21st Century Community Learning Centers

2018-2019

Site Visit Report

Mount Abraham Unified School District ELP Program

Submitted by Emanuel Betz

21st CCLC State Coordinator

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Project Director: Mandy Chesley-Park

Visit Dates: July 31, 2018, November 8, 2018

Visiting Team: Emanuel Betz (Agency of Education) Tommy O' Connor (Lamoille North Supervisory Union) Eli Phillips (Burlington School District) Heather Moore (Franklin Northeast Supervisory Union)

Report Date Report: December 3, 2018

The site visit, or peer review process uses a team of practitioners and other educators to review, assess and develop this report. The focus of the peer review process will use the 21c state evaluation plan as its framework along with additionally selected focus items* for 2018-19. The statewide evaluation results as detailed in the 21c statewide evaluation plan and the associated 2017-18 *Cognito* Annual Performance Report (APR) questions and data points will frame the agenda and questions, with the Annual Performance Report serving as a baseline data set.

Authority to Monitor

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

Goals

1. To provide accountability and oversight as required by law
2. To provide projects with an on-going opportunity to reflect and improve in their practice
3. To promote regular dialog and information sharing with and among projects

Response to this Report

Please submit a written response(s) to Emanuel Betz at Emanuelbetz@vermont.gov. The responses should include detailed steps to address any *"Findings" and "Priority Action Items"* by the date(s) indicated. Recommendations and comments do not require a formal response. See *definitions* below to guide your thinking on how to interpret this report. Items needing a response are numbered sequentially within each column from top to bottom.

Definitions:

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

Summary

The ELP Afterschool programs were visited for one day in the summer and one day during the school year where interviews were conducted and programs were observed. Extensive documentation was provided and analyzed in its entirety including self-assessments, program materials, policy handbooks, brochures, planning forms, program artifacts and promotional materials, Annual Performance Reports and grant and budget information. Interviews and/or discussions were completed with the project director, assistant superintendent, site coordinators, business manager and accountant, one principal, one parent, assistant principal, and a partner.

The project continues to grow and evolve in a positive direction. Improvements of note since the last visit include:

- Implementation of a new unified summer program at the high school location
- Partnership growth resulting in new and effective program options
- Licensing approval and associated work including creating a family support role
- Systems enhancements including clearer policies and procedures, YPQA, Filemaker use and more specialized professional development offered
- Program quality and intention is consistent and clear
- A restructured and flattened leadership team and approach is being piloted

The following areas of growth/opportunity should be worked on the next phase:

- Further alignment with the school day is the most important strategy. While improvements have been made, integration is far from realized. School linkage moving from "support" to examples of "integration" should be an explicit goal
- A more explicit connected academic strategy beyond workshop options is needed
- Careful monitoring of attendance and cost within statewide expectations
- Creating summative data indicators beyond reporting requirements
- Consider reviewing the observation forms, and in particular, noting engagement areas that were not checked in all reviews as areas to work on.
- Review licensing benefits at the end of the year. If subsidy income is under projected need, consider alternative approaches. The opportunity cost of not being licensed over a number of years should be built into any calculation and analysis.

Thank you for all the hard work, as well as preparing for and participating in this process. We hope that the process has and will have a positive impact on the program and youth outcomes.

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Review Area and Alignment to Statewide Evaluation Plan	Evidence and Analysis (Evidence Statements, Recommendations Priority Action Items, Findings)
1. Success Stories *What is working well and how do you know?*	See narrative above for improvements of note Continuous improvement in evidence Workshop offerings are high quality This project has a strong team of caring administrators that are well-connected to the school and community There is a lot of community support being leveraged for the program First year of unified summer programming including a well-attended celebration/ dinner Newly designated ELP classroom being use as a central point for the program in Bristol Focus on SEL mentoring program
2. Youth Centered Leadership and Activity *How are programs youth centered?* *How do programs support youth leadership?*	Youth are both formally and informally surveyed to see which classes to offer Coordinators look at class enrollments to see what is popular enough to run again Coordinators respond to suggestions for programming and structure Celebrations and events exist where youth perform High levels of program engagement and learning observed A few youth from the Robotics program return to support program after "aging out" **Recommendation:** Create intentional strategies to support youth leadership systemically for the project

