grant, Planned and lead the fall Hike For Hunger (200 people), Planned Family Fun Night, and lead the Thanksgiving food drive – collected, boxed and delivered food boxes to 13 school families.

- The YPQI was interesting. I am not sure we will use it again. It made the staff aware of the behaviors they were doing and the impact they had on children.

4d. Safe and Appropriate Environment. What actions have you taken this year to ensure that students are physically and emotionally safe in your program?

- We reviewed all policies and procedures
- We practiced, regularly, fire drills
- We had bus issues so we taught bus safety, wrote plays about bus safety, role-played bus safety, involved the parents in education about bus safety, and both the director and coordinator rode the bus regularly, and at one point, we took the bus away for a week.
- We continue to align the program rules and policies with the school rules
- We maintain small adult to child ratios 1:5 or 1:6.
- We teach pro-active social skills in small group time, especially in the summer

4e. High Interest Programming. What evidence do you have that your programs are student-centered and that every participant has a high interest in what he/she is doing?

- The Sixth Grade KAFE program was revived this year. The sixth graders secured money for programming, decided what they wanted to do and carried out programs and activities for the younger children in the program.
- Children gave the program suggestions on what they wanted to have for clubs
- In the summer, kids have many choices, on a daily basis about participation in activities
- Activities involve movement and hands on learning
- Interesting and fun presenters lead many of the activities
- We employ a mixture of young and old which meets the needs of the children

4f. School Leadership Support. What actions has your school principal, superintendent, or other school leaders taken this year to support the afterschool program?

- New administration has learned about the program
- Coordinator made a 30 minutes presentation to the board
- Principal has participated in out of school program activities
- Principal visits the program every night before he leaves
- Transportation continues to be covered by the school
- Principal allows Coordinator to attend to Program meetings and needs
- EPSDT and Medicaid funds have been designated for ASP - \$11,000

4g. Regular Attendees. What have you done this year to encourage and support regular participation among students?

- Added Girls on the Run
- Added Farm to School
- Hired Quality staff
- Keep the Program consistent, predictable and safe
- Meet children's needs – academically and socially
- Had lots of food
- Had celebrations
- Fair in handling conflicts
- Engaged parents

4h. Instructional Leadership. What expectations did you set this year for afterschool instructors with regards to lesson planning, course development, and student outcomes?

- All staff was mandated to attend staff meetings and complete assignments
- All staff was required to participate in YPQI
- Lesson plans are completed with Goal, Activity and Assessment
- Group Leaders are made responsible for their assistants. Group Leaders can direct them as needed
- Summer Group Leaders are given additional training time and time to work with their assistants
- In Summer, all staff fills out a daily reflection sheet
- Group Leaders, especially summer, meet with grade level teachers for training and ideas

- 4i. **Flexible Structures and Student Choice. What does your program do to ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities? How does your program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?**
- We survey children at the beginning and end of the program for information about what they want to engage in.
 - We have at least three choices of activities per day
 - We regroup children when they are struggling
 - We meet with child and parent when there is a struggle and accommodate the needs or interest of the child
 - When students are not responding to an activity or program, we ask ourselves why? And make adjustments
 - Staff input is critical
 - Having staff input into programming is critical
- 4j. **Community Partnerships. Who are the people that you partner with and what are the outcomes of your work together this year? (Please use a separate bullet point for each partnership.)**
- Newport City Elementary School – space, supplies, transportation, great communication
 - Newport City Recreation Department – space, equipment, instruction, fun physical activity for children, positive community connections
 - Goodrich Memorial Library – Programming, space, staff, supplies, community connection, children excited about the library
 - North Country Hospital – Food, nourished children
 - United Church of Newport – volunteers, shared personnel, funding
 - Northwoods Stewardship Center – Outdoor adventure
 - Farm to School Program – gardening and nutritional eating
 - NEK Human Services – Therapeutic Services for ¼ of program population – staff

ORANGE WINDSOR SU - *ONE PLANET PROGRAM* - CARRIE McDONNELL

- 4a. **Afterschool Program Leadership. What actions have been taken this year to strengthen the afterschool program director's position?**
- Director has logged 35 hours of professional development since August 2010, including the 21CCLC Annual Retreat, VSACN workshop “Best Practices”, Vermont Afterschool Conference, and “Building and Guiding an Active Advisory Board”
 - Flexibility and creativity have been built into the director position. The director is overseen and evaluated by the Grants Coordinator at OWSU, but there is a lot of freedom for the director to seek outside input (community, parent, research on best practices, etc) and shape the programs based on the collective data.
 - Strong ties and good communication between director and OWSU central staff.
 - Highly-qualified site coordinators follow through on Director's recommendations.
- 4b. **Linkages to the School Day. In what ways is your afterschool program connected to the regular school day? Describe these connections and linkages (e.g., shared staff, space, training, policies, curriculum, leadership support, instructional methods, etc.).**
- Shared supplies, including kitchen supplies for snacks, office materials, and some sports equipment.
 - Shared space—all of our schools have provided site coordinators with an office space and provided access to classrooms, storage space, gymnasium, kitchen/cooking area, computer lab and outdoor playgrounds.

Vermont Department of Education

- Shared policies—we carry over many school behavior policies and all safety policies.
- School staff share/inform our site coordinators on student behavior plans and IEPs.
- Shared staff-
 - All of our homework supervisors are either regular school day teachers or paraeducators. They are hired with the expectation that they will communicate regularly with student classroom teachers regarding homework assignments and student behavior.
 - 47% of our staff this year were regular school day teachers or paraeducators.
- Academic Tutorial—We use school-day teachers as tutors. Students are referred by their classroom teachers and academic goals are set by classroom teachers, so we can target specific needs of students.
- Free School-wide Events with special activities, food and entertainment sponsored by Sharon One Planet, but open to ALL students and well attended by non-One Planet students:
 - 1) Hot Air Balloon Rides (August)
 - Rides for students; one student created Flip video of event
 - 2) Lights-On Celebration (October)
 - Included pizza, fall art activities and outdoor obstacle course
 - 3) Giant Map of Africa (December)
 - Brought National Geographic Giant Map for school-day and afterschool use
 - 4) Winter Holiday Celebration (February)
 - Included cookie decorating, ice skating, caroling, and making bird feeders
 - 4) Farewell Assembly for Sharon Site Coordinator, Katie Johnson (June)
 - Every child in school created a scrapbook page for Katie; two grades sang farewell songs, and 15 students gave short speeches about Katie and their One Planet experience

4c. High-Quality Staff. What steps do you take to recruit, train, and retain highly qualified staff? What professional development training did your staff participate in this year and why?

- We recruit regular school day teachers with flyers, emails and conversations.
- We recruit highly qualified staff with advertisements in the Randolph Herald and Upper Valley News.
- We offer competitive hourly wages: \$25 for tutors, \$20-22 for teachers, \$15 for homework supervisors, \$12 for Teaching Assistants.
- Professional Development--As a licensed program, our staff is required to attend 6 hours of professional development. We pay for their time and travel when attending workshops, and we provided 3 workshops to all our staff on site: “Best Practices,” “Commitment to Kids” and First-Aid/CPR training.
- Sharon Site Coordinator=32 hrs of professional development since Aug 2010
- South Royalton Site Coordinator =100+ hrs of professional development and coursework since Aug 2010
- Tunbridge Site Coordinator=22 hrs of professional development since Aug 2010
- We applied for a STARS rating and all three of our programs earned 2 STARS. Now that we’ve taken first steps to become a STARS program, we will continue to take necessary steps to develop a high-quality staff so that we can increase our STARS rating.

4d. Safe and Appropriate Environment. What actions have you taken this year to ensure that students are physically and emotionally safe in your program?

- Physical safety:
 - Practice fire drills; staff uses walkie talkies/cell phones to communicate; 2+ staff per site have a current CPR certification; participants divided into age groups; staff uphold school expectations for student and staff behavior.
- Emotional safety:
 - Staff informed on student IEPs & IBPs.

- Staff is trained to value the voices of children so they can help students work through conflicts rather than dictating what should happen.
- Tunbridge Site Coordinator has created an Individualized Behavior Plan for two students who were regularly disruptive due to ADHD. Rather than punishing students for their disruptive behavior, she helped students redirect their energy and offered positive incentives. She also educated the staff on how to more effectively deal with children with ADHD. The Site Coordinator saw significant improvement throughout the year.
- Bullying is considered a serious offense. Site Coordinators work with both the bully and the bullied to help resolve conflicts. Site Coordinators are in regular communication with school counselors and other school staff.

4e. High Interest Programming. What evidence do you have that your programs are student-centered and that every participant has a high interest in what he/she is doing?

- We use student surveys (1-2x yearly) to evaluate our current program and plan future programming.
- We use a mixture (50/50) of core staff and outside experts. This structure allows for solid relationships to form between core staff and students, while also exposing students to new teachers, new ideas, and new activities.
- We regularly use curriculums that are kid-tested and kid-approved like Kidz Math, Kidz Lit, the Boston Children’s Museum’s “KIDS Afterschool”, Readers’ Theater, and SPARK.
- “Student of the Week” awards are highly anticipated.
- Student leadership opportunities. In Sharon, participants planned and executed a school-wide dance. Students felt empowered by the experience. In Tunbridge, participants were encouraged to help with snack preparation and meal planning.

4f. School Leadership Support. What actions has your school principal, superintendent, or other school leaders taken this year to support the afterschool program?

- Superintendent invited One Planet Director to a district-side school board meeting to do a power point presentation on the program. The presentation was well received—it was informative and inspirational for all of the school boards, and it sparked interest in Strafford and Chelsea where there is not a One Planet Program in place.
- Superintendent continues to be an advocate for the program and offers his input when needed.
- The school principals have very different approaches to the programs, but are all supportive in their own way.
 - Sharon Elementary School principal has been the most active. This year he headed the hiring committee for the new Sharon Site Coordinator, attended advisory board meetings, attended 5+ school-wide events offered by One Planet, volunteered within our program occasionally, and worked closely with One Planet when structuring the summer tutorial.
 - South Royalton School principal is not often directly involved in program, but is vocally supportive and supports using \$8,000+ of CFP funds for One Planet tutoring.
 - Tunbridge Central School principal is not often directly involved, although supports using \$3000+ of CFP funds for One Planet tutoring. She also has attended program events and regularly stops in to check on afterschool activities.

4g. Regular Attendees. What have you done this year to encourage and support regular participation among students?

- We encouraged families to enroll their children for the year by offering a 25% discount on the final session for families who enroll for entire year.
- We offer a multiple child discount.

- Many activities involve session long projects (theater productions, dance productions, student leaders planning school dance), which encourages students to attend week after week so they can complete their ongoing projects.
- Our hours are convenient for working parents; during the school year and summer we are open until 5:30pm; in the summer we open at 7:30am.
- Regular Attendees have increased by 19% this year (135 RA in 2009-10, 160 RA in 2010-11)

4h. Instructional Leadership. What expectations did you set this year for afterschool instructors with regards to lesson planning, course development, and student outcomes?

- Lesson plans are required for new Activity Leaders and recommended for Activity Leaders who do not have a teaching degree. In lesson plans, instructors are expected to state daily goals and align activities with our program goals.
- Student surveys (done 2x yearly) are used to evaluate success and interest in activities offered and inform us on how (or if) we should development a particular topic/course.
- Tutors are expected to assess students' progress and submit a mid-year and end-year report with this data.
- Our core staff, Site Coordinators and Program Director are evaluated 1x a year in January.

4i. Flexible Structures and Student Choice. What does your program do to ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities? How does your program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?

- Students are broken into age groups (K-2 & 3-6) and programming is designed to be age appropriate.
- We consider Vermont Grade Standards and 21st Century skills when planning/scheduling an activity.
- Flexibility in Homework Club: Students are encouraged to work at their own pace. Alternative activities (reading, quiet individual games, etc) are made available to those who finish before the period is over.
- Individual tutorials are offered to students who need one-on-one attention.
- Our activities encourage cooperative processes and/or attaining self-set goals rather than intra-group competition.

4j. Community Partnerships. Who are the people that you partner with and what are the outcomes of your work together this year? (Please use a separate bullet point for each partnership.)

Sharon Partnerships

- Sharon Recreation Department— provided \$1800+ to support our 2010 Summer Program. In the winter, we combined efforts to offer a K-2 basketball program twice weekly during the winter. 25+ kids participated a day.
- Sharon Elementary School--Per school's request, One Planet now oversees several of the clubs that the school used to be responsible for, including the Cross Country Ski Club and Outdoor Club. It has been a successful transfer—we have more students attending our programs and the school supports us with volunteers, help with communication, access to materials and equipment, etc.
- Baxter Library—offered extended library hours to our students, allowing for expanded reading time and exposing them to a different place in the community.

South Royalton Partnerships

- South Royalton Recreation Department—Donated \$4000 to our 2010 Summer Program.
- VSA Vermont—Provided our program with 8 hrs of free reading programming.
- South Royalton Town Library—Offered extended library hours to our students, allowing for expanded reading time and exposing them to a different place in the community.

- Health Connections of the Upper Valley—Provided our program with important community health data which we have used when writing grants; wrote One Planet into a grant and we expect to receive \$500 next year for local produce for a cooking class.

Tunbridge Partnerships

- Tunbridge Recreation Department—Contributed \$2700 towards 2010 Summer Program to help cover the cost of swimming lessons and transportation.
- Hunger Free Vermont—Funded a Learning Kitchen program, which included a 12 hour cooking/nutrition program for 4th-8th grade students. They contributed over \$1500 in food and materials.

Orleans Southwest SU - *REACH!* - Nicole Miller

4a. Afterschool Program Leadership. What actions have been taken this year to strengthen the afterschool program director's position?

- This is the current program director's second year in the position. She was also a Site Coordinator at one of the elementary sites for three and a half years.
- The program director has:
 - participated in two site visits to other 21C programs this year: North Country Supervisory Union and Grand Isle Supervisory Union
 - hosted a 21C site visit for REACH! this spring
 - participated in two ISS-AP strands this year (1. Building Programming and Administrative Skills 2. Building and Guiding an Active Advisory Board)
 - begun meeting with a regional group of 21C directors

4b. Linkages to the School Day. In what ways is your afterschool program connected to the regular school day? Describe these connections and linkages (e.g., shared staff, space, training, policies, curriculum, leadership support, instructional methods, etc.).

- Shared Staff – Our program strives to have a percentage of our staff coming from the school staff. Sites are staffed by a mixture of para-educators, school day teachers, food service personnel, and other school day employees.
- Shared Training - Site Coordinators and the Program Director attend the district's week-long inservice in August. They are also invited to attend inservice trainings throughout the year. Two Site Coordinators and the Director attended a crisis prevention training offered by the district.
- Shared Space – All programs are located within the school building. Each site coordinator has a space to store afterschool materials, and an "office" space. Sites regularly use cafeterias, libraries, classrooms, and other spaces within the school for program offerings.
- Shared Policies – REACH! follows each school's expectations and rules. One Site Coordinator is the school's PBIS coordinator. We recognize the need to familiarize all core staff with PBIS in each school, and this is a goal for next year.
- Shared Curriculum – Site Coordinators communicate with school day teachers to link REACH! programming with what is happening in the classroom, or identify skills or topics that are not being offered during the school day.

4c. High-Quality Staff. What steps do you take to recruit, train, and retain highly qualified staff? What professional development training did your staff participate in this year and why?

- Staff are recruited based on their commitment to school and the students.
- We aim to strike a balance between consistent staff each session, as well as bringing in a few new faces.
- Site Coordinators dialogue with colleagues regarding programming and potential staff.
- Brought in community members with areas of expertise including; Meredith Holch, an award winning clay animator and writer, Marie LePre Grabon, local artist, Black Belt Pyramid, tae kwon do instructors, Lamoille Country Conservation, nature instruction, among others.

- High level of experience and training
 - All core staff are training in CPR and First Aid
 - Staff have extensive experience working with youth, and in most cases, teaching. Many core staff members have additional training, such as working with students with special needs, through their school-day position.
 - Site Coordinators attended the *VT Afterschool Conference*.
 - Two Site Coordinators and the Director were trained in *Non-Violent Crisis Intervention*.
 - Director and one Site Coordinator attended *Bridges Out of Poverty* training.
 - Two Coordinators attended the *VT Afterschool for All Legislative Day* this spring.
 - One Site Coordinator attended the *21C Leadership Retreat* in August alongside the Director.

4d. Safe and Appropriate Environment. What actions have you taken this year to ensure that students are physically and emotionally safe in your program?

- Low student to leader ratios, with active supervision.
- All staff and volunteers complete the appropriate criminal record check.
- Extra staff support for individual students is made available when appropriate.
- Staff communicate expectations for safety and respect daily.
- Site Coordinators are made aware of students' medical needs, and speak with school nurses for additional information. This information is then conveyed to instructors on a need-to-know basis.
- Nurses have trained Site Coordinators in how to administer EPI pens.
- All major student safety and discipline concerns are communicated to the principal for clarification, guidance and action.

4e. High Interest Programming. What evidence do you have that your programs are student-centered and that every participant has a high interest in what he/she is doing?

- Activities are designed to encourage hands-on learning, with a student-centered focus.
- Students' input was valued and acknowledged.
- A key success of our programs is the staff's connection to the students. Students enjoy spending time and learning from certain staff members, and are then requested for additional programming, or extended activities.
- Many of our programs run at full capacity, with consistent attendance.
- Students share stories of REACH! programming with their families, teachers and friends.
- Some programs start with lower attendance, and within a week, signups increase.
- Older middle/elementary students often teach or help out during activities for younger elementary students. Younger students enjoy learning from other students, and these programs are successful.

4f. School Leadership Support. What actions has your school principal, superintendent, or other school leaders taken this year to support the afterschool program?

Principals support Site Coordinators and the program by:

- demonstrating a willingness to meet with Site Coordinator and Program Director to discuss programming, challenges and other issues.
- helping fund REACH! through both local school budget funds and grants.
- attending REACH! events.
- encouraging school day staff to be involved with the program

Other supports include:

- Special educators and classroom teachers utilizing the program to help meet student needs.
- This summer, we are integrating the Hardwick Summer Learning Camp with a math lab professional development course, to avoid creating a parallel program, and compete for students. This was initialized by the district's Curriculum Coordinator.

4g. Regular Attendees. What have you done this year to encourage and support regular participation among students?

- Communication with parents – Staff stay connected with parents, communicating with them regarding attendance, payments/financial support, scheduling, changes in medicine or behaviors, home life, etc.
- Communication with students – Regular check-ins with students to get feedback regarding participation and attendance. We also make presentations about upcoming programs at some sites. All sites utilize bulletin boards, newsletters and other methods of communication.
- Communication with classroom teachers – We always welcome teacher feedback about programs. We encourage them to speak to their students about attending REACH!
- Providing an encouraging environment – All students are made to feel welcome and valued. We recognize them for their participation.
- Flexibility – We recognize that not all students will enjoy an activity, especially for those students who attend everyday. We offer multiple activities for each grade level as often as possible, and are always willing to speak with students about other ideas.
- Scheduling of programs – We offer a wide range of academic, social, fitness and recreational activities, striving for a balance across the session and the year. Our programs generally run for a set number of weeks, on a specific day. In some cases, we offer the program more than once per week to keep group sizes smaller, allow for more students to participate, and encourage students to come more than once a week.

4h. Instructional Leadership. What expectations did you set this year for afterschool instructors with regards to lesson planning, course development, and student outcomes?

The following expectations were set this year for instructors around lessons planning and student outcomes:

- Instruction needed to be appropriate for the age and a range of abilities.
- Staff were expected to be flexible and have a “plan B”.
- Lessons were planned with themes and connections to prior learning.
- Lessons needed to be relevant to students’ lives, and connect with their experiences.
- Staff were expected to solicit feedback from students to evaluate and modify curriculum content.
- Instructors were encouraged to have a culminating project or activity.

4i. Flexible Structures and Student Choice. What does your program do to ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities? How does your program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?

- Students are generally divided into grade level groups, with one program per grade level group offered per day. However, we offered additional offerings as often as possible.
- Mobility between groups is allowed if appropriate.
- Experimentation with student helpers (older participants working with a younger student group, or even teaching it). This was successful in two sessions of origami, run by 6th grade students, with the assistance of staff.
- Site Coordinators communicate with special educators and others to best accommodate students with different learning needs.
- We offer a range of types of activities, aiming for a balance across the session, and the year.

4j. Community Partnerships. Who are the people that you partner with and what are the outcomes of your work together this year? (Please use a separate bullet point for each partnership.)

Craftsbury:

- Sterling College – We work with Sterling College to place work study students in REACH! to support students in homework and activities.

Vermont Department of Education

- Craftsbury Public Library – The librarian reads books to participants and provides an activity that goes along with the book. Students connected with this community member, felt more welcome at the library, and were encouraged to keep reading.
- For the coming year, we are working with Hosmer Point Camp and Craftsbury Recreation Committee to provide additional summer 2011 programming.

Hardwick:

- Hardwick Recreation Committee/Hardwick Trails Committee – This partnership helps us provide year-round recreation programming for students. Summer programming includes swimming lessons, sports & adventure camp, and general use of the Hardwick Trails system. This winter, we completed our second year of an elementary x-country ski program. Other areas of collaboration include a story walk project, and the annual Pumpkin Walk.
- Jeudevine Memorial Library – We continued our partnership with Jeudevine Memorial Library. The children’s librarian provides programming once a week throughout the school year. Students enjoy working in the library, and the connection with literature.

Hazen:

- 4-H St. Johnsbury – This 4-H office provided an Americorps worker to provide programming this year. Offerings included Digital Photography and Veterinarian Science.
- Girls Move Mountains – This organization runs a week-long summer program called “Dirt Divas”. We have attempted two variations of school-year programming, but both have been unsuccessful.

Wolcott:

- 4-H Morrisville – This 4-H office continued their long partnership with Wolcott’s program. They provide science programming to a variety of ages through the year. In addition, they make science and technology curriculum and materials available.
- Glee Merritt Community Library – The community library is housed in the school building, and the community librarian provides programming once a week throughout the school year.
- Lamoille Country Conservation District & Nature Center – An educator from this organization came to teach a group of older students (3rd-6th graders) about VT animals and adaptations. The educator’s services were offered at a reduced rate.

RIVENDELL INTERSTATE SD - *VISIONS* - TAMMY MACQUEEN

4a. Afterschool Program Leadership. What actions have been taken this year to strengthen the afterschool program director’s position?

- This year was my fourth year as Director of Visions so I know the program well and I am totally, 100% invested in its success! .We finally have consistency at Visions.
- I worked 80% (30 hours) this year and had time to try to strengthen some of our weakest program areas.
- I attended the state offered workshops: August Director’s Conference, Fall VT After school Conference, and winter Tutoring strand (one session).
- I have worked at Rivendell for 11 years and have many connections with all three schools and the Rivendell community. Because I have been in the district I know the administration well and I know most of our students.
- I taught a workshop at every site so I could spend time building relationships with our Visions kids. I also spent one day per week helping students with homework.
- I live in the community and therefore invested in the success of Visions.
- I presented to the school board this year. They are very supportive of this program.
- I am a member of the admin team which meets monthly to talk about administrative issues. Since all three principals, the superintendent and all other department chairs attend, it’s a good place to be.
- I meet with the business manager monthly and supervisor weekly.

- I am the summer coordinator and morning program teacher. This position helps in my work because I get to really see the program and get to know all of the summer camp kids.
- I am a member of SIT (School Improvement Team) where we discuss Visions issues and I can get advice.

4b. Linkages to the School Day. In what ways is your afterschool program connected to the regular school day? Describe these connections and linkages (e.g., shared staff, space, training, policies, curriculum, leadership support, instructional methods, etc.).

- We have our own room at the middle school and this makes a huge difference for our kids. Students have mailboxes and teachers leave assignments and mail for them. Students know where to go directly after school and have a place to leave their personal items.
- Because I am here during the day, I check in with teachers about missing work. I am also a part of the EST (Educational Support Team) team for middle and high school.
- We have several school day staff in after-school so they know the curriculum and have actually been in classes to know what instruction was given, and assignments that students need to complete.
- The Director checks and monitors all Visions students' grades/report cards.
- We have many teachers as workshop presenters and homework café staff and that connects the day with after-school.
- I meet with the principals at least one a week to discuss Visions and to get and give program updates.
- Two of our Site coordinators are school day employees. The third is a community member who offered several workshops prior to becoming a coordinator. The kids already knew her so it was an easy transition.
- Director works with students during the day as a Title/Reading teacher.
- Both the math and literacy consultants work in the program tutoring students.
- Principals of all three schools are VERY supportive of Visions and see the value of what we do.
- The special education teachers at SME and RA work in the program.

4c. High-Quality Staff. What steps do you take to recruit, train, and retain highly qualified staff? What professional development training did your staff participate in this year and why?

- Director and site coordinators attended the Director's Retreat at Lake Morey and the fall VT after-school conference.
- We hire staff with good qualifications and experience.
- This year we had much more of a shared responsibility model and this made the staff feel more committed and connected to the program. They kept all of their own File Maker data and helped with snack reimbursement and tracking student data.
- All three coordinators use Laptops to keep data and to support our communication system. We use our own Visions conference on First Class and we speak to each other on a daily basis.
- We have monthly staff meetings.
- We try to offer a competitive salary and compensate those staff who have worked for Visions for several years. We try to give staff members at least a 1% raise.
- Staff is appreciated several times during the year with small gifts and cards. Each and every day they hear how amazing and wonderful they are!
- We celebrate all of our staff at the end of the year celebration.
- We have fun, but we do it while helping kids become more successful. That's why people want to work for Visions. They know this program makes a difference!

4d. Safe and Appropriate Environment. What actions have you taken this year to ensure that students are physically and emotionally safe in your program?

- Every year we revise our Visions handbook and give it to all staff, students and parents to review. Our handbook outlines all of our important policies and procedures.
- We have a strict “no-bullying” and put down policy. We make this policy clear to all students and parents on the first day and re-visit the policy when necessary.
- We have increased the snack offerings this year, giving students more of a choice of healthy snacks and drinks.
- We work diligently at Visions to build close relationships with our students. We make an effort to get to know the parents and families of our kids and do not hesitate to call home and communicate when necessary.
- We offer a variety of workshops that have a healthy/physical activity component to them. We want kids to be healthy physically, mentally and emotionally. We also have a counselor on staff at each program to help kids with school/family issues.
- We practice fire and safety drills each trimester.
- All of our staff members and volunteers are finger printed and approved by the Director , Visions Supervisor and the Superintendent.
- At both elementary schools parents must sign put students and speak to the coordinator before taking their children.
- We have a late bus with the same, consistent driver. The kids are used to him and feel safe with him. Video tapes are used when behavior issues arise. The Operations Director plays an important role in Visions success.

4e. High Interest Programming. What evidence do you have that your programs are student-centered and that every participant has a high interest in what he/she is doing?

- This year we increased attendance in al of our programs. This was due to exciting offerings and a wonderful staff.
- We continue to give the older students the more responsibilities including mentoring and working with the snack coordinator. This promotes student leadership and commitment to the program.
- We hear kids talking and asking about Visions during the day. They have begun to recruit other kids to join us.
- We listen to our students. They complete programming surveys and we worked hard to find presenters who have a variety of skills and talents. We eliminate programming that has low attendance.
- We offer many choices for workshops that include crafts, arts, music, physical activity, careers, business sense and more.
- The kids really enjoy the Dartmouth mentors and the graduate students from Thayer and this is an incentive to come back to Visions.
- We continue to promote and run Raptor Retail, the Academy’s first school store and this is exciting for the older kids. This year we began a division at Samuel Morey and it was full, with 12 students attending.
- One of our goals this year was to add special programming and field trips. This is a great way to attract attendees. We went on five trips (farms swimming, the theater, and bowling) and the kids had an amazing time. We also added more hands on workshops like sign language, drumming, AMOS science programs, horseback riding and the PuppeTree Company.
- We added an exciting vacation camp where students had the opportunity to travel the world. They ate food, learned dances, practiced speaking the languages and more.

4f. School Leadership Support. What actions has your school principal, superintendent, or other school leaders taken this year to support the afterschool program?

- The principals and superintendent met with me regularly to discuss the programs. Most principals were willing to help if discipline issues arose.
- The school board asked to see me twice this year. They were very interested in the success of the summer program and offered much kudos to the program. They added an additional \$10,000 to the school budget for Visions. Next year they are considering adding the director's salary in the school budget as well.
- The SIT (School Improvement Team), under the leadership of Gail Keiling, superintendent, continued to be my brainstorming team. They offered advice, listened to issues and dilemmas, and helped with programming and funding ideas and suggestions. They also edited and helped create the final copy of the Visions handbook.
- We had the support of the Superintendent and Academy principals to open and use the climbing wall and the high school photography dark room.
- The new middle school principal was amazing! She fully supported the program.
- Each principal allotted space in their weekly newsletter for Visions information and announcements.
- Principals verbally supported the program by telling parents and students about it. They helped recruit students, especially for the summer program.

4g. Regular Attendees. What have you done this year to encourage and support regular participation among students?

- We link our summer program to the school year curriculum—we offer summer reading support and this definitely gets kids to attend the morning academic programs. Once they are here, they end of staying for the afternoon camps as well.
- Our kids love our staff and that makes a difference. They want to come because they feel comfortable, safe and cared for.
- Visions offers a variety of activities and they are differentiated for students needs, wants and likes. This year we offered programs like Odyssey of the Mind, Spring Theater, and E-Cyber Mission. These programs attracted different types of learners.
- Our summer program was very successful. We offered quality workshops like hiking, scrapbooking, fly fishing, dance, rocketry, mountain biking and more, and this encouraged students to come during the school year as well.
- We offered high interest programming during the school year that included: Wall Crawlers, Floral Design, Lacrosse, Wii Dance, Woodworking and several Raptor Retail workshops.
- We offered mentoring from administrators, teachers, staff, high school students, and college students.
- We made it a priority to build consistent and lasting relationships with all Visions students.
- We offered several great field trips including The Wizard of Oz at Northern Stage, a definite highlight for staff and families. Our annual end of the year family celebration is getting more and more popular—this year we only had 80% of families come because there was a Tornado warning!
- We began some combined elementary and middle school programming. This encouraged mentoring and relationship building among programs.
- We help kids with homework and once they see their grades improve and feel more successful, they want to come back.
- We offered programming specifically designed for our youngest students so the older kids didn't feel like they were always paired with the younger students.

4h. Instructional Leadership. What expectations did you set this year for afterschool instructors with regards to lesson planning, course development, and student outcomes?

- We continue to use our Workshop Presenter Agreement that includes expectations and lesson planning.
- All instructors meet with Visions Director/Coordinators to discuss lesson plans and objectives.
- After each session, the Director and coordinators meet for a follow up discussion about presenters and workshops to get feedback and suggestions for the next presentation.
- We ask students for feedback about workshops and presenters and discuss this information with presenters.
- We have many returning presenters and they understand what we are trying to accomplish at Visions.
- We expect that students are engaged and learning, but also having fun. Fun is a key element to running a successful afterschool program.

4i. Flexible Structures and Student Choice. What does your program do to ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities? How does your program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?

- Every session we make an effort to have a variety of activities that include: sports, recreational, arts and others. In total more than 50 different workshops were taught. These activities included options for all learners. We had auditory, visual and tactile/hands-on workshops.
- We used the facilities we have at our school and surroundings like the Rivendell Trail, the Connecticut River and the climbing wall.
- We encouraged students to take risks and try activities that challenge them. The climbing wall was totally new for our kids and for some, not easy to do. We even offered an all girls climbing club this year! This helped the girls to feel more confident about taking risks and meeting challenges. .
- During homework café, we have students work in small groups, sometimes by grade level and or assignments.
- We created separate academic programs for our K-2 students since their homework looks very different than that of the older children.
- Our K-2 program was themed based this year. Since many kindergartners do not have homework, we created activities that promoted academic learning.
- We offered three summer academic programs that were fun, exciting and enriching.
- We have lap top labs at each school and the kids love using them.
- We use our library at all three programs so kids can get books and have things to read.

4j. Community Partnerships. Who are the people that you partner with and what are the outcomes of your work together this year? (Please use a separate bullet point for each partnership.)

- Dartmouth College: This year we had more mentors at every site and it was very successful. The students became mentors and friends to our children. These mentors included students from the America Reads Program.
- Thayer Society of Engineers: Each session this year the Thayer graduate students offered workshops in Cool Science and Inventing. This was an amazing program for our students because they learned about engineering careers and science and had fun while doing it! All expenses, including supplies are donated by Thayer.
- Local libraries: All four town libraries supported us by creating programming, offering library hours for our children, and donating supplies when needed. The Orford Social Library displayed our students' summer photography photos and art work.