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3. Challenges/ Lessons Learned *What barriers or challenges are you encountering this year that may be affecting the continuous quality improvement of your program?* *What lessons have you learned about your project and what adjustments will be made to ensure the site is continuously improving?*	**Staffing**: Finding staff, specifically school day staff has been a challenge **Space**: There is a continued concern over space and areas of use; some but not all teachers share classroom space with ELP **Attendance**: Still working on increasing attendance in 5th and 6th grade specifically (see below as well **Behavior**: Increase in student behavior issues noted; required staff to take de-escalation training **Licensing**: This year is the first year to learn the costs and benefits of the newly establish childcare licensing system. The program requires new training, paperwork and extra administrative time to collect and process information. Staff have to be fingerprinted twice (school and licensing) and need to meet additional regulations. On the positive side, additional income, safety and professional development systems were reported as improved.
3. Evaluation Plan **4. Local evaluation outcomes** *What are the components of your comprehensive evaluation plan?*	This is an area for growth. Staff do have self-assessments, the Youth Program Quality Assessment is completed, *Responsive Classroom* is used, as well as licensing assessments. The director noted the need to streamline assessments so the tools work better together and do not take away from programming. **Recommendation:** Build and track up to three local summative *evaluation measures* that provides evidence of efficacy.

Review Area and Alignment to Statewide Evaluation Plan	Evidence and Analysis (Evidence Statements, Recommendations Priority Action Items, Findings)
5. Equity and Access; Dosage and Numbers *Result 1.2: 21c funded programs are open for enough hours, days, and weeks to meet student and family needs during the school year.* *Result 1.3: 21c funded programs provide enough summer programming to address summer learning loss* *Result 1.4: 21c funded programs have a solid base of regular attendees* *IEP and Low income rates meet or exceed school averages** *Program income practices do not limit program access**	Evaluative numbers are within range Site has appropriate afterschool times and allows adequate time for food and enrichment Starksboro bus run exists, but not for Bristol Program offers scholarships and multiple entry points for families to access the program Coordinators work with families to help with registration forms and cover the cost of the fees. Enrollment is "first come first serve" with a few spots held for youth known to have difficulties with parents completing paperwork. There is a cap on enrollment to maintain ratios. Summer program is 5 weeks long. School Year programming is 32 weeks long with four 8-week sessions. Plan is to have a nurse and special educator on staff for next summer.

Review Area and Alignment to Statewide Evaluation Plan	Evidence and Analysis (Evidence Statements, Recommendations Priority Action Items, Findings)
6. Leader information **7. Staffing (Including Licensed Teachers)** *Result 3.1: 21c funded programs are led by experienced leaders (includes adults and youth)* *Result 3.2: 21c funded programs utilize high quality staff to run programs* *Result 3.3: 21c funded programs have appropriate staff retention rates* *Result 3.4: 21c leaders participate in professional development and networking opportunities*	Returning experienced Project Director Site Coordinators have a strong history working with youth; have experience and training Both programs had staff that were well versed in their respective areas Staff participate in conferences and specialized trainings such as Social Emotional Learning Approximately 25% of afterschool staff have a teaching license according to 1617 state data. Extra training has been provided in accordance with licensing regulations. **Recommendation** Create strategies to enhance teacher participation and connections during the school year program
8. Physical activity *Result 2.3: 21c programs provide healthy food and physical activity*	Food was diverse and students were pleased on visit day A healthy snack is served everyday (AMPed meal) Workshop/Enrichment choices exist in physical activity areas Every day youth have a recess as an option All youth have a physical activity block and swimming as part of the summer program.