Vermont Department of Education

- Community Presenters: Several community members presented workshops like Rocketry, Sign Language, Chess, Paper Art and more. These people gave time and money to the program all while mentoring and building relationships with our students.
- Local newspapers: We received *Newspapers in Education* from both the Valley News and the Journal Opinion so our students can read and keep up on the latest news.
- Allen Avery Memorial Fund: Every year this fund gives \$5,000 to \$10,000 to support the Visions program.
- Rivendell Trails Association: Paid for Trail Coordinator who taught several workshops this year. They also maintain the trails our students use. They donated GPS equipment for students to use during workshops.
- SIT: This committee of administrators and community members is our advisory board and they supported us with ideas and suggestions. They help tremendously with the Visions handbook and give advice about fees and other structures. .
- Pastures Campground: Made donations to our program and each year gives us a facility to hold events at a discounted rate.
- Lake Morey Resort: The resort gives the program donations, food for snacks, and allows Visions to use the facility for golf, tennis and winter activities. The owner of the inn and his wife often present workshops.
- CRREL (Cold Regions Research and Engineering Laboratory) : A first year partner, this laboratory sent scientists to both elementary programs to teach free workshops. All supplies and instruction were paid for by CRREL.
- Vershire Riding School: This was an amazing opportunity for our students. This year we have the privilege to taking WES students to the school to learn how to take care of horses and how to ride. We did pay for the workshop, but at a really reduced rate.
- Montshire Museum: Offered workshops and free admission to the museum.

Rutland Northeast SU- *Afterschool Programs* - Debbie Bratton

4a. Afterschool Program Leadership. What actions have been taken this year to strengthen the afterschool program director's position?

- Program director attended the Vermont 21st CCLC annual directors conference and participated on the Advisory Board ISS-AP.
- The program director chairs the Steering Committee.

4b. Linkages to the School Day. In what ways is your afterschool program connected to the regular school day? Describe these connections and linkages (e.g., shared staff, space, training, policies, curriculum, leadership support, instructional methods, etc.).

- Teacher communication of student behavior, strategies and techniques, or plans that are in place during the school day.
- Teachers are available to discuss homework expectations in their classroom; assignments are often communicated to SOAR staff to ensure that students get their homework done.
- Curriculum overlap, for example, the Sudbury/Whiting site did sugaring at the same time Whiting school studied it. There was cooperation and shared resources used by both the school and after school program.
- SOAR also uses the Responsive Classroom and Olweus Bullying Prevention Program. The book "The First Six Weeks of School" shared with each program leader.
- School day rules are adopted and followed during the after school program.
- Classrooms at the school are used for our programming.
- At Leicester, several clubs were developed because the school day staff saw a need.
- At Neshobe, the principal is a resource when it comes to behavioral concerns.

- 4c. High-Quality Staff. What steps do you take to recruit, train, and retain highly qualified staff? What professional development training did your staff participate in this year and why?**
- Most of the program staff works in the schools, as assistants, para educators, substitutes, and teachers.
 - Significant ongoing professional development occurs for school employees and benefits the afterschool programs.
 - All staff is required to attend specific training which applies to afterschool programming.
 - Retention of staff is high, thus allowing for growth and continuity.
- 4d. Safe and Appropriate Environment. What actions have you taken this year to ensure that students are physically and emotionally safe in your program?**
- Students are required to follow school rules which provide consistency from the school day.
 - There is access to a telephone in every room.
 - Outside doors are locked.
 - Adequate staff is provided and there are always two staff persons present. A low student to staff ratio is present at all sites.
 - Most of the staff is certified in CPR and first aid, and sites maintain a first aid kit.
 - Program space is adequate for the number of students present.
 - Games and toys are in provided and in good condition.
 - SOAR is included in the school's emergency and crisis plan; this document is readily available to SOAR personnel.
 - A letter announcing the start of the program, hours of operation, and locations is mailed/emailed to all local law enforcement agencies each fall.
 - At Leicester, the Home School Coordinator or Principal is on site during programs.
- 4e. High Interest Programming. What evidence do you have that your programs are student-centered and that every participant has a high program?**
- When student populations are large enough, club choices are offered each session.
 - The programs provide students with new opportunities and experiences.
 - Field trips are planned at least monthly.
 - Students are in age appropriate groups so that the material presented is interesting and challenging.
 - Homework support is provided to assist students and better ensure their academic success.
 - Socialization and mentoring is incorporated into the program
- 4f. School Leadership Support. What actions has your school principal, superintendent, or other school leaders taken this year to support the afterschool?**
- Principals are very supportive of the program and have aided in helping out with student behavior issues.
 - Principals act as a sounding board when situations with parents, staff and students arise.
 - At Leicester, the Co-Principal functions as the site coordinator for the school year program while the Home School Coordinator performs that function for the summer program.
- 4g. Regular Attendees. What have you done this year to encourage and support regular participation among students?**
- Opportunities to assist parents with paperwork.
 - Family outreach, parents are asked why their child may not be attending the program and encourage enrollment.
 - Staff is very supportive and demonstrates through conversations and actions that they themselves enjoy spending time with participants.

- EST process is used to identify students who would benefit from participation in the program.

4h. Instructional Leadership. What expectations did you set this year for afterschool instructors with regards to lesson planning, course development, and student outcomes?

- Program Leaders are asked to complete monthly lesson plans to be turned in with a summative assessment at the end of each theme.
- Three meetings are held annually in which program leaders meet to share ideas and talk about upcoming field trips and to help plan for upcoming themes.

4i. Flexible Structures and Student Choice. What does your program do to ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities? How does your program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?

- There is time when guided choice is allowed for students. This is most often seen on the playground during recess time and during free play time indoors.
- Age groups are mixed, when appropriate. Older students can benefit from being role models and helpers in the younger group.
- There is a great deal of flexibility with assisting students with their homework; there is the option of doing it a separate space, in a silent room or with the help of a staff person.
- A variety of club topics are used to address the wide variety of student interests.
- Students attending Leicester school have the option to attend SOAR at Neshobe school.

4j. Community Partnerships. Who are the people that you partner with and what are the outcomes of your work together this year? (Please use a separate bullet point for each partnership.)

- SOAR has a long standing relationship with Otter Valley Union High School and encouraging students to be mentors for SOAR students. This is successful due to Neshobe's guidance counselor. The program has the added benefit of encouraging high schoolers to participate in a community service project which later may lead to a job as a helper on the SOAR staff.
- We have had some success with RSVP a nationally known community service organization which pairs older adults with the programs. One individual was with the program for several months in the fall.
- SOAR continued their partnership with GMRCC with a successful and well-attended program. An informational meeting with interested students and their parents was held with the GMRCC representative. The leader introduced the program, expectations, and fielded questions prior to the commencement of the program.

MIDDLE SCHOOL PROGRAM:

4a. Afterschool Program Leadership. What actions have been taken this year to strengthen the afterschool program director's position?

- Program director attended the Vermont 21st CCLC annual directors conference and participated on the Advisory Board ISS-AP.
- The program director chairs the Steering Committee.

4b. Linkages to the School Day. In what ways is your afterschool program connected to the regular school day? Describe these connections and linkages (e.g., shared staff, space, training, policies, curriculum, leadership support, instructional methods, etc.).

- On-site coordinator is located at school, which increases ability for daily communication with classroom teachers and administration.
- Majority of club programs are located at the school utilizing school space, equipment, and other resources.

- The program and school personnel share resources to enhance student learning. Program personnel, especially the homework club assistant, collaborate and confer with school personnel, to develop strategies to assist students. A daily email of student progress during homework club is sent to middle school classroom teachers and allowed for two-way communication.
- On-site coordinator attends middle school meetings that are relevant to school's policies, conduct, and instructional methodology as deemed necessary.
- School staff is recruited as program leaders. Out of 73 club offerings this year, 39 were led by staff employed by RNESU, with 12 staff being unique to Otter Valley and offering 1 or more clubs during the school year.
- School food service provided snack for the afterschool program.
- School staff and administration are members of the Steering Committee.
- Afterschool information is included in school newsletters, website, in guidance counselor's office as well as bulletin boards are made available for postings and promoting club program.
- The program follows and adheres to school's overall policies thus clear rules, boundaries, expectations, and consequences are established by the connection with school day policies.

4c. High-Quality Staff. What steps do you take to recruit, train, and retain highly qualified staff? What professional development training did your staff participate in this year and why?

- The preference is to hire personnel already employed within RNESU, ideally from the site's host school.
- All staff must meet minimal requirements/qualifications of job description for the position for which they seek.
- Program leaders are recruited through past success as a program leader, as well as targeting known, well-respected individuals and organizations to be program leaders.
- Performance evaluations are conducted annually for program staff.
- Site coordinator receives annual professional development. This year included the ISS-AP strands developed by the Vermont Center for Afterschool Excellence of "Enhancing Deep Youth Engagement with Program Design" and "Setting a Vision for Excellence in Summer programming".
- Orientation is provided for first-time program leaders.

4d. Safe and Appropriate Environment. What actions have you taken this year to ensure that students are physically and emotionally safe in your program?

- 21C program is included in school's emergency response plan as an afterschool activity and this document is readily available to 21C personnel.
- Program leaders receive an orientation prior to working directly with students and receive a list of student names and emergency contacts as well as emergency evacuation procedures.
- Emergency evacuation drills are practiced each session.
- Any student identified within the school district as in need of 1:1 individual support and it is written in their IEP to include after school care will have the support of a 1:1 in 21C programs if they enroll.
- Background checks and fingerprinting are required on all personnel, including program leaders, hired to work in the 21C programs.
- A first aid kit is readily available and accessible, in nurse's office, to 21C personnel and program leaders.

4e. High Interest Programming. What evidence do you have that your programs are student-centered and that every participant has a high program?

- Opportunities for student input exist that include "Wall of Ideas", surveys, informal discussions, and collaboration with existing student council.
- Variety of club choices offered that allowed students to sign up for programs that interest them.
- The evidence of regular attendees is indicative of an engaging and interesting club program.

- Club program is now established as a middle school afterschool program on site with potential to keep growing each year.

4f. School Leadership Support. What actions has your school principal, superintendent, or other school leaders taken this year to support the afterschool?

- Middle school principal serves on the Steering Committee.
- Middle school principal allows and encourages the inclusion of afterschool club news and updates in the monthly school newsletters, on the middle school website, at monthly advisory meetings, as well as dedicated bulletin board space for posting flyers and club information.
- Middle school principal is readily available for questions, intervention, and in emergency situations.
- School secretarial staff communicates on a daily basis middle school afterschool club information via announcements, both verbally and written.

4g. Regular Attendees. What have you done this year to encourage and support regular participation among students?

- Site coordinator maintains regular daily contact with students during afterschool time as well as morning advisories, mid-morning breaks, and lunchtime.
- Site coordinator has established relationships with current 7th graders this year who have shown interest in participating next year.
- Site coordinator and middle school personnel conducted outreach to students on a regular basis to encourage participation.
- Various strategies were established to promote the club offerings including hand distribution to students, brochure mailings to households, inclusion in school newsletter, website, and local newspapers, flyers on bulletin boards, and peer to peer word of mouth.
- Addition of Tuesdays to current late bus transportation schedule allows transportation home 4 days a week, Monday – Thursday.
- Students are encouraged to enroll in club using colorful and appealing program brochures distributed at the start of each new session.
- The program provides flexible schedules for those students participating in other school and/or community activities.

4h. Instructional Leadership. What expectations did you set this year for afterschool instructors with regards to lesson planning, course development, and student outcomes?

- Program leaders are provided with a Club Leader Packet containing the necessary information to develop quality programs.
- Program leaders are expected to provide engaging, hands-on, inquiry based programs that develop skills and knowledge over the course of a session. This balance of strong academic based activities with fun hands-on activities strives to increase student's overall skills.
- Daily informal debriefing is conducted with program leaders and afterschool personnel to discuss pertinent student behaviors and/or observations from the day's programming.
- Staff collaborates and confers with classroom teachers to develop strategies and appropriate tools to assist and supplement a student's learning, especially in homework club.

4i. Flexible Structures and Student Choice. What does your program do to ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities? How does your program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?

- Program leaders receive information in their club leader packets about characteristics of middle school students that assists them in keeping their program and activities age-appropriate as well as challenging and interesting to this age group.
- Program accommodates students with special needs by accessing school resources and by requesting assessment of the student's needs. Consultation with special educators is available to assist in planning inclusive programs for students with special needs.
- Club choices span a variety of topics to meet the needs and scope of all students' interests.
- Frequent communication with classroom teachers allowed the homework assistant to be aware of individual student needs and areas of needed improvement. Classroom teachers are highly valuable in addressing the learning style/pace of individual students.

4j. Community Partnerships. Who are the people that you partner with and what are the outcomes of your work together this year? (Please use a separate bullet point for each partnership.)

- The Boys & Girls Club of Brandon provided program coordination, planning, and execution of school vacation camps. They also fulfilled role of program leader for a session of club offerings in which the club was scheduled to be held at the BGCB.

Southwest Vermont SU- Mosaic- Robert Marine

4a. Afterschool Program Leadership. What actions have been taken this year to strengthen the afterschool program director's position?

- The Director continued to be included as a member of the Superintendent's Administrative team in order to increase the accountability of the After School and Summer Program. The director has full responsibility for instructional leadership, fiscal and operational management, partner and donor development, sustainability planning, media relations, program evaluation, and grant responsibilities. The Director continues to attend not only monthly SVSU board meetings but has also become involved with the other various boards in the SVSU. He at times has been asked to address the board on the current and future standing of the Mosaic program as well as volunteering to make presentations to such boards. The Director's position is stable and well supported by Superintendent.

4b. Linkages to the School Day. In what ways is your afterschool program connected to the regular school day? Describe these connections and linkages (e.g., shared staff, space, training, policies, curriculum, leadership support, instructional methods, etc.).

- All Mosaic sites are located in SVSU schools, and there is a continuation for all Mosaic programs to enlist teachers and paraprofessionals from the school where they are taking place. All Mosaic participants take part in the Mosaic programs at their school, and for that reason all behavior and instructional expectations are familiar to the participants. District policies and standards for both participants and instructors are enforced and all Mosaic participants are transported by the same bus company as regular school. All site coordinators are instructors at their Mosaic school during regular school hours and all Mosaic Activity Instructors are required to turn in lesson plans based on the SVSU model for teachers. These lesson plans must link directly to state standards as do the regular school teachers. Additionally, Principals from all Mosaic sites are also on the Mosaic advisory board which meets regularly every two months. Each site coordinator keeps his or her faculty informed of programming. Programs are developed using school staff input, and the Director is visible in all schools and is available at all times to discuss concerns and future program development.

4c. High-Quality Staff. What steps do you take to recruit, train, and retain highly qualified staff? What professional development training did your staff participate in this year and why?

- While staffing preferences for activity instructors are given to current teachers and Paraprofessionals, Mosaic is always looking to recruit highly qualified instructors from the community at large. Interviews are conducted to ensure the hiring of the best possible candidate and a sample lesson plan is required before hiring occurs. There is a written job description that must be approved by the SVSU board to make certain all job requirements are met. There are also written work agreements that are discussed and signed before work begins. Compensation has been increased to \$25.00 an hour in order to attract instructors with knowledge and experience. Fingerprinting and background checks are required for all that work with Mosaic programs and a positive workplace environment is cultivated. We offer both school community credit and pay to high school students that are involved with Mosaic. Mosaic has offered professional development in two areas this year. Both of these areas were recommended in last year's state report. We have developed a schedule for regular site coordinator meetings where information and training in different areas and concerns can take place and we have had training in fire drill procedures and regulations.

4d. Safe and Appropriate Environment. What actions have you taken this year to ensure that students are physically and emotionally safe in your program?

- Perhaps our most direct action taken this year in this category was to teach and implement Fire drill procedures at all Mosaic sites. Our staff, starting with our Site Coordinators, has become more attentive to students and their various situations with the experience of the first year behind them. Our sign in and sign out procedures have evolved to cover the many student and parental need and desires discovered in our first year. All sites use and are familiar with the SVSU policies on school safety, and fingerprinting and background checks are still required for all employees. All students have an adult on site that they feel comfortable talking with and school counselors have become more involved in not only the selection of student participation but also in a recurring role with the students as they progress. All SVSU safety policies are clearly given to all students and instructors and students that do not follow such policies are asked to leave the program if they cannot adhere. There are measures taken to ensure proper student/activity instructor ratios. First aid kits are readily available at all sites

4e. High Interest Programming. What evidence do you have that your programs are student-centered and that every participant has a high interest in what he/she is doing?

- There is a wide variety of programming. The middle school alone offers 15-24 programs on a regular basis. We have had much more support and therefore more participation by both school teachers and support staff. We have made efforts to survey the student body as a whole to elicit their choices for future programs and it has been the determination of the Director to procure the most experienced instructors to teach those programs. Mosaic attendance numbers have grown since the first year as an indication of this evidence. There is also a developing dialog with parents to create new and different programs.

4f. School Leadership Support. What actions has your school principal, superintendent, or other school leaders taken this year to support the afterschool program?

- School principals are regularly involved with programs, and they are also on the Mosaic Advisory Board that meets every two months. With Mosaic's assistance not only has a new mentoring programs with Southern Vermont College been arranged with Principals at MAUMS and Bennington Elementary, but Mosaic has been directly involved in working with the school principal at Bennington Elementary to procure an additional ESL teacher to aid one of our students. The Director and Site coordinators have been asked to speak at faculty meetings and all local school boards are aware of and support the program. In addition all Mosaic schools contribute monetary funds to the Mosaic program as a whole. The Superintendent/Director have also arranged for a half hour local access TV show to highlight both Mosaic programs and student needs. The Director has also arranged with the Superintendent's approval for a half hour a week local radio station show where Mosaic partners and students can discuss program.

- 4g. Regular Attendees. What have you done this year to encourage and support regular participation among students?**
- All Mosaic sites have worked on putting out an attractive brochure. We have learned that our brochures are our first line of communication with our parents and we have responded with not only more attractive and comprehensive brochures but ones that help parental concerns as well. We offer free snacks and in the summer free lunches which are greatly valued by many of our families. Scholarships are always available and freely given. Mosaic strives to never allow monetary concerns to keep a student out of our programs. We attempt to create programs that are high interest and are constantly looking to meet the desires of our students and parents. Programs are sought throughout the community to create out of school interest and community members are recruited to help instruct in their expertise. Mosaic considers the community at large the “school or site” and we are always looking for programs to involve our students.
 - Many articles have been written in the local papers, the Bennington Banner and the Penny Saver to describe and invite participation in certain programs. Mosaic is also offering parental participation in some of its summer programming.
- 4h. Instructional Leadership. What expectations did you set this year for afterschool instructors with regards to lesson planning, course development, and student outcomes?**
- As we did last year, Mosaic requires lesson plans from all Activity Instructors and are reviewed by site coordinator and/or the Director. Our lesson plan format follows the SVSU format as well, so most instructors are familiar with it. This past year Mosaic partnered with Southern Vermont College to survey students both involved and not involved with the Mosaic program. This information was well received and plans were made according to the responses to adjust certain aspects of the Mosaic program. Some courses administered pre and post tests in conjunction with assessment surveys. Additionally, Site Coordinators and/or Director interview all prospective activity instructors and a sample lesson plan is part of this interview process. The Director works directly with some site coordinators in developing programs and brochures and often contributes programs developed in the community. All courses offered must align with one of the four aspects of Mosaic. And a review of instructors occurs after the end of each program. Site Coordinators are encouraged to look for the best instructors based on a number of criteria. Class descriptions must be submitted beforehand and evaluated by site coordinators. Mosaic plans more survey and post activity activities to get an even better grasp on what is expected and how was that goal achieved.
- 4i. Flexible Structures and Student Choice. What does your program do to ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities? How does your program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?**
- Mosaic is reaching out to students and parents alike to develop new programs. We are developing a system for next year, a mail box, at the middle school whereby the students can recommend and create new programs. Mosaic has extended its hours to accommodate student and instructor schedules. We offer a class in the evening and we now have two before school programs as well. We are looking for more balance in regard to the four Mosaic categories and we are now offering a multiage program to not only get more family interest but as a mentoring process as well. Mosaic is also offering more programs by age/grade groupings so that every age group can have the opportunity to be involved in programs that they are interested in. A wide variety of programs are offered at each site to encourage participation. We also look for instructors throughout the community, not just in the schools. Paraprofessionals are enlisted to aid students with needs and high school and college students are also sought for this purpose. Well attended classes are offered in the next session or offered more than once in one session, and tutoring is available both in school and privately.

4j. Community Partnerships. Who are the people that you partner with and what are the outcomes of your work together this year? (Please use a separate bullet point for each partnership.)

- Abbey Group- provides free and reduced snacks and lunches
- Bennington Battle Monument- participates in Magical Mystery Tour BUS- teaching on site
- Bennington Book Shop- participate in Downtown program-expert teaching on site
- Bennington Center for the Arts- participates in BUS-expert teaching on site
- Bennington College- participates in College 101 class and School of Rock class
- Bennington Sheriff's Department-participates in COPS program
- Bennington Free Library-participates in BUS-teaching on site
- Bennington Fire Department-participates in COPS program
- Bennington Museum-participates in BUS class-expert teaching on site
- Bennington Pizza House-participates in Downtown class
- Bennington Police Department-participates in COPS program
- Bennington Potters,Inc.-participates in BUS class-on site learning
- Bennington Rescue Department-participates in COPS program
- Bennington Sports and Graphics-participates in Downtown program
- Curly Earl's- helped run the Rosie's Girls prom dress activity
- CAT-TV- provided classes on video production and a half hour show per month
- Community College of Vermont-participated in College 101 class
- Crazy Russian girls Bakery-participated in Downtown and BUS programs
- Friendly Ice Cream Shoppe-participated in Downtown program
- Green Mountain Express- aided in transportation throughout multiple programs
- JCPenney-fundraising partner
- Madison Brewing Co.-participated in Downtown program
- New England Tropical Conservatory- participated in BUS program
- Old Castle Theater- participated in play and acting productions
- Old First Church- participated in BUS program
- Park McCullough House-participated in BUS program
- Robert Frost Stone House museum-participated in BUS program
- Road and Trails Bike Shop-participated in Downtown class
- Southwest Vermont Career Development Center-provided Cosmetology class
- Dufour Busing Company-provided mini bus for BUS program
- Southern Vermont College-participated in College 101 and mentoring program
- The Gamers Grotto-participated in Downtown program
- The Tutorial Center-provided half price tutoring classes
- Vermont State Police-participated in COPS program
- Village Chocolate Shoppe-participated in BUS program and Downtown program
- WBTV- participates in radio club, half hour Mosaic radio show

Springfield SD - All-4-One - Tami Stagner

4a. Afterschool Program Leadership. What actions have been taken this year to strengthen the afterschool program director's position?

- An executive director hired to oversee all of the All-4-One Programs.
- Coordinated professional development regionally for strong training opportunities.
- Director participated in SAYO Training, NIOST Summer Seminars
- Park Street site participated ISSAP strands of professional development in Youth Program Quality Assessment and Creating a Positive and Engaging Environment to Engage and Motive Students

- 4b. Linkages to the School Day. In what ways is your afterschool program connected to the regular school day? Describe these connections and linkages (e.g., shared staff, space, training, policies, curriculum, leadership support, instructional methods, etc.).**
- Employees of All-4-One are employees of the school district.
 - Streamlined behavior and discipline policies from school day to after school.
 - All-4-One happenings in all school newsletters.
 - All-4-One folders on website.
 - Site Director and Executive Director at all school meetings, teacher meetings part of Facilitation Team at both schools.
- 4c. High-Quality Staff. What steps do you take to recruit, train, and retain highly qualified staff? What professional development training did your staff participate in this year and why?**
- All staff must attend school orientation as well as All-4-One orientation to specific program.
 - All staff must meet license regulation and training requirements as well as STARS requirements for working within an accredited program.
 - We have 4 in-service days specific to All-4-One staff, June-Summer Training, September-Gearing up for School, October-Vermont Afterschool Conference and January-Keeping Me Sain and Going in addition to 6 half day early release days we do site specific trainings on that are staff directed.
 - Most of the staff is achieving certificates this year through either the VT Afterschool Credential/Certificate Program and/or Director Credential.
 - All staff has an Individualized Professional Development Plan on file and updated yearly.
- 4d. Safe and Appropriate Environment. What actions have you taken this year to ensure that students are physically and emotionally safe in your program?**
- Staff has been First Aid and CPR trained.
 - Staff has been Crisis Prevention Intervention trained.
 - Staff integrates the school wide Positive Behavior Intervention Strategy Plans.
 - School has integrated all All-4-One programs into their school wide safety plans.
 - All staff fingerprinted and background checked by the state.
- 4e. High Interest Programming. What evidence do you have that your programs are student-centered and that every participant has a high interest in what he/she is doing?**
- More students are signing up for a variety of club offerings.
 - We have been repeating clubs on request of students and parents of past participants.
 - Parents interest in events, LIGHTS ON, Drama Performances, June 2nd Celebration, Sunday Ski Program, Parents involved as volunteers in clubs
 - Student led clubs
 - Students developing clubs for afterschool programming
 - ___ individual students out of 910 were served in grades K-8 for a total of % being served in one or more of the All-4-One programs.
- 4f. School Leadership Support. What actions has your school principal, superintendent, or other school leaders taken this year to support the afterschool program?**
- Shared a variety of clubs to offer in the afterschool settings.
 - Volunteered as part of a club, chaperoned events, offered to cook/share snacks.
 - Local budget support with money for programs
 - School wide discipline issues handled together, fluid from planning room day to afterschool events, clubs. Communication is open and sought after.

- Business office handles all fiscal aspect of accounting and expenditures
- New supervisor, Director of Special Education, meet bi-monthly with
- 4 x a year meet with Administrative Council around out of school time issues/progress

4g. Regular Attendees. What have you done this year to encourage and support regular participation among students?

- Increased students contact hours with the addition of licensed before and after school programs.
- Increased club offerings by surveying students needs/wants.
- Daily fee is waived if there is any concern of ability to pay.
- Licensed all programs for subsidy reimbursement
- Offer scholarships to students/families
- Reduced price for “regular” child care attendees in am program to participate in afterschool programs/clubs

4h. Instructional Leadership. What expectations did you set this year for afterschool instructors with regards to lesson planning, course development, and student outcomes?

- Executive Director went to site visits around the state for 21st CCLC.
- Staff involved in STARS and licensing updates yearly.
- All staff must meet license requirements for 6 training hours.
- All staff took charge of creating and implementing afterschool clubs with and for the students through LEADERSHIP Club with 4th-5th grade students.
- Staff involved in monthly meetings around planning and implementing clubs, lessons, coaches, community for well rounded programming to meet needs of students

4i. Flexible Structures and Student Choice. What does your program do to ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities? How does your program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?

- Offering of more program/club choices.
- Homework is separated by grades so that conversations can happen and students can work together in small groups.
- Small group tutoring with same objectives and goals in mind on a 1:1 or 1:2 basis.
- We have a choice from day to day of either Homework or Club and students sign up on a 6-8 week basis.
- Snack and free time have been incorporated into the beginning of their time afterschool as one large group with choice where to site during snack and free play options to follow.
- **Our homework for 2nd graders has been shorted to accommodate their time.**

4j. Community Partnerships. Who are the people that you partner with and what are the outcomes of your work together this year? (Please use a separate bullet point for each partnership.)

- Howard Dean Technical Center-offered a variety of job training classes to eighth grade students
- Springfield Plaza Bowl-Bowling Club at reduced rate
- Dream on Curls Riding Center-Riding Lessons and Horse Care at reduced rate
- Current Transit-transportation to Tech Center for students
- Southern Vermont Recreation Center-Swimming Club at reduced rate
- Springfield Parks and Recreation-Field use and free swimming in the summer
- Vermont Foodbank-delivery of snack and reduced produce
- Vermont Fish and Wildlife-Free Programs for kids to attend

- Grafton Museum-Reduced rate and programming for schools
- Springfield Schools-Shared space, copying, phone, heat, in-service training
- Springfield Library-shared programming, books for programs
- Village Pizza-pizzas for parties, free delivery
- Springfield Fire and Ambulance-reduced training for First Aid, free programming opportunities
- 30 +5 offers family snacks, cooking programming and enrichment clubs
- Mad Science-Science programming afterschool clubs
- VSA Start with the Arts-local artist come in to do programming with students
- Café Services-offer reduced snacks and free delivery of food to programs
- 4-H- local chapter provided Leadership Training to staff
- Local farmers-use of trailer and truck for alumni day parade/float to build and pull
- Green Mountain Trading Post-Orienteering Courses, GPS support for students
- Springfield Family Center-delivery of lunches, snacks and food for programs
- Baymare Farms-Riding Lessons and Horse Care at reduced rate
- Safe Sitter-nurse from school provides instruction, books and enrichment club
- Volunteers-community volunteers for Sunday Ski Program and Cribbage Club for one-one or small group instruction on numerous occasions during year programming

Washington Central SU- *Community Connections* - Virginia Burley

4a. Afterschool Program Leadership. What actions have been taken this year to strengthen the afterschool program director's position?

The challenge this year was turnover at the district and school levels.

- Maintained communication with new principals
- Filled vacancy on steering committee
- Worked with steering committee on process for strengthening that body – regular schedule, schedule of requested reports.

4b. Linkages to the School Day. In what ways is your afterschool program connected to the regular school day? Describe these connections and linkages (e.g., shared staff, space, training, policies, curriculum, leadership support, instructional methods, etc.).

- Working with principals at Doty and Berlin to increase teacher involvement.
- Worked with MPS Curriculum Director to implement Ed-Ventures program at UES.
- Worked with both district Special Services personnel on transition programs.

4c. High-Quality Staff. What steps do you take to recruit, train, and retain highly qualified staff? What professional development training did your staff participate in this year and why?

- All school level site coordinators are returning.
- Worked with site coordinators on hiring instructors and activity leaders.
- Many site level staff attended the Afterschool Conference.
- Director and one non-21C Licensed Coordinator attended the full YPQI training and will begin training other site coordinators in the fall.
- Site Coordinators took a variety of training workshops on behavior management, skill development, and licensing-related topics.

4d. Safe and Appropriate Environment. What actions have you taken this year to ensure that students are physically and emotionally safe in your program?

- Elementary sites are all licensed and meet state requirements.
- Held meeting with licensing officials to review standards.

- Attended YPQI training to learn the fundamentals of supportive behavioral education.
- 4e. High Interest Programming. What evidence do you have that your programs are student-centered and that every participant has a high interest in what he/she is doing?**
- We regularly survey students and parents on their interests and desires.
 - We have daily choice when possible.
 - We regularly ask for written and verbal feedback.
- 4f. School Leadership Support. What actions has your school principal, superintendent, or other school leaders taken this year to support the afterschool program?**
- Berlin principal has met with the Director to make plans for next year's implementation.
 - New Doty principal has met with the Director to discuss increased teacher involvement.
 - UES principal has given the afterschool program unprecedented visibility and inclusion in all school/community venues. He has given a priority to space usage for the program and made CC a real part of the school. MPS Superintendent invited CC to present at a School Board Meeting. Both superintendents serve on the CC Steering Committee.
- 4g. Regular Attendees. What have you done this year to encourage and support regular participation among students?**
- We have a wide range of attendance, ranging from 1 day to more than 180 counting vacation weeks and summer.
 - When a student stops coming, we follow up individually to see what the reason is.
 - We use a variety of outreach, including fliers and website information, to make sure that current, accurate information is available.
- 4h. Instructional Leadership. What expectations did you set this year for afterschool instructors with regards to lesson planning, course development, and student outcomes?**
- We need to strengthen the expectations in this realm. We do not usually conduct pre-and post-tests on short courses. Next year I will ask for more detailed lesson plans and objectives up front.
- 4i. Flexible Structures and Student Choice. What does your program do to ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities? How does your program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?**
- Flexibility is enhanced when a program is large enough, such as the one at Union which offers 3-4 different activities each day.
 - Activities are offered in 5-8 week sessions so new options come up regularly.
 - Some activities are restricted to certain grade levels to allow for greater differentiation.
- 4j. Community Partnerships. Who are the people that you partner with and what are the outcomes of your work together this year? (Please use a separate bullet point for each partnership.)**
- Battered Women's Services provided a volunteer staff person for several activities focusing on positive relationships.
 - North Branch Nature Center provided a second year of activities held at the Center where their staff led natural science activities.