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9. Linkage to the school day including principal involvement *Result 4.1: 21c funded programs link with the school day* *How does the program align and integrate with the regular school day programs and systems?*	ELP is part of the special education meetings and planning The Director is on the curriculum advisory team Coordinators work with the curriculum plan to make connections with the ELP lessons Programs follow and mirror the school day rules. Summer ESY program partnered with summer program at the co-location Literacy specialists work with coordinators on planning The Speech Language Pathologist works with coordinators to develop programs Connections to the district strategic plan are starting **Recommendation** 1) Principals support programs. There have been several changes in district and principal leadership over time. Principals support program yet greater integration with articulated strategies that have coherence are needed. (e.g. continuous improvement plans; or other plans and strategies)
10. Culminating end products or performances *Result 2.2: 21c funded programs allow participants to experience interests in depth* *Result 2.4: 21c programs support learning*	Annual Performance Report demonstrate multiple examples The summer program had an end of summer dinner with presentations Workshops are designed to be experiential and fun with academic learning at the core Day of "end product" observations: -The Dungeons and Dragons group was in character, they acted out stories, drew own map – very involved -Art and craft offering was allowing students to take crafts home and were usable and not simply decorative -Literature had real world stories and very involved -Tai Chi demonstrated performance of parts of the form

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11. Intentional Academic Components *Result 2.4: 21c programs support learning* *Does the site have at least one program strategy, beyond homework help, that is specifically designed to support students who are performing below grade level or struggling academically?*	**Priority Action Item #1 (July 1, 2019)** Enhance or create a strategy to meet this goal Jan 30, 2019: send update or decision June 1, 2019: Decision deadline.
12. Sustainability and partnerships *Result 4.2: 21c funded programs utilize diverse sources of funding* *Result 4.3: 21c funded programs benefit from meaningful community partnerships*	ELP recently became a licensed childcare center with a new fee-based structure Several community partners, including a local community member has donated time, money, and equipment for STEM and Robotics, the local coop, libraries, Parks and Recreation, Middlebury Community Music Center Community members volunteer in the program. Additional school budget support is an active strategy. $11,500 in subsidy revenue received to date in 2018 $27,000 in new fees, to date in 2018 inclusive of 5 site summer program.

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13. Family engagement and parent communication *Result 4.3: 21c funded programs benefit from meaningful community partnerships*	Coordinators call home and communicate with parents around behavior, registering for programs, and paying for programs. Many Parents participated in end of summer dinner celebration, which is a great indicator. Parent spoke highly of offerings **Recommendation** Review materials for family friendly simple messaging and opportunities to reduce text. Examples, brochure leads with "expanded learning and the third space" without a definition. Payment and scholarship info is quite complicated on the page. **Priority Action Item #2** (Jan 1, 2018 or nearest winter session). Include language "No one will be turned away for inability to pay" or similarly strong language in a prominent position in materials. Submit brochure.
14. Private school participation *Result 4.3 21c funded programs benefit from meaningful community partnerships (private schools)*	N/A

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Review Area and Alignment to Statewide Evaluation Plan	Evidence and Analysis (Evidence Statements, Recommendations Priority Action Items, Findings)
15. Safety standards *See 21c safety standards and annual reporting safety questions* *Result 2.4: 21c funded programs strive for continuous improvement through the use of the Youth Program Quality Assessment (YPQA)*	ELP follows the school day rules and protocols. There is a plan to update the safety handbook ELP administrators are working to increase the level of safety training community member staff receive Follow an injury report protocol Staff have walkie-talkies to communicate with each other Staff follow standard sign-out procedures for when a participant leaves for the day Practice monthly fire drills per licensing protocols Worked with new aquatic plan in summer programming A position was created district wide to use YPQA and to assist with quality oversite of sites *ALICE* training planned to occur in concert with school day staff. **Priority Action Item #3 (January 1, 2018)** Assure afterschool door locking protocols and current practice have been approved by a multiple party (team) consensus that includes the principal. Send assurance. **General recommendations for emergency preparedness** A) Review, Revise and list all emergency protocols including articulating any variances in protocols from the school day. B) Reevaluate training plan, dosage, and tactics to be used for staff, including part-time staff. Articulate training practices and procedures in manual. C) Articulate command structure for afterschool inclusive of all programs and people in the building. D) Evaluate communication protocols including 'button (intercom) control' and training: empower multiple staff tiers in usage and plan. Articulate any changes to practice in manual. E) Articulate reunification center clarity and communication protocols that would follow an incident. F) Practice alternate drills beyond fire drills that complement school based preparedness schedules and approach.