Washington Northeast SU - *The Learning Center (TLC)* – Anthony Willey

- 4a. Afterschool Program Leadership. What actions have been taken this year to strengthen the afterschool program director’s position?**
- New Director Training.
 - The Action Plan that was created at the end of last year was implemented and improved the overall success of the program.
 - For the first time since the combining of our programs, the program director position has been a success! Many elements have finally come together including office space, access to buildings, and communication with interested parties.
 - The Steering Committee consistently met every second Wednesday of the month. Representatives from both sites and the superintendent’s office regularly participated.
 - The Project Director met regularly with the Superintendent, school principals, and the SU Business Manager.
- 4b. Linkages to the School Day. In what ways is your afterschool program connected to the regular school day? Describe these connections and linkages (e.g., shared staff, space, training, policies, curriculum, leadership support, instructional methods, etc.).**
- Shared staff: For the TUS elementary math club, faculty did facilitate the sessions. Secondary programs at Twinfield had faculty who attempted to provide programs. Unfortunately, they were unable to recruit students. Daytime support staff served as leaders for specific activities/programs at Twinfield. At Cabot, the summer program was led by Cabot faculty.
 - Space: Both school sites provided designated office space, storage space, multiple program spaces, and full access to facilities and school resources.
 - Curriculum & Instructional methods: Programs embraced each school’s core philosophy.
 - Guidance personnel provided consultation regarding behavior challenges and other issues.
 - Leadership support: Administrators from both schools served on the TLC Steering Committee and acted as a liaison to School Board. Supervisory Union District office provided support and oversight regarding governance and financial record keeping.
 - Training: Certain afterschool staff participated in selected faculty in-service days.
- 4c. High-Quality Staff. What steps do you take to recruit, train, and retain highly qualified staff? What professional development training did your staff participate in this year and why?**
- Recruitment: Faculty were recruited to serve as activity leaders at each site. At Cabot, this happened during the summer program. At Twinfield, this happened during the school year. Qualified individuals from the community were also hired.
 - Training & Professional Development: Training opportunities were offered to staff. Regular staff meetings provided time for informal training as needed. (Most successful at Cabot.) A comprehensive staff manual was provided to staff. Staff were informed of professional development opportunities available through afterschool networks and other outlets, plus provided funds and time to attend some trainings.
 - Retention: The self-evaluation and feedback process encourages positive reflection, goal setting, and concrete follow-up. Staff meetings provided interpersonal support, shared ownership, continual feedback, and team strengthening.
- 4d. Safe and Appropriate Environment. What actions have you taken this year to ensure that students are physically and emotionally safe in your program?**
- Emergency protocols and safety procedures were in place and communicated to staff. When appropriate, staff will received Epi-pen training and First Aid/CPR.

- Walkie-talkies or other communication tools were used daily. Spaces used were checked for safety and First Aid kits were regularly stocked and accessible.
 - Guidance counselors, classroom teachers, and afterschool staff regularly communicated regarding children of concern, to share information and strategies. Strategies will be in place so that each student feels physically and emotionally safe in the program.
 - All policies and procedures were communicated using a Parent Handbook.
 - Sign in/out procedures were used. Attendance records and registration forms with emergency contact information were on-site at all times. Staff followed up on unexpected absentees.
- 4e. High Interest Programming. What evidence do you have that your programs are student-centered and that every participant has a high interest in what he/she is doing?**
- A variety of programs were offered each day at each age level, including different activities during different seasons and a variety of inside and outside options.
 - Written feedback/evaluations were conducted with parents and faculty and will be used to inform future programming. Student feedback was solicited through dialogue and surveys regarding individual activities, general program feedback, and ideas for new activities/programs.
 - Activities and program spaces allowed for students to request individual quiet time as needed.
- 4f. School Leadership Support. What actions has your school principal, superintendent, or other school leaders taken this year to support the afterschool program?**
- The Superintendent, Cabot School Principal, and Twinfield Associate Principal were all members of the Steering Committee.
 - School Leaders mentioned above participated in interviewing and hiring of staff.
 - There was continuous collaboration with SU staff and school staff to support needs in the area of student behavior.
 - Supervisory Union District office provided support and oversight regarding governance and financial records. School personnel provided technical support and training as needed, as well as access to the school's technology equipment.
- 4g. Regular Attendees. What have you done this year to encourage and support regular participation among students?**
- Age-appropriate activities were organized so that students could sign up for a regular weekly schedule throughout the year or select specific activities/programs to join. Program offerings matched the school calendar. Daily activities included time for a nutritious snack, recess/down time, homework, and enrichment activities.
 - Activities varied throughout the year, with monthly schedules advertised through school/classroom newsletters, parent updates and posters. Group size was limited.
 - Parents were contacted every time a student does not attend on a scheduled day to insure safety, as well as to stay connected and get feedback about program.
 - A consistent core staff supplemented by outside instructors fostered strong relationships between regular attendees and instructors.
- 4h. Instructional Leadership. What expectations did you set this year for afterschool instructors with regards to lesson planning, course development, and student outcomes?**
- Offerings were aligned with program goals. Staff had paid planning time.
 - Staff meetings provided a forum for discussing instructional issues and goal setting.

- All Staff were expected to create and instruct programs that had intentional instruction and learning. Several planning form formats were used—one of our goals for 2011-2012 will be to determine which form works best for our program.

4i. Flexible Structures and Student Choice. What does your program do to ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities? How does your program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?

- Students were able to choose daily activities from a variety of options (choices within choices). Some activities fostered regular participation over a span of weekly sessions, while others allowed children to move in and out easily.
- High interest programming was offered.

4j. Community Partnerships. Who are the people that you partner with and what are the outcomes of your work together this year? (Please use a separate bullet point for each partnership.)

- The Children's Trust Fund Provided funding for Secondary programs at Twinfield school.
- Community Members: Community Representatives that serve on the Steering committee. These people Provide support, leadership, and are highly invested in the program.
- Family Center of Washington County Provides professional development opportunities and Manages The subsidy for our area.
- From Sheep to Sweater Brought in a portable educational workshop and provided free instruction.
- Lyndon State College provided contracted Services.
- North Branch Nature Center Provided free birding instruction.
- Twinfield Faculty Volunteered for programming.

Windham Northeast SU - *A.I.M. Afterschool Program* – Trisha Adams

4a. Afterschool Program Leadership. What actions have been taken this year to strengthen the afterschool program director's position?

- The Director participated in the sustainability/ local fundraising ISS-AP strand through the Vermont Center for Afterschool Excellence. Subsequently, the Director received direct technical assistance from Lynne Feal-Staub in the area of sustainability.
- Advisory team met bi-monthly with a subcommittee designated to various tasks such as grant writing to support the upcoming funding needs for FY' 11-12 and beyond.
- In order to strengthen high quality leadership, Director is pursuing a Master's degree.
- The next school year will be a slight transition year at the middle school; the current principal has resigned from her position, so the Director was chosen to be in the hiring committee for a new principal. The new principal comes from a Vermont school that has a 21C program and fully supports all aspects of Afterschool. The school district will also have a new Superintendent who has worked within the Rockingham schools for years, and supports the mission of the BFMS Afterschool program.

4b. Linkages to the School Day. In what ways is your afterschool program connected to the regular school day? Describe these connections and linkages (e.g., shared staff, space, training, policies, curriculum, leadership support, instructional methods, etc.).

- An intensive, year round tutoring program was introduced by the Afterschool program. It was supported by all staff members and led by certified math teachers and HQ school-day staff.
- Tutoring and Homework Club were highly recommended by administrators and teachers to the parents of students who were failing their classes.

- Director was part of the Educational Support Team, a data assessment team that meets weekly to address at-risk students who need extra leverage to meet expectations. Afterschool support was one of the options offered to these students.
- This year, a district wide curriculum in math was adopted; this curriculum was the foundation of the tutoring program in terms of assessment and skill acquisition.
- Behavior policies and expectations were aligned to a new school wide model called PBIS (Positive Behavior Intervention and Supports). Our school adopted this model during this school year and all aspects of communication, reinforcement and intervention were aligned in afterschool to strengthen its overall outcome.

4c. High-Quality Staff. What steps do you take to recruit, train, and retain highly qualified staff? What professional development training did your staff participate in this year and why?

- 56% of all Afterschool staff was teachers/school-day staff members.
- All program leaders are required to have substantial experience working with middle school aged children.
- The Afterschool program is part of the school handbook and improvement plan.
- In order to recruit HQ staff, positions for the afterschool program were advertised to teachers, staff, and supervisory union.
- New program leaders were given a basic orientation on the program's mission and goals as well as expectations. Each program leader submits a program proposal with projected outcome and completes a self assessment evaluation at the end of each session.
- Program Director and Site Coordinator attended professional development and in-service days at the school in order to communicate with other staff members and stay up to date with administrative changes.

4d. Safe and Appropriate Environment. What actions have you taken this year to ensure that students are physically and emotionally safe in your program?

- Along with the school's newly adopted behavioral model (PBIS), the Afterschool program distributes an annual family handbook outlining student expectations and consequences.
- Allergies, medication and disability information is updated every session by the school nurse. Inhalers and epi-pens are available to Director and Site Coordinator. First aid kits are also readily available; 2 support staff members are CPR certified.
- We conducted a fire drill in mid-November during after school hours. During early spring, a bomb threat was discovered in the bathroom during after school; all staff and students had to evacuate the building by order of the local police department. Our emergency procedure allowed for a smooth and safe dismissal - all parents of students who were present were contacted and everyone was able to leave school grounds in a timely manner.
- An Emergency Contact binder is accessible to Director, Site Coordinator and support staff at all times.
- There is regular communication between Director, Guidance Counselor, and Principal when a child is suspected to be engaging in high-risk behaviors.

4e. High Interest Programming. What evidence do you have that your programs are student-centered and that every participant has a high interest in what he/she is doing?

- Six of our enrichment programs were developed with suggestions from a school wide survey administered last year. They were well received by the student body.
- Transportation is provided to students who cannot otherwise participate in the afterschool program.
- Our rate of regular attendees continues to increase. This year 38 students were regular attendees (compared to 30 for the '09-'10 school year). Also, 146 students participated in the Afterschool program, which totals to 56% of the school's population.

- The school's student leadership team is actively involved in supporting the Afterschool program by providing feedback on current program and assisting in recruiting 7th and 8th grade students.
- Students are surveyed at the end of each session, giving their feedback on what they learned in each activity, the quality of interaction experienced with peers and program leaders, and suggestions for future programming.

4f. School Leadership Support. What actions has your school principal, superintendent, or other school leaders taken this year to support the afterschool program?

- The district's assistant superintendent (who will be the new superintendent after July 1) invited the Director to be a part of the hiring committee for the new middle school principal.
- The district's business office serves as fiscal agent to the afterschool program.
- The school principal includes the afterschool program in all open house events, newsletters and website publications. The principal also relays positive news from the afterschool program to the school board.
- The school superintendent provided Title I funding for the FY' 11-12 School year to be use during Afterschool.

4g. Regular Attendees. What have you done this year to encourage and support regular participation among students?

- Programming is flexible towards student's athletic schedule.
- Student leadership is actively involved in recruiting students and surveying participants to encourage better programming.
- Outstanding afterschool students are recognized in the all-school award assembly.
- Staff is encouraged to actively listen and praise student for good work. The PBIS behavioral system that is practiced within the school day is also present during afterschool.
- Improv and dance group get an opportunity to perform their talent during an assembly.
- Programming is designed to fit student needs and interest. Regular attendees are encouraged to give their feedback whenever possible.

4h. Instructional Leadership. What expectations did you set this year for afterschool instructors with regards to lesson planning, course development, and student outcomes?

- Program leaders are expected to complete an activity plan sheet that highlights the program area of their activity (reading, technology, arts, science, math, etc.), goals and objectives that are expected, links to learning and outcomes desired.
- Academically focused programs such as tutoring and homework club are linked to the school's curriculum and grade expectations. Progress is monitored by tutors and teachers.
- Director provides program leaders with a post survey to get feedback on what areas of improvement is needed to make each activity function in a successful manner.

4i. Flexible Structures and Student Choice. What does your program do to ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities? How does your program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?

- Instructors are expected to instruct at a pace that is appropriate for all learning levels – and modify as needed
- Students who access a school aide during the day can also access an aide during afterschool.
- A variety of diverse programs are offered for students, keeping in mind age and developmental levels
- A flexible schedule is in place for students who also participate in sports, band or chorus

4j. **Community Partnerships. Who are the people that you partner with and what are the outcomes of your work together this year? (Please use a separate bullet point for each partnership.)**

- Rockingham Free Public Library: provided the Afterschool Program with space for programming and with staff and software for a video game class at no cost.
- River Valley Tech Center: provided a Middle School outreach program that offered various activities at their center such as Audio/Sound Engineering class. The Tech center is a state of the art facility located in Springfield, VT next to the town high school.
- Rockingham Recreation Center: Provided the Afterschool program with outdoor space and facility for our activities.
- Bellows Falls Historical Society: Allowed our students to access historical data and buildings in the community for our “Historical Fridays” activity.
- Harlow’s Farm Stand: Continues to support our agricultural activities by donating seeds, soil and mulch.
- Greater Falls Prevention Coalition: Assisted in hosting a parent workshop centered around internet safety and provided support in sustainability work.
- Village Square Booksellers: Provided the program with free books for the book club.
- Bellows Falls Police Department: Facilitated the visit of a law enforcement agent for our Career Exploration activity.
- Bellows Falls Union High School: Collaboration between the High School and the Middle School’s afterschool program allowed us to get high school students to volunteer in our program for school credits.
- Falls Area Community Television: Gave our program access to their studio, equipment and space during our TV Production program. Their staff taught our students the ins and outs of production and editing.
- Bellows Falls Farmer’s Market: Allowed our students to sell their vegetables during the Friday market in late June.

Windham Northeast SU - *Westminster Afterschool Program* - Trish Adams and Elaine Gordon

4a. **Afterschool Program Leadership. What actions have been taken this year to strengthen the afterschool program director’s position?**

- Director participated in trainings for new director, Filemaker, summer program and Wing’s sponsored “Afterschool meets Responsive Classroom”.
- Developed relationships with school staff, hired and trained program staff, hired and supervised Tutors and AWE Club leaders.

4b. **Linkages to the School Day. In what ways is your afterschool program connected to the regular school day? Describe these connections and linkages (e.g., shared staff, space, training, policies, curriculum, leadership support, instructional methods, etc.).**

- Both school day and Afterschool staff utilize the *Responsive Classroom*, an approach to elementary teaching that emphasizes social, emotional, and academic growth in a strong and safe school community.
- Principal and Afterschool Director and Coordinator have regular (almost daily) contact.
- The lunch room, art room, music room, gym, playground, playing fields and trails, sensory room and 4 classrooms are shared by the Afterschool Program.
- Kitchen staff provides 2 healthy snacks daily (1 fruit/veggie and 1 whole grain/protein).
- Program registration and other information pertaining to the program is sent to families in the school’s monthly newsletter.

- 4c. High-Quality Staff. What steps do you take to recruit, train, and retain highly qualified staff? What professional development training did your staff participate in this year and why?**
- 8 tutors were hired, 5 current Westminster teacher and 3 retired teachers.
 - Community members with specific skills as musicians, artists and scientists were directly sought out by Program Coordinator and Director. This was our best method for recruiting AWE Club! Leaders.
 - School Principal requested that specific teachers and paras work with their own students during a specific time. The request coming from the principal got significantly more response than coming from general “position open” announcements on internal and external job postings.
 - The regular afterschool staff we were able to hire for the direct service hours needed more hands on and regular supervision from the Director, Trish, than we had originally anticipated. We modified the physical location of REACH and AWE Clubs! which allowed Trish to quickly and easily monitor and supervise these programs. Trish worked closely with staff to develop appropriate structure and activities to ensure program’s success.
- 4d. Safe and Appropriate Environment. What actions have you taken this year to ensure that students are physically and emotionally safe in your program?**
- Background check required for Afterschool Program staff.
 - The school is licensed by the state of Vermont as a school age care facility.
 - Training for all staff regarding school policies.
 - Registration forms include emergency contact information, medical history and insurance information, and any other specific needs about each participant.
 - Attendance is taken prior to bus dismissal at 3:05
 - All programs, whether on or off site, have access to a first aid kit and telephone.
 - School nurse communicates special health needs (allergies or medical conditions) to staff.
 - Staff trained in use of student medications and medical devices.
 - Director works with principal and school counselor to develop plan for students with repeated discipline issues. This includes communication with parents.
 - Staff model positive behavior and communication.
 - Staff use walkie-talkies as needed to aid in communication between program areas.
- 4e. High Interest Programming. What evidence do you have that your programs are student-centered and that every participant has a high interest in what he/she is doing?**
- Activities are designed with different age groups and skill levels in mind.
 - Student and parent feedback on classes and activities are actively sought through personal conversation and surveys.
 - Class demand and future scheduling is gauged by student enrollment and attendance.
 - REACH (academic support) groups are grouped by grade.
 - Intentional planning and thoughtful program design allow for a balance of physical activity, socializing, quiet activities, exploring areas of interest, and enrichment activities.
 - AWE Clubs! received great support from students on the club survey.
 - The high number of regular attendees indicates programming that is of interest to students.
- 4f. School Leadership Support. What actions have your school principal, superintendent, or other school leaders taken this year to support the afterschool program?**
- Principal sees the Afterschool Program as a continuation of the school day and actively seeks opportunities for students/families to access the program to provide students and families with increased social, emotional, wellness, enrichment and academic support.
 - Principal encourages/requires school day staff to refer students to REACH Tutoring if they do not meet academic benchmarks.