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Review Area and Alignment to Statewide Evaluation Plan	Evidence and Analysis (Evidence Statements, Recommendations Priority Action Items, Findings)
16. Governance *How does a governance system meet regularly with diverse stakeholders who help guide the program?*	First meeting occurred in November and will occur at least quarterly Meets with Asst. Superintendent regularly Site coordinators and directors meet frequently with principals and other school leaders
17. Budget *How does the director maintain a well-developed system and provide sound fiscal management for the program?* *How does the fiscal agent provide proper oversight, organizational support, and fiscal management for the program?*	Meets with business office monthly The director keeps records of income and spending and checks with business department for verification More time has been allocated in the budget to help oversee the new fee structure A lot of new staff causes extra work for HR to put new people into the system **Priority Action Item #3 (End of session 3)** Language from APR review: "The program cost based on 17-18 available data (86 regular attendees-30 plus days) is that the per-regular attendee cost is $2838, which is above the upper expected guideline of $2500. The cost analysis backs out transportation and food in the analysis. At least 100 regular attendees would substantiate progress to the $2500 upper expected range and is a good goal for 2018-19." Current average daily attendance is 11 at Robinson and 35 at Bristol. Submit total days attended and average daily attendance data reports at the conclusion of sessions 3. Progress needs to be demonstrated in a positive direction or further AOE required actions could result. AOE will consult with the grantee after each session about this data.
18. Annual Performance Report Statewide Evaluation other items *Which systemic items or expectations may need new strategies or additional funding to be achieved?*	Diverse set of funding sources without reliance on one source not yet met per statewide goal Summer staff meet licensed goal of 33%, but not the afterschool year staff percentage Listed end-product examples were under the state average

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	Program Observations Afterschool Site: Robinson Elementary
Youth	"It's interesting" "Outside is my favorite" "I learned art; how to use small brushes" "You get to do more than my other program, here is more entertaining" Youth laughing with peer: "Did you just scream like a banshee?"
Staff	Attentive and engaging Talking, teaching, discussing with youth Every program had a clear plan that was being implemented All staff always right at face level with youth at all times Dungeons and Dragon leader facilitating group well: "Do you want to use a bonus action?"
Space **Climate** **Materials**	Shared space is small for full group Program space was adequate for use Music playing during Dungeons and Dragons and Art All programs had full adequate materials
Other	Students were intrigued by visit and were eager to share stories about their program It was suggested that the stage has not been used for years for a play at the school, which is interesting, if true
Analysis	10 participants, 4 were sick today Food: egg, sausage, juice, fried potato Excitement over enrichment - in particular Dungeons and Dragons; multiple age groups interacting; Dungeons and Dragons enrichment instructor was amazing – very engaging, and assisted all participants with multiple facets Cafeteria flow between two programs works well Suggest piloting simple shared programming and space with RACY. Example: share recess and food as a group all together once and see what kids say if they liked it or prefer the other way.

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	Program Observations **Afterschool Site: Bristol Elementary**
Youth	Overall positive interactions between students; lots of smiling and laughing, students playing together well, no disagreements were observed; for the most part, students seemed to be happy to be there; one student was sad, but a staff member took her by the hand and got her ready to go home with an older adult Youth walked into the snack and main activity room smiling. One expressed "I love this snack!" Youth said "hi" to the adults in the room and began to engage in activities with peers and adults in various stations. All youth were engaged. One youth was reading silently at a table were others were painting. One youth asked if the coordinator wanted to see a trick. After the youth showed the trick other youth gathered around to share tricks they learned with a tennis ball. Youth watched while their peers demonstrated tricks. Youth in Tai Chi class were observed following the motions of the instructor without interruption. Some youth volunteered to demonstrate exercised learned during the session. Other youth participated in demonstrations along with the instructor. Youth were observed smiling and laughing a lot during snack time and during workshops. Youth were observed approaching adults and asking questions. Youth were observed engaging with peers.