- Principal communicates with parents as needed for disciplinary and academic action.
- School Board fully supports the program and views it as an essential component of the overall education for Westminster students.

4g. Regular Attendees. What have you done this year to encourage and support regular participation among students?

- Afterschool schedules and registration forms are sent home in the August summer mailing with other back to school information. This includes payment information, including subsidy and no charge for free and/or reduced lunch recipients.
- Students may enroll at any time.
- Club enrollment is limited depending on the activity to ensure a high quality experience for participants.
- If a participant suddenly stops attending the program, follow up contact is made with the family to problem-solve as needed.
- Development of Student Leadership Group to help older students develop a sense of ownership and belonging.
- Addition of instrument lessons and acting program for 5/6 graders and computers available for 5/6 REACH seem to have given an increased level of responsibility, privilege and camaraderie that feeds into the changing social needs of the older students and has increased their participation numbers significantly.

4h. Instructional Leadership. What expectations did you set this year for afterschool instructors with regards to lesson planning, course development, and student outcomes?

- Club leaders complete program proposals that demonstrate linkages between activities and 21st Century essential skills. Educational expectations are clearly outlined.
- REACH staff work with Trish, Director, to provide appropriate levels of structure for students to develop good homework habits and increase academic skills.
- Clubs and REACH are intentionally designed with program goals and student needs in mind.
- REACH staff work closely with classroom teachers and parents to communicate expectations.
- Activity planning is intentional. Leaders are encouraged develop and expand the learning goals of the activity over the course of the session.
- Ongoing program evaluation allows for continuous improvement.

4i. Flexible Structures and Student Choice. What does your program do to ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities? How does your program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?

- A wide variety of choices are offered throughout the week.
- High staff to student ratio allows for individual and/or small group attention to learning needs.
- The use of high school student volunteers allows us to provide individual attention to program participants.
- We offered 5 Club sessions with 12-14 choices each session. All students participates in one of their top 2 choices each time. Students were allowed to change clubs if they could present a valid reason for the change to the Director.

4j. Community Partnerships. Who are the people that you partner with and what are the outcomes of your work together this year? (Please use a separate bullet point for each partnership.)

- **WAYSAs:** Westminster Area Youth Sports Association -Coordinated sports practice and game schedules to increase student access to wellness activities.
- **Compass School-**16 Compass students volunteered during the Afterschool Program. Contributions

included: role modeling positive behaviors, socializing, assisting students with homework, reading to students, and assisting in AWE Clubs!

Windham Southeast SU – *BEAMS* – Betsy B. Stacey

4a. Afterschool Program Leadership. What actions have been taken this year to strengthen the afterschool program director's position?

- Note: the information below pertains to the current and previous directors or both. The current director started on the 14th of February, 2011
- Current Program Director holds a Master of Science Degree, has 15 years of experience in environmental and experiential education, experience in non-profit administration, program planning, and teaching
- Previous Program Director held a Masters Degree in Education, had a professional background in the performing arts, non-profit arts administration, program direction, and teaching
- Director position is 30 hours a week salary plus benefits, 210 days a year
- Attended 21 CCLC conference at Lake Morey (August 2010)
- Attended 21 CCLC legislative day in Montpelier (February 2011)
- Attended Brattleboro Area Prevention Coalition networking meeting which had a training in Advocacy (March 2011)
- Site visit by State Representative Mollie Burke May 2011
- Member of ISSAP Sustainability Strand with Lynn Feal-Staub
- Monthly meetings with BEAMS Advisory Board and/or committees
- Weekly meetings with BAMS Principals and Guidance Counselors
- Attended BAMS Faculty Meetings
- Attended BAMS Leadership Council Meetings
- Met with Lynne Feal-Staub from The VT Center for Afterschool Excellence for several one-on-one meetings to discuss various aspects of afterschool program direction.
- Met for lunch with other 21 C staff such as Mike Mrowiki, Amelia Struthers, and Orianna Baez, Trish Adams, Andy Hauty, Tami Stegner and others several times over the past year to share information on 21 CCLC programming in southeastern Vermont.
- BEAMS Director's office is in BAMS Main Office
- Visible in school on a daily basis

4b. Linkages to the School Day. In what ways is your afterschool program connected to the regular school day? Describe these connections and linkages (e.g., shared staff, space, training, policies, curriculum, leadership support, instructional methods, etc.).

- Majority of BEAMS instructors are licensed BAMS teachers and para-educators
- BEAMS Classroom is in main 7th grade hall
- Director's office is in BAMS Main Office
- \$22,500 from school district allocated for next year
- BEAMS staff meets with case managers and counselors to learn how to best teach individual students
- Advisors make suggestions of BEAMS clubs to their advisees
- Use of office materials and equipment
- BAMS administrative staff helps with mailings and administrative tasks such as gathering data about students
- BEAMS staff have access to "Power School" the secure on-line database of all BAMS students, including IEP information
- BEAMS director speaks at Parent Orientation Meetings and other BAMS family nights
- BEAMS page on BAMS website regularly updated

- Monthly BEAMS updates in school newsletter
- BEAMS brochures and posters hung on boards around school
- BEAMS board outside Classroom for brochures, photos, news and updates, documentation of student work
- Almost daily use of BAMS Activity Bus
- Use of custodial services
- Use of school laptops for writers workshop, photography and videography and STEM related clubs
- Use of other classrooms, Chorus Room, Art Room, Band Room, Multi-Purpose Room, Gym, outdoor playing fields, tennis courts, BUHS ropes course
- Follow school day policies and procedures for discipline
- Follow school day emergency procedures
- Use of BAMS Staff Handbook
- Director attends BAMS Faculty Meetings and Leadership Council Meetings
- Director regularly meets with BAMS Principals and counselors
- The majority of afterschool programs take place in the school building or on school grounds
- The BAMS Principal, three BAMS teachers, and a BAMS parent are all members of the BEAMS Advisory Board
- BEAMS provides the school newspaper, The BAMS Beat, as one of its clubs
- BEAMS provides the school's only theatre experience in one of its clubs

4c. High-Quality Staff. What steps do you take to recruit, train, and retain highly qualified staff? What professional development training did your staff participate in this year and why?

- Priority is given to hiring BAMS teaching staff (this year 17 BAMS and BUHS teachers and staff members taught in BEAMS and in the Switch Camp)
- Many of the BAMS staff that is involved with BEAMS has been teaching for our program for several years
- In December of 2010 an extensive search was made for a new program director 15 candidates applied and 4 candidates were interviewed. The hiring committee consisted of the BEAMS advisory board, the BAMS principal and the BEAMS site coordinator. They made a unanimous decision to hire the new program director.
- Instructors from the Brattleboro community are interviewed by the Program Director
- All BEAMS Instructors must complete a Program Proposal Form for every new club offered which requires a program description, lesson plans, a syllabus, and an outline of teaching goals
- Director leads an Orientation for new instructors before each new session
- BEAMS Staff must be finger printed through WSESU Central Office prior to teaching
- Director regularly communicates with staff via email, phone, writing, and in person
- BEAMS Director, BEAMS Assistant Director, BAMS Administrators, Staff and Teachers all work as a team to serve students
- Site Coordinator has Master's Degree in Education
- Site Coordinator has now been in the position for four years
- An end-of-the-year celebration for all students and staff is offered after programming has ended to thank everyone for a great year
- Program Director is in building at all times during programming in order to support staff if needed
- Competitive financial compensation for all staff
- Program Director participated on the ISSAP Sustainability Strand with Lynne Feal-Staub and other program directors from around the state
- BEAMS Director attended the local Farm to Schools conference (May 2011) at the School for International Training.

- BEAMS Site Coordinator participated in the ISSAP Summer Learning Strand, Vermont 21st Century Leadership Retreat, Aug 18 and 19th 2010, Vermont Afterschool Conference, Oct 22, 2010, and Lego Robotics, Dec 16th, hosted by the Wings Program
- When evaluated, 93% of regular attendees stated that they “felt respected and valued by the BEAMS supervisors and instructors.

4d. Safe and Appropriate Environment. What actions have you taken this year to ensure that students are physically and emotionally safe in your program?

- Clear discipline policies and procedures that mirror school day
- Emergency procedures mirror school day
- New BEAMS instructor orientation includes emergency procedure information
- Afterschool director trained along with BAMS faculty on child abuse reporting procedures. The school is finalizing a document titled “Articulating Appropriate Boundaries Between Adults and Student at BAMS” and 2 faculty meetings were focused on training on this subject from the Vermont Department on Children and Families
- Frequent meetings with case managers, special education staff and counseling staff re. emotional and social health of BEAMS students
- A “Behavior Plan” notebook was created this year that BEAMS staff, administration and counselors will have access to
- Attendance procedures in place, clear sign-in procedures and a phone call home is usually made if a student does not show up to BEAMS
- On BEAMS Sign Up Form parents provide medical information and contact information
- Well stocked First Aid Kits are in BEAMS Classroom and on Activity Bus
- Field trip procedures mirror school day procedures
- Intercom and telephones throughout building
- All BEAMS staff wear ID badges
- All BEAMS staff are finger printed through WSESU Central Office
- All BEAMS Instructors receive a student roster and are encouraged to learn all names
- Director is always available for students and staff before, during, and after programming
- Program Director and Site Coordinator are CPR certified
- Access to School Councilors and School Therapist who occupy offices next to Director
- Regular communication with principals, teachers, security officer and other building staff

4e. High Interest Programming. What evidence do you have that your programs are student-centered and that every participant has a high interest in what he/she is doing?

- High student participation rate (63% of BAMS students participated in at least one Club this year)
- Students are reminded frequently that their suggestions for clubs are of interest to us, both verbally and through evaluations
- Student evaluation survey administered in which student input is gathered
- Parent feedback survey administered at Family Nights
- Instructor feedback survey administered
- Students sign up by choice
- BEAMS Student Advisory Team- A Club offered in every session, Projects this year included planning and organizing for our BEAMS Family Nights and final celebration, and creating a BEAMS video. Students participated in committee meetings and researched fundraising, recruitment and club curriculum possibilities.
- Waiting lists for some clubs
- Exhibit student work at School Assemblies, final party, and Family Nights

- Positive student feedback (89% of regular attendees were satisfied by the club offerings)
- Positive parent feedback
- Positive instructor feedback
- Positive feedback from non-BEAMS BAMS staff
- Programs continued when well attended
- Programs designed around student interest
- Offer a wide variety of programs in the arts, language arts, science and engineering, outdoor adventure, athletics/physical activity, and mentoring
- Low student/teacher ratios
- Consistent scheduling
- Low drop-out rates
- BEAMS Classroom is fun, inviting and student-centered
- Healthy snacks are offered every day
- Transportation home is provided every day on the Activity Bus

4f. School Leadership Support. What actions has your school principal, superintendent, or other school leaders taken this year to support the afterschool program?

- BAMS provided a variety of in-kind services
- BEAMS and our Summer SWITCH camp listed on a school-wide memo about NECAP status titled “The System of Student Supports at BAMS”
- Program Director attends weekly “office team” meetings with the principals and the counselors
- Program Director attends Faculty Meetings and Leadership Committee meetings
- BAMS Principal sits on BEAMS Advisory Board
- BAMS Principal supervises Director
- WSESU School District provides fiscal management
- Strong teacher support and participation
- Strong administrative support
- Strong support from and frequent contact with school councilors and special education staff
- BEAMS page on BAMS website
- Use of BAMS classrooms, Chorus Room, Band Room, Multi-Purpose Room, Gym, outdoor playing fields, tennis courts, BUHS ropes course

4g. Regular Attendees. What have you done this year to encourage and support regular participation among students?

- Personally checking in with individual students who might be interested in a particular club
- On-going contact with student’s advisors to encourage registrations
- Hired teachers who had students already interested in their club
- Hired teachers who are popular with the students
- BEAMS Site Coordinator connects well with middle schoolers
- Advisory board member, and Instructional Support teacher gets a list of low SES (Socioeconomic Status) students and those receiving academic support who would benefit from BEAMS programming and then contacts most of these students during registration week
- Hired Choice Time Instructors who are supportive, encouraging, and fun
- Collected student input for program offerings
- Continued clubs that were well attended
- BEAMS connected with more students by offering intramural basketball, soccer, and ultimate Frisbee.
- Kept track of wait listed students and offered them a space next session or expanded the club to an additional day

Vermont Department of Education

- BEAMS Classroom is a fun, supportive, lively, safe environment
- Provided fun, challenging, interactive activities in BEAMS Classroom during Activity Choice Time
- Provided fun, athletic activities during outdoor time. This year we had use of the tennis courts for our outdoor time and we also used an area that bordered on a wooded area
- Offered a healthy snack every day
- Offered transportation home every day on the Activity Bus
- BEAMS produced 2 School Assemblies during the year at which instructors from the upcoming session gave a “pitch” for their club before student registration began. These assemblies also include media presentation of photos and videos of previous BEAMS experiences.
- Director and Site Coordinator visited classrooms and the lunch room to promote registration
- Director met with core teacher teams to collect lists of student recommendations and then contacted those students during registration week
- Phone calls home when students do not show up for BEAMS
- Check in regularly with all instructors

4h. Instructional Leadership. What expectations did you set this year for afterschool instructors with regards to lesson planning, course development, and student outcomes?

- All BEAMS Instructors must complete a Program Proposal Form for every new club offered which requires a program description, lesson plans, a syllabus, and an outline of teaching goals
- Student evaluations are administered to collect student feedback on programming offered
- All programs must focus on reading, writing, math, science, technology, athletics/physical activity, outdoor adventure, social skills or the arts to be approved
- After school instructors are compensated for planning time
- The majority of instructors are licensed BAMS teachers
- Set high standards for program objectives
- Efforts are made to observe instructors throughout the year and to have open communications
- Advisor committee meets every other month with a focus on program evaluation

4i. Flexible Structures and Student Choice. What does your program do to ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities? How does your program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?

- Offer a wide variety of programs in the arts, language arts, math, science, outdoor adventure, athletics/physical activity, and mentoring
- Continue programs with high enrollment
- Low student/teacher ratios
- Director and site coordinator communicate regularly with teachers and counselors and case managers to discuss individual student needs
- Director communicates regularly with the lead teacher and para-educator in the alternative PEAK program at BAMS, from which several of our regular attendees come, to discuss individual student needs
- One of our Advisory Board members is an IST (Instructional Support Team) teacher at BAMS.
- Offer outdoor time before clubs begin
- “Choice Time” which begins right after school but before clubs serves as a time to decompress from the day, connect with staff, finish homework assignments, practice social skills in a safe environment, and get physically active. Students can make a choice of how they use this time, depending on what works best for them. We find that after Choice Time they are more prepared to learn and participate in their clubs.

- Provide fun, challenging, interactive activities in BEAMS Classroom during Activity Choice Time
- Majority of instructors are certified BAMS teachers

4j. Community Partnerships. Who are the people that you partner with and what are the outcomes of your work together this year? (Please use a separate bullet point for each partnership.)

- Big Brothers/Big Sisters of Youth Services: BBBS Program Director, Rob Szpila, is a BEAMS Advisory Board Member; provides mentor partnerships between BAMS students (“Littles”) and Brattleboro Union High School students (“Bigs”); BEAMS Site Coordinator is the BBBS Coordinator for BAMS; BBBS matches meet in the BEAMS Classroom under the supervision of the Assistant Director. Participation in this program not only benefits the youth who are mentored, but many high school volunteers find that they learn important life skills and grow as individuals from their experience as mentors.
- Brattleboro Area Prevention Coalition: BAPC Director, Beth Shrader, is a BEAMS Advisory Board Member; partnered for BEAMS Family Night by setting up an info table and speaking about BEAMS as a “healthy choice” for students and their families; BAPC Director advises on grants and public relations; BAPC Project Coordinator was a member of our Parent Outreach committee; BAPC collaborated with BEAMS to offer two *Guiding Good Choices* parent education courses for select BAMS parents. We offered one course in the fall and one this spring. Parents were recommended for participation by BAMS counselors, Principal, Assistant Principal, and teachers. One of the facilitators for these courses was a BAMS Core Language Arts teacher who had been trained by BAPC in this type of work. She is also a member of the BEAMS Advisory Board.
- Experiential Tools, Inc: Experiential Tools is a local company dedicated to the art of experiential group facilitation and teaching. Jen Stanchfield owns the company. She is a member of our Advisory Board and Grants Committee. Ms. Stanchfield advises BEAMS on Adventure Education, Experiential Education, and community outreach. She also leads trainings for BEAMS educators and lessons in group dynamics for BEAMS students.
- Post Oil Solutions- Windham County Farm to School Program: BEAMS and Windham County Farm to School collaborated on a grant from the Windham Foundation with the goal of increased participation in the BEAMS Food & Farm Program by reaching a total of 30 students through its cooking classes and farm visits and roughly 180 school family members through two family night celebrations. If awarded, the grant will go toward next year’s programming, but the collaboration happened during this school year.
- Antioch New England Graduate School: Program Director attended bi-annual internship fair at Antioch. This event serves both as an opportunity to search for education interns as well as a networking opportunity for many organizations in the Keene/Brattleboro community.
- Other community partnerships with BEAMS include:
 - New England Center for Circus Arts—BEAMS Circus Fun Club and performance at a local retirement community. NECCA Director serves on our Community Outreach Committee.
 - In-Sight Photography Project—Collaborated with BEAMS Site Coordinator on photography clubs; In-Sight Director serves on our Community Outreach Committee.
 - The Brattleboro Boys and Girls Club—Hosted our Skateboarding club; BEAMS provided the instructor; BBGC Director serves as a local school board member.
 - Windham Child Care Association- Collaborated on a “Big Buddies Club” for their preschooler evening care program and worked together to get positive press for both of the partners.
 - Vt. Agriculture and Business Education Center (VABEC)- This farm and their staff have been particularly helpful during our Summer Switch Camp.

BEAMS also brought students to participate in clubs at the following locations: Brattleboro Outing Club, The Brattleboro Bowl, The Windham County Humane Society, The Putney School

Windham Southeast SU - *OASIS After School program* - Amelia Struthers

- 4a. **Afterschool Program Leadership. What actions have been taken this year to strengthen the afterschool program director's position?**
- Ongoing professional development, including workshops thru afterschool conference and Prof Dev. Workshops thru VSAE (YPQA)
- 4b. **Linkages to the School Day. In what ways is your afterschool program connected to the regular school day? Describe these connections and linkages (e.g., shared staff, space, training, policies, curriculum, leadership support, instructional methods, etc.).**
- Regular meetings with school admin. School counselor, school board, and superintendent, as well as classroom staff
 - OASIS shared our work with the YPQA with school admin, school board and staff
- 4c. **High-Quality Staff. What steps do you take to recruit, train, and retain highly qualified staff? What professional development training did your staff participate in this year and why?**
- YPQA- We have been consistent supporters of keeping prominent the socio-emotional aspects of all our programs. The YPQA formalizes, and structures assessing our programs and performance in these regards.
- 4d. **Safe and Appropriate Environment. What actions have you taken this year to ensure that students are physically and emotionally safe in your program?**
- YPQA was a rigorous assessment and showed our program scored high in these areas.
- 4e. **High Interest Programming. What evidence do you have that your programs are student-centered and that every participant has a high interest in what he/she is doing?**
- Regular student feedback is used to guide our selections and improve programs. His feedback is everyday in class feedback and through focus groups, and Survey Monkey
- 4f. **School Leadership Support. What actions has your school principal, superintendent, or other school leaders taken this year to support the afterschool program?**
- Our new principal has worked regularly with us to offer support and advise. He facilitates school use and office support, as well as connections with teachers dealing with individual students. He was especially helpful this year when we were faced with the dilemma of supporting a student with significant special needs
- 4g. **Regular Attendees. What have you done this year to encourage and support regular participation among students?**
- Programming is based on student selections. e.g Mt.Biking (should note our program presenters also went above and beyond .e.g. one works at West Hill Bike Shop and regularly takes kids bikes home for repair and eve completely rebuilt a bike for a student who could not afford one otherwise.) Other offerings included cooking and another Jr. Iron Chef effort in the state competition.
- 4h. **Instructional Leadership. What expectations did you set this year for afterschool instructors with regards to lesson planning, course development, and student outcomes?**
- Staff are instructed to make effective attachments with students, to get know each student (needs and learning style) and interact with each student accordingly.

- 4i. **Flexible Structures and Student Choice.** What does your program do to ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities? How does your program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?
- Staff regularly elicit student & parent feedback for exiting programs and for ideas to formulate future programming. Within our OASIS After Care, students have a range of choices and different roles-ascertained by reading each student's capacity and interest.
- 4j. **Community Partnerships.** Who are the people that you partner with and what are the outcomes of your work together this year? (Please use a separate bullet point for each partnership.)
- The Putney School. Student volunteers became a regular part of OASIS again this year We were able to forge a new relationship with an old partner. These students help give special, extra individual attention to our more high-spirited children.
 - Putney Food Co-OP; continued and strengthened a collaboration with The Putney Food Co-Op who co-sponsored our Jr. Iron Chef team and provided a staff member to coach our team
 - West Hill Shop- Pip Bannister co-facilitated our Mt. Bike program and also used the shop to repair many of our students bikes.
 - Putney Community Center- We collaborated with sponsoring monthly teen dances, that were very well attended and afforded OASIS staff the high energy opportunity to experience chaperoning a dance with 90 middle school students who like their music loud-but had great fun.
 - Westminster Center School kitchen; provided hot lunches for Putney summer program (PCS kitchen is not open during summer)

Windsor Northwest SU - *Ex.C.E.L* - Dana Anderson

- 4a. **Afterschool Program Leadership.** What actions have been taken this year to strengthen the afterschool program director's position?
- New Director certified teacher
 - 21st Century Leadership Conference
 - Vermont Afterschool Conference
 - NAA School Aged Care Conference
 - Achieved goals of previous Director's action plan
 - Monthly Administrative Meetings with school leaders
- 4b. **Linkages to the School Day.** In what ways is your afterschool program connected to the regular school day? Describe these connections and linkages (e.g., shared staff, space, training, policies, curriculum, leadership support, instructional methods, etc.).
- Snacks ordered through school food service workers
 - School secretary is regular program staff, will become billing specialist in 2011-12
 - MOA created with Bethel custodial staff
 - ExCEL has office space in Bethel and Rochester
 - Site Coordinators meet regularly with school staff to discuss student needs
 - Director participates on PBiS board in Bethel, Farm-to-School board in Rochester
 - ExCEL has use of school space as needed
 - Evening if the Arts/WNWSU – ExCEL provided performances for half of this event

- Shared staff
- Family Handbook reflects school policies, shared discipline/positive reinforcement programs
- Director provided ExCEL report for principal's annual report

4c. High-Quality Staff. What steps do you take to recruit, train, and retain highly qualified staff? What professional development training did your staff participate in this year and why?

- Monthly site coordinator meetings
- CPR/1st Aid training provided for regular staff
- Job descriptions/evaluations/staff handbook created
- Staff orientation to be implemented in June 2011
- Weekly Bethel program staff meetings
- Lead Teacher position created with competitive pay for WNWSU certified teacher, with mentoring staff responsibility included in job description

4d. Safe and Appropriate Environment. What actions have you taken this year to ensure that students are physically and emotionally safe in your program?

- Sign in/out overseen by staff
- Medical forms accessible to staff at all times
- Child Licensing Guidelines followed
- Background checks/fingerprints for enrichment and program staff

4e. High Interest Programming. What evidence do you have that your programs are student-centered and that every participant has a high interest in what he/she is doing?

- Students register bi-monthly for classes of interest
- Bethel, Stockbridge and Rochester Elementary Schools – approximately half of the school population are regular attendees
- Choices of activities offered most days of program
- Student surveys and suggestion box
- Continued offering of popular classes, ie. ballet and martial arts

4f. School Leadership Support. What actions has your school principal, superintendent, or other school leaders taken this year to support the afterschool program?

- Advisory Board includes administration from each school
- Monthly Administration Meetings- Director meets regularly with school principals to discuss programming
- Administration at each school advocates for the program
- Regular disciplinary meetings with Bethel administration to discuss specific cases
- Stockbridge principal acted as director while new director was hired, offered council for new director
- Principals promote and encourage participation of ExCEL through direct talk, announcement and publications. Included ExCEL report in yearly administrative report.

4g. Regular Attendees. What have you done this year to encourage and support regular participation among students?

- Continue to offer popular classes
- Regular celebratory events for culminating classes
- Bulletin displays in schools with photos and final projects
- ExCEL staff continually incorporates student interest based activities
- Creating and maintaining strong relationships through family, student, staff and community

- Positive reinforcement for positive behavior. PBiS has been incorporated into RES, and will be integrated specifically in Stockbridge and Bethel next year.

4h. Instructional Leadership. What expectations did you set this year for afterschool instructors with regards to lesson planning, course development, and student outcomes?

- Detailed program guidelines submitted by enrichment instructors prior to each session
- Job descriptions were developed, evaluation system being put into place
- Staff handbook to be distributed, orientation schedule has been created to be in place for June summer camp training.

4i. Flexible Structures and Student Choice. What does your program do to ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities? How does your program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?

- 1-3 activity choices are offered each day, depending on site
- Free play is offered daily
- Each session includes variety of classes, to meet the needs of varying learning styles and student interest, such as art, sports, academics, cooking etc.
- Both program staff and High School staff actively participate and assist students with activities

4j. Community Partnerships. Who are the people that you partner with and what are the outcomes of your work together this year? (Please use a separate bullet point for each partnership.)

- Boys and Girls Club of the White River Valley –
 - Bethel Site Coordinator was employed through BGCWRV
 - Programs provided by BGCWRV, such as Power Hour
 - Billing and registration process completed by BGCWRV
 - Training opportunities available to Bethel staff
 - Will be ending this partnership in June, due to different objectives. ExCEL will maintain uniformity throughout the WNWSU ExCEL programs
 - Member of BGCWRV will remain on ExCEL Advisory Board
- Farm-To-School – Rochester Elementary
 - Director is a farm-to-school committee member
 - Year- long Garden/Agriculture club utilizes greenhouse
 - Farm Fling- end of year event hosted by Farm-To-School and ExCEL
- National School Lunch Program
 - Participation in snack reimbursement program
- Center for Valley Youth
 - ExCEL provides SAP counselor as program staff to open CVY nights
 - Winter ski trips for M/HS
- Town of Bethel Recreation
 - Discounted pool membership for ExCEL participants
- Our Voices Exposed (OVX)
 - Bethel High School Lock-IN was sponsored in part by ExCEL
- VISTA/Americorps
 - VISTA member from September 2010-January 2011
 - VISTA direct service worker expected for summer 2011

Windsor Southeast SU - *Bridging The Gap Learning Center* - Laurie Adams

4a. Afterschool Program Leadership. What actions have been taken this year to strengthen the afterschool program director's position?

- The afterschool program director participated in two ISSAP strands of professional development this year. They were very helpful in steering future programming and gaining resources to strengthen the existing program. The program director participated in all of the webinars and conference calls which kept her up to date on the latest happenings and requirements. She also attended several trainings on working with and supporting children and families at risk and a mandated reporting training. Finally the program director is following the required guidelines of becoming a STARS accredited program and has completed Rethinking Early Childhood Education, one of the two required 3 credit college classes. The director is currently in week 5 out of 12 in, Educating Exceptional Children, which is the second class. Once this class is completed the director can apply for STRAS accreditation which will bring in higher subsidy fees and many other benefits as well for the staff and the program. Completion of this last class also fulfills the rest of the requirements for the director to do an assessment of prior learning and get her degree. Jan Walker talked about a new pilot program at the Legislative Lunch that takes all of the college education classes and combines them with the years of experience in the field and gives you a degree.

4b. Linkages to the School Day. In what ways is your afterschool program connected to the regular school day? Describe these connections and linkages (e.g., shared staff, space, training, policies, curriculum, leadership support, instructional methods, etc.).

- There are many strong linkages to the school day. The BTGLC program uses the same rules, behavior plans, teaching techniques and emergency procedures as the school and is written into the school action plan. There is an open invitation from the school for the program staff to attend all meeting, trainings, and professional development opportunities offered to the school day staff and attendance is encouraged by both parties.
- The program director took a math assessment course taught by the school math specialist along with 12 other teachers and learned what the grade level expectations were as well as how to asses needs and supplement learning. This was a great link to the school day teachers and their buy-in to the program. Regular meetings and updates in information and strategies take place with this group and the math specialist and two of the teachers formed a Math NECAP enrichment proposal which has been implemented into the program.
- The program director and three other staff members who work with K-3 students attended a literacy training program with the faculty at the teacher in-service day so that the program staff can supplement what the k-3 teachers are doing during the day in literacy.
- The director will be informed of further trainings that will be offered that would be of benefit for the staff to participate in. The guidance counselor and the school based clinician work collaboratively with the program and refer students who they feel are at risk and would benefit from the safe and positive atmosphere of the program. They also, with parent permission, meet at times with their clients during the afterschool time when a time **during the school day** is difficult to find.
 1. School day teachers are involved in the program through the enrichment offerings and through the targeted assistance for students.
 2. The staff is largely Para-educators and school substitutes (several with teaching degrees) that have connections/familiarity with the school.
 3. Program staff has space within the school for storage, computers, and programming.

4. The computer lab is available on a weekly basis as well as the gymnasium.
5. The physical education teacher lets the program use her equipment and led some enrichment classes like rowing and snowshoeing.
6. The program benefits from the support and involvement of the school's math and reading specialists.
7. The reading specialist works with the program staff to ensure students are reading books at their appropriate level during afterschool time and supplies the books.
8. The interim superintendent supports the program, meets with the director, and considers the program to be a vital support for students.
9. The new principal actively supports the program, meets with the director, and considers the program to be an important asset for students. He voiced his opinions on the value of the program and its effectiveness at a recent annual board meeting for the Community Health Foundation.

4c. High-Quality Staff. What steps do you take to recruit, train, and retain highly qualified staff? What professional development training did your staff participate in this year and why?

- BTGLC recruits staff that already has experience working with children and then encourages continued professional development in the appropriate areas. The staff mostly consists of school day professionals such as teachers, school substitutes, and para-educators who have connections/familiarity with the school and the students.
- The staff takes the majority of their professional development at the Springfield Area Parent-Child Center. This center offers classes in the Core Knowledge Areas of Child Development, Families and Communities, Teaching and Learning, Healthy and Safe Environments and Professionalism & Program Organization. These classes are offered free of charge to our staff because we are a licensed childcare facility. The staff took various classes in the areas of reading, math, science, and physical and intellectual development as well as CPR and AED training.
- The program director has an extremely valuable and talented staff that is a major part of the program success and seamless day. The director expresses this to the staff often and feedback is always sought as to how the staff is feeling about their jobs. An open door policy to discuss anything is in place and problems / recommendations are quickly addressed.

4d. Safe and Appropriate Environment. What actions have you taken this year to ensure that students are physically and emotionally safe in your program?

- The program follows the school safety and action plans. The majority of the staff is school day employees so this plan is familiar to them as well as to the students and the parents. The emergency evacuation meeting spot is the same as the school also. The school behavior policies and expectations, including 0% tolerance for bullying and expectations of respect for all, are followed. State childcare licensing guidelines for safety which include posting emergency numbers by the phone, health and immunization records, signed medical treatment consent forms, and parent/guardian authorized pick up lists are in place as well. Regular communication with the school guidance and mental health counselors, along with sensitivity to student needs, and embedded social skill building help ensure that the students are emotionally safe.

4e. High Interest Programming. What evidence do you have that your programs are student-centered and that every participant has a high interest in what he/she is doing?

- Student, staff, parental, and teacher surveys and input as well as academic needs are what drive the programming that is offered. The children are grouped according to their age and age appropriate things are offered to each group. The daily schedule is balanced with choice time, snack, homework help and enrichment activities which are based upon student interests.