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	Program Observations Afterschool Site: Bristol Elementary
Staff	Staff greet all children warmly as they enter the program space, handing out named popsicle sticks for attendance purposes; there was a lot of positive interactions between students and staff, including the use of humor (students asking politely for supplies, staff checking in with students to see how their day was, redirecting students who skipped supper and went straight to Legos); staff encourage students to engage in an activity, whether juggling, drawing, Legos, building with cardboard and tape Coordinator: "We will look for your Lego after your snack. I want you to fill your belly first. Is that ok?" After the youth ate snack the Coordinator followed up "Are you done with your snack? Let's go look for your Lego!" Adult: said with a smile: "I didn't see you come in [youth's name]. Hi, Buddy!" Adult: "A lot of people don't know you? Who are you worried about?" Youth replied quietly. Adult: "Oh, that's [youth's name]." Youth replied again very quietly. Adult: "That's a great way to introduce yourself. Tai Chi instructor was observed modeling movements to youth when observers entered room. Upon completion of the movement, the instructor asked the class if they would like to do a demonstration. All students agreed and everyone sat down on the floor. The instructor asked if there were a volunteer. When nobody answered, the instructor asked if anyone wanted to do a movement with her. A youth volunteered and the instructor guided the youth through a movement. When asked again for a volunteer and nobody answered the instructor asked if the whole group wanted to work on something together. The youth smiled and said yes and the entire group worked with the instructor on movements. Instructor asked youth if they were ready for their activity. When all youth said "yes" the instructor brought the "activating agent" as she called it and informed all the students of the instruction for making the slime. Instructor was observed sitting at a table with three youth. All four individuals were working on an art project. The instructor was observed having a conversation with the youth. Instructor: "What would the consequence be during the day?" Student answered, then instructor followed with "then it is the same here."

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	Program Observations Afterschool Site: Bristol Elementary
Space Climate Materials	Main program classroom is bright and inviting, full of activities for students to do; plenty of table space for activities; daily schedule is conspicuously posted on the wall; workshop spaces are mainly in classrooms/gym, which provide good space for activities In the main meeting room during snack time: • The main meeting room had 4 desks with 4 chairs to each desk. The size of desk and chairs were youth sized. • The date and snack/meal menu was written on the chalk board • Several stations of activities were available and accessible to all youth: painting supplies, Legos, books, paper, and pencils. In the main meeting room for activities: • Supplies were given to each youth • A sink was available in the room to clean up after activity • A "Welcome ELP" sign was hung near the door Open gym space was available for physical activity. Desks were moved in a classroom which provided space for students to practice Tai Chi. Youth were able to move around without bumping in to objects or other people.
Other	Youth transitioned from recess to snack to workshops quickly. To get youths attention the Coordinator said "1, 2, 3, eyes on me" and all the youth replied "1, 2 eyes on you" in unison and then became silent. Supper was pizza – some cheese and some pepperoni; there were not enough cheese pizza meals for students who wanted them, so some students picked off the pepperoni

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	Program Observations Afterschool Site: Bristol Elementary
Analysis	Small day – many students had not come; overall a very pleasant, enjoyable experience visiting programs; there was clearly a strong sense of community and connection amongst the staff and students, from the director on down – clearly many of these students had been coming for years and the staff had made an intentional effort to build relationships with them Students appeared to feel comfortable and secure with both the space and the adults leading the programs. When in the ELP classroom, youth walked in knowing the routine of where to put their coats/backpacks, washed their hands, grabbed a snack and immediately became to engage in activities with peers and adults. Adults seemed to give each youth the time that was needed to answer questions, give demonstration, or engage in activity or conversation. Peers reacted kindly to each other and no negative words were observed. The workshops were well attended and youth were focused and appeared to be at ease learning a new activity, sometimes even giggling when something seemed funny. The adults appear to really enjoy working in the program and to value their interactions with the participants. The systems mimic the school day. Twice I heard conversations about behavior and consequences related to the expectations of the day time