- 4f. School Leadership Support. What actions has your school principal, superintendent, or other school leaders taken this year to support the afterschool program?**
- The interim superintendent, who is unfortunately done on June 29th, initially came on board asking what is the BTGLC program and why are we giving them \$10,000.00 a year. She now says that we are an exemplary program that she wishes all of the surrounding towns had. She also understood the difficulties this program experienced this year with not only her being new, but also the principal, the head of custodians, and office personnel all wondering about us and how we fit in. Just recently, knowing that she was leaving with several other personnel changes happening again this year, she asked that we draft a new Memorandum of Agreement that specifically talked about the agreement between the school and our program. The program director pulled the applicable information from the original MOA and submitted it to the group. The document was signed by all parties and will help the program to have more security with the upcoming changes.
 - The new principal also recognized the situation, felt the same way, and gladly signed the agreement. Fortunately, he feels the same way about our program and he will be here this coming year.
- 4g. Regular Attendees. What have you done this year to encourage and support regular participation among students?**
- We strive to offer quality programs that are fun and interesting in a friendly, caring environment where each person feels they are a valuable part of our program. Surveys are taken in each group, which helps drive programming, and feedback is always sought and welcome.
- 4h. Instructional Leadership. What expectations did you set this year for afterschool instructors with regards to lesson planning, course development, and student outcomes?**
- Enrichment Instructors are asked to fill out an Activity Request Form which describes the major goals/components, the Vermont standards, typical responsibilities, number of participants, length/frequency of sessions, facility, equipment and material needs and training requirements. This form is reviewed by the director and an advisory team member (usually the superintendent).
 - The regular program teachers follow a daily schedule of academic and enrichment activities that rotates on a weekly basis. This schedule is balanced with choice time, snack, homework and enrichment activities.
 - Student outcomes such as attendance and test scores are tracked accordingly. Pre and post test may be requested.
- 4i. Flexible Structures and Student Choice. What does your program do to ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities? How does your program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?**
- The participants are broken out into groups according to age. Age appropriate learning and enrichment opportunities are offered to each group. A balance of structured and non-structured time is incorporated into each element. Various stations are often offered during free choice time to the two younger groups, which give them choices of what they want to do within a controlled area, and a physically active game is offered as well. One group goes through the stations and the other group does the physical activity and then they switch. The older group has different options such as card and board games, beading, key chains and jewelry, knitting and needle point, Lego and structure building materials, paper airplanes and origami, and various drawing and coloring activities. They do a physical activity as well during half the time but they can choose which one to do first. During the scheduled structured game times the students get to choose from a list of pre-approved physical and cooperative games that they helped to create. Many times they already know as a group which game they want to play and other times it comes down to a vote.

- Weather permitting, an outdoor opportunity is given daily and all three groups often join together for this. It helps them to learn to interact in healthy and safe ways with other age groups.

4j. Community Partnerships. Who are the people that you partner with and what are the outcomes of your work together this year? (Please use a separate bullet point for each partnership.)

MT. ASCUTNEY COMMUNITY HEALTH PARTNERSHIP- \$3000.00 ANNUALLY

- | | | |
|-------------------------------------|------------------------------|----------|
| <input checked="" type="checkbox"/> | Programming/Activity-Related | Services |
| <input checked="" type="checkbox"/> | Goods/Materials | |
| <input checked="" type="checkbox"/> | VolunteerStaffing | |
| <input type="checkbox"/> | PaidStaffing | |
| <input checked="" type="checkbox"/> | Evaluation | Services |
| <input type="checkbox"/> | Funding/Raise Funds | |

WINDSOR AREA COMMUNITY PARTNERSHIP

- | | | |
|-------------------------------------|------------------------------|----------|
| <input checked="" type="checkbox"/> | Programming/Activity-Related | Services |
| <input checked="" type="checkbox"/> | Goods/Materials | |
| <input type="checkbox"/> | Volunteer | Staffing |
| <input type="checkbox"/> | Paid | Staffing |
| <input type="checkbox"/> | Evaluation | Services |
| <input type="checkbox"/> | Funding/Raise Funds | |

WINDSOR SCHOOL DISTRICT -\$10,000.00 ANNUALLY

- | | | |
|-------------------------------------|------------------------------|----------|
| <input type="checkbox"/> | Programming/Activity-Related | Services |
| <input checked="" type="checkbox"/> | Goods/Materials | |
| <input type="checkbox"/> | Volunteer | Staffing |
| <input checked="" type="checkbox"/> | Paid | Staffing |
| <input checked="" type="checkbox"/> | Evaluation | Services |
| <input checked="" type="checkbox"/> | Funding/Raise Funds | |

WINDSOR STATE STREET SCHOOL - HOUSES OUR PROGRAM NO CHARGE

- | | | |
|-------------------------------------|------------------------------|----------|
| <input checked="" type="checkbox"/> | Programming/Activity-Related | Services |
| <input checked="" type="checkbox"/> | Goods/Materials | |
| <input type="checkbox"/> | Volunteer | Staffing |
| <input checked="" type="checkbox"/> | Paid | Staffing |

- Evaluation
- Funding/Raise Funds

Winooski SD - Student Success - *Winooski & Beyond* - Barbara Russ

4a. Afterschool Program Leadership. What actions have been taken this year to strengthen the afterschool program director's position?

- Director position continues to be full-time and is financially supported by the school district
- Director's previous positions and education background continues to contribute to program quality and improvement. Director has classroom teaching (K-5) and administrator (K-6 principal and K-8 language arts coordinator) experience as well as program coordination and teaching at the university level. Director has Masters degree in curriculum and instruction and completed all coursework (ABD) in an educational leadership doctoral program
- Director continues to hold current Vermont K-6 teaching license and Vermont K-12 Principal license
- Academic coaching model continues to be refined and adapted to better meet the needs of the afterschool program
- Regularly scheduled meetings with academic coaches—jfk, jfkms/whs, individually, and as a whole group
- Integral part of Winooski School District staff
- Regularly attended JFK, JFKMS and WHS faculty meetings
- Participated in school in-service programs
- Visible in school on a daily basis
- Regularly meet with building principals and superintendent
- Regularly meet with central office staff re: budget, etc.
- Work with KidsFirst! Program to coordinate afterschool offerings K-5
- ISS-AP Coach for Tutoring Strand (6 directors)
- Participated in two ISS-AP strands: Youth Quality Improvement Process and Setting a Vision for Learning This Summer
- Member of Vermont Center for Afterschool Excellence Partner Advisory Council (2009-present)
- Member of VT Afterschool Conference Committee (2008-present)
- Presenter at VT Afterschool Conference: *Be Strategic! Helping Kids with Literacy Learning Through Games* (October 22, 2010)
- Participated in a variety of conference calls/webinars with VT21C and Vermont Center for Afterschool Excellence (September 2010-May 2011)
- Actively participated on committee to plan afterschool legislative day and attended and participated at Afterschool for All Legislative Day (March 24, 2011)
- Member of site visit team for one 21C site visit during fall 2010
- Participated on 21C Panel reading and evaluating 21C proposals and making funding decisions

4b. Linkages to the School Day. In what ways is your afterschool program connected to the regular school day? Describe these connections and linkages (e.g., shared staff, space, training, policies, curriculum, leadership support, instructional methods, etc.).

- Offered successful 3-week summer program where students were invited to attend one, two, or three weeks (literacy focus (1 week), math focus (1 week), and literacy and math focus (1 week) for nearly proficient grades 1-6 students, shaky proficient for grades 1-6 students, and newly arrived 1-6 ELL students)
- Use licensed teachers to teach all 21C programs (summer and during school year)

- Enrichment programs designed to enhance school day learning
- Promising Practices tutoring program has classroom teachers, special educators, and ELL teachers working with students from their classroom or caseload to help students improve their literacy and math skills. The learning and teaching that happens afterschool, directly connects to the school day work of the children
- Licensed teachers currently teach in Winooski School District
- Kitchen staff provides snack five days per week
- Ongoing and significant support from building principals and superintendent
- Support of school nurses—materials donated for afterschool first aid kits for each teacher teaching an afterschool program
- Support of school custodians and maintenance staff
- Use classrooms and other rooms in schools
- Follow school day policies and procedures
- Instructional methods mirror what happens during school day instruction
- Programs use computers or other resources/supplies provided by the district in their programs
- Director has office in school building
- Director attends JFK, JFKMS, WHS faculty meetings
- Director attends school-wide and district-wide in-service
- Director regularly meets with building principals and superintendent
- All afterschool programs located in the school building
- Regularly attended K-12 inservice workshops during 2010-2011

4c. High-Quality Staff. What steps do you take to recruit, train, and retain highly qualified staff? What professional development training did your staff participate in this year and why?

- Surveyed K-12 teachers and met individually with everyone who said anything other than they weren't interested in participating to create and begin to develop new afterschool program offerings
- Adapted and expanded afterschool packet providing a model of the program overview, lesson plans, pre/post tests, and student evaluations to teachers that could be used as they created and developed their afterschool programs
- All academic coaches (4) are licensed teachers
- HD Flip video cameras provided to academic coaches to film afterschool programs, create still photos from video for monthly district newsletter, and for Lights, Camera, Learning! video competitions
- All academic coaches attend and participate in professional development opportunities provided by the school district and the 21C program.
- Academic coaches meet regularly with afterschool teachers and provide on-going support
- Director and Academic Coaches actively provide support and are in building when programs are happening
- Director and Academic Coaches trained in CPR
- Teachers have working with youth expertise
- Excellent financial compensation for afterschool teachers and academic coaches
- Publicly recognize afterschool staff through monthly District Newsletter
- Team approach between Director, Building Administrators, Academic Coaches and Afterschool Teachers
- Regular communication with superintendent, building principals, teachers and other building staff
- All 21C afterschool teachers have successfully completed a criminal record check

4d. Safe and Appropriate Environment. What actions have you taken this year to ensure that students are physically and emotionally safe in your program?

- Clear discipline policy that mirrors school day policy and procedures
- Attendance procedures (at JFK phone call home if student has been in school, but not at afterschool program, at JFKMS parents sign form at beginning of school year to identify whether they want to be called if their child is enrolled in an afterschool program but does not attend)
- Information on student medical information
- Emergency action plans that mirror plans during school day
- Follow school's safety policies and procedures
- Field trip procedures consistent with during the school day procedures
- Intercom systems and telephones throughout the building
- Age appropriate programs, supplies and equipment with good teacher to student ratios
- All teachers, academic coaches, and 21C director wear id badges and have cellphones
- First aid kits are well supplied and easily available
- Teachers sensitive to students' needs and interact appropriately with them
- Regular communication with superintendent, building principals, teachers and other building staff
- Ongoing work with school nurses and guidance counselors to be aware of any ongoing health, emotional or medical issues
- In the event bullying occurs, same procedure as during school day (bully form submitted to behavior specialist with follow-up)

4e. High Interest Programming. What evidence do you have that your programs are student-centered and that every participant has a high interest in what he/she is doing?

- High student participation rate at K-5 level, increased student participation rate at grades 6-8 this year
- Students sign up by choice
- Waiting lists for classes (K-5 level)
- Students allowed to try a program, if not sure. We work to place them in a different program if they decide it's not a good fit for them
- Collect student input
- Middle school students created/guided program offerings throughout the year
- Collect teacher input
- High student retention rate (of students currently participating)
- Exhibit student work/photos throughout the year both at the school and in the district newsletter
- Positive parent feedback
- Positive teacher feedback
- Positive feedback from administrators and school board members
- Appropriate and positive student behavior
- Prior to session, teachers complete program overview form
- Afterschool teachers provide academic coaches with weekly lesson plans that are linked to the standards
- Programs repeated/continued when well-liked and attended
- Offer a wide variety of activities with a focus on literacy, math, science, technology and the arts
- Programs designed around student needs and interests
- Expanded weeks that afterschool programs are offered K-12
- Consistent scheduling
- Program offerings are based on research/best practices
- Low student/teacher ratios
- Very few students drop out of afterschool programs

4f. School Leadership Support. What actions has your school principal, superintendent, or other school leaders taken this year to support the afterschool program?

- Over 50% of funding for K-12 afterschool program continues to be included in Winooski School budget
- Continued School Board support
- Winooski School District provides oversight and fiscal management for the 21C grant
- Strong teacher support
- Ongoing, continuous, and strong support from superintendent, building principals, director of special education, administrative assistants, curriculum coordinator, guidance counselors and central office personnel
- 21C Director is supervised by superintendent and meets regularly to discuss issues around the program
- School administrators active members of Winooski 21C advisory board
- Principals discuss afterschool at faculty meetings
- Principals advocate for programs
- Principals help with program issues
- Superintendent advocates for programs
- Link on school district website
- Four articles and photos (2 for JFK, 1 for JFKMS, 1 for WHS) of afterschool programs included every month in district newsletter. In January and June a 4-page afterschool insert is included in the district newsletter highlighting 21C afterschool programs

4g. Regular Attendees. What have you done this year to encourage and support regular participation among students?

- Offered successful 3-week summer program where students were invited to attend one, two, or three weeks (literacy, math, and newly arrived ELL students)
- Offered programs with teachers who were interested in teaching afterschool programs and had interested kids
- Offered some of the popular programs (middle school) in a club format throughout the school year
- Offered programs where students came up with the program ideas (Manga Book & Drawing Club, Cooking at middle school)
- Created successful strategy game room for grade 6 boys basketball team waiting for practice and offered it to all grade 6-8 students
- Increased programming days/hours K-12
- Offered programs more than once a week (afterschool math and literacy labs at middle school and core support in science, math, and spanish at high school)
- Re-offering programs later in the year
- Regularly visited classrooms and the cafeteria to recruit students for afterschool programs
- Did not charge a fee for afterschool programs
- Comfortable and safe environment
- Ongoing conversations with parents/guardians/students/afterschool teachers/academic coaches
- Provided daily snack at afterschool programs
- Continue to build relationships with more students which results in more interest in afterschool programs
- Flexible registration each session allows students to participate as much as they like/can

4h. Instructional Leadership. What expectations did you set this year for afterschool instructors with regards to lesson planning, course development, and student outcomes?

- All afterschool teachers complete a program overview form prior to their teaching. Overview form includes goals, learning objectives, grade level expectations, outline of what will be taught, and pre/post test

- Offered successful 3-week summer program where students were invited to attend one, two, or three weeks (literacy, math, and newly arrived ELL students)
- All programs must focus on reading, writing, math, science technology or the arts to be approved
- Individual lesson plans are required and reviewed by an academic coach prior to them being taught
- Academic coaches meet regularly with the director to discuss issues related to afterschool programming
- Academic coaches meet regularly with afterschool teachers to provide feedback and support
- The director and academic coaches regularly visit afterschool programs
- Many afterschool programs connect to what is being taught during the school day
- Afterschool teachers are compensated for planning time
- Director works with afterschool teachers and academic coaches to develop new program ideas
- Afterschool teachers are licensed teachers
- Explicitly state and convey high expectations/standards for programs when meeting with teachers thinking about teaching an afterschool program
- Director deals with concerns promptly
- Intent is to provide inquiry-based and engaging afterschool programs to increase students' knowledge

4i. Flexible Structures and Student Choice. What does your program do to ensure that each participating student is offered a variety of age-appropriate learning and enrichment opportunities? How does your program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?

- Afterschool literacy lab and math lab are each provided at the middle school level 1-2 times each week. Taught by licensed teachers in the content areas.
- Offer a variety of programs throughout the year through student, teacher, principal, and community input
- Programs grouped by grade level and are designed to be developmentally and age appropriate
- Low teacher to student ratios
- Student input is routinely solicited
- Work with community partners so programs don't overlap
- Attention to each and every student
- Flexibility in schedule to accommodate other activities students are involved in
- Continued to offer soccer book club option for students participating on middle school girls' soccer team.

4j. Community Partnerships. Who are the people that you partner with and what are the outcomes of your work together this year? (Please use a separate bullet point for each partnership.)

- KidsFirst!: partners with the elementary and middle school afterschool programs. KidsFirst! provides programs taught by Winooski Recreation and Community personnel, school personnel, community members, and volunteers from St. Michael's college. This partnership will continue next year with some modifications. We continue to look at program offerings related to days and age groups, to provide more balanced program offerings each session. This continues to be a challenge, as we have older jfk/wms/whs siblings responsible for younger siblings afterschool.
- 4-H: 4-H educators partner with Winooski teachers to co-teach a variety of programs at the middle school including robotics and forensics. Forensics afterschool program was featured on WCAX Across the Fence program spring 2011. We will continue to grow and expand this partnership, as middle school students are identifying programs they would like offered for next year.
- Boys & Girls Club of Burlington: provides evening, weekend and vacation programs to our students. Also provides dinner for students.

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- VSAC Gear Up Program: one members of this program will continue to participate on the advisory board and will be contributing materials and anticipate \$2500 to be used toward afterschool programming. Will also continue to provide personnel to teach study skills modules, set up college visitations, provide digital photography/career exploration program for middle school students during the summer, and take students and parents on college visitations, etc. This partnership continues to evolve!
- Winooski Recreation and Community Wellness: WRCW offers a broad variety of programs to our students during evenings, weekends and during the summer months. They provide breakfast and lunch daily and organize activities and field trips, including transportation. This partnership will continue.
- Sawmill Studio: partners with Winooski teachers to co-teach a woodworking program for students in grades 5-7 where students learn to use hand tools and complete a variety of woodworking projects. We will continue to grow and expand this partnership, and Kids First! will also provide a woodworking program with Sawmill Studio for students in grades 2-4.
- Martial Way Arts: partners with Winooski teachers to co-teach jiu jitsu. Culminating activity that students work toward is participation in a jiu jitsu tournament held twice a year. This is an ongoing partnership that we will continue next year.