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Spirit: Smiling ____x_____Laughing _____x_____Choosing _____x_____
Playing _____x_____Calming/Relaxing ___x___

Health/Physical: Moving_____x_____Eating _____x_____ Drinking_____x_____ Handwashing ___x__

Dialog: Speaking____x____ Listening ___x___Questioning ___x___Discussing ___x___ Explaining ____x____

Doing: Thinking _____ Reading _____x_____ Writing_minimal___ Researching___x___ Performing_some_
 (Art)
Making _____x____Creating ___x___Designing _____ Collaborating see note below Focusing/Immersing
_____

Collaborative Problem Solving_____ Persevering ___1___ Productive Failing some in here but no official
count _____Reflecting/Evaluating_____

Leadership: Leading _____Facilitating __x____Planning __x____Prioritizing x

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Social/Emotional: Cooperating _____Advocating _____Helping_____ Negotiating 2 (D+D group
leader and students helped save a student so that he could stay in the game) Empathizing _____
_____

Negativity: Arguing __x____Complaining _____x___Not-doing/Not-interested __2___

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Spirit: Smiling _____√_____ Laughing _____√_____ Choosing____√_____

Playing _____√All snack/recess_____ Calming/Relaxing ____√Tai Chi_____

Health/Physical: Moving _____√_____Eating _√ All ___ _____ Drinking _____√ All _____
Handwashing___√___

Dialog: Speaking___√_____ Listening __√_____Questioning __√_____Discussing ___√___Explaining____√____

Doing:
Thinking____√_____Reading_____√_____Writing____√_____Researching_____Performing____√____

Making____√_____ Creating ___√____ Designing _____ Collaborating____√_____ Focusing/Immersing ____√_____

Collaborative Problem Solving_____ Persevering _____Productive Failing _____Reflecting/Evaluating_____

Leadership: Leading____√____ Facilitating _____ Planning _____ Prioritizing _____

Social/Emotional: Cooperating ____√___Advocating _____Helping_____ Negotiating_____
Empathizing_____

Negativity: Arguing _____ Complaining_____ Not-doing/Not-interested_____

Youth Centered Engagement Observation
Site: Mt Abe-Summer   Date: 7/31/18   Visit Time: 8-noon
Programs: breakfast, lunch, am rotations, robotics, a few minutes of virtual reality

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Smiling ____x_____   Laughing _____x_____   Playing _____   Relaxing _____

Checks from Meals, rotations
Youth were always "doing," Other projects had "relaxing" checked this summer, which is interesting as a thought piece

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Moving _____x_____Eating _____x___ Drinking _____ Handwashing_____

Meals, wellness programs
I'm surprised there is no check for drinking. Might be something to watch/analyze?

Speaking_____x___ Listening _x_____Questioning ___x_____Discussing _____x__Explaining_____

Some questioning, but would have expected some more generally

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Making____x_____ Thinking_____x_____ Reading _____Writing_____

Did not observe any reading or writing

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creating _____x__ designing ___x____ imagining___x_____ choosing ____x___ leading_____

These were all in art, maybe in VR or robotics?
Are there opportunities for youth leadership? Do you have high school level mentors/workers? Many sites did this summer. Youth Leading not observed

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persevering _____ productive failing _____reflecting_____

None observed, one youth spoke to it in robotic building in a round-about way.

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cooperating   ___x____ advocating _____ helping _____ negotiating_____empathizing_____

rotations: some cooperation was observed

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facilitating _____ planning _____ prioritizing _____collaborative problem solving___x____

Teacher was given prompts to youth helping them think about mastermind game strategy. Youth:" I can't give her any more feedback"

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arguing _____ complaining_____ not-doing/not-interested_____ waiting_____x__

Only once a few kids groaned when outdoor zombie game finished. Everyone was waiting for VR to load in the system.

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