

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

**2018-2019**

## **Site Visit Report**

**Rutland City Schools-EPIC**

**Submitted by Emanuel Betz**

**21<sup>st</sup> CCLC State Coordinator**



**Project Director:** Kate Bosnich

**Visit Dates:** July 12, 2018, December 18, 2018

**Visiting Team:** Emanuel Betz (Agency of Education) *Supervisory Union*) Gabe Diaz (Burlington School District) Suzanne Skaflestad (Winooski School District) Amy Volpi (Southwest Vermont Supervisory Union)

**Report Date:** Jan 11, 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](#). The responses should include detailed steps to address any 'Findings' and "Priority Action Items" by the date 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.

## Overview Narrative

The *EPIC* 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. Comprehensive documentation was provided and analyzed in its entirety including multiple self-assessments, program materials, policy handbooks, brochures, and planning information, program artifacts and promotional materials. Evaluation and sustainability plans were provided. In addition, Annual Performance Reports and grant and budget information was reviewed. Interviews and/or discussions were completed with the project director, site coordinators, accountant, assistant superintendent, office staff, principals, staff, and students.

The *EPIC* project, still in its “early phase,” continues to grow and evolve in a positive direction. Improvements of note since the initial year one start-up period visit include:

- A demonstrable commitment to student centered approaches in programming.
- New leaders and staff are driving programming with intent and vigor; a program vision is emerging.
- Troubleshooting, continuously improving, and overcoming challenges in multiple domains occurs.
- A sense that the project has great potential

Major strategic growth areas include:

- Sustaining a second major 21C project initiative for the city with a reduction in 21c funds on the horizon.
- Further building out program quality and approaches, particularly for the high school including rigorous learning paths/options at both sites
- Leveraging more community partners and approaches to diversify offerings for grades 7-12.
- Focusing effort on what works well for the older ages, dropping what doesn't, and remaining focused, but flexible.

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

<b>Review Area and Alignment to Statewide Evaluation Plan</b>	<b>Evidence and Analysis</b> (Evidence Statements, Recommendations Priority Action Items, Findings)
<p><b>1. Success Stories</b>  <i>What is working well and how do you know?</i></p>	<p><b>Project Level</b>            Committed and competent Director and site coordinators driving progress and change            Student centered activity is systemically taking root            Partnerships are increasing (see below)            Enthusiastic staff, predominately from schools leading programming            The central office team supports the program; Director is now on central office administrative team            Strong individual enrichment program choices in afterschool and summer</p> <p><b>High school</b>            Trying new approaches, getting over past negativity and making progress in offerings and numbers            Strong help/tutoring model in high school library with other components starting in the space</p> <p><b>Middle School</b>            Increased pride and progress at middle school            43% of regular attendees are on IEPs in 17-18: highest in state            Community meetings component (as only one example) adding a positive impact on the program.</p>

<p><b>2. Challenges/ Lessons Learned</b>  <i>What barriers or challenges are you encountering this year that may be affecting the continuous quality improvement of your program?</i></p> <p><i>What lessons have you learned about your project and what adjustments will be made to ensure the site is continuously improving?</i></p>	<p>Site coordinator turn-over          Getting enrollment up at the high school has been an issue with a need to find more relevant 7-12 programs          There are a lot of students with a variety of intense needs, particularly at the middle school          Finding staff to support things students might want: Director sends email blasts to recruit staff          Middle school Library is cramped but it seems to work</p>
<p><b>3. Evaluation Plan</b>  <b>4. Local evaluation outcomes</b>  <i>What are the components of your comprehensive evaluation plan?</i></p>	<p>Leaders connected to I. Campus system          High School Coordinator developing new data tracking systems          Middle School coordinator has access to school wide behavior data          Programs are connected to Continuous Improvement Plans.          Planning to update surveys; Survey done at open house.          RHS participation numbers lower in grades 11-12.</p> <p><b>Recommendations</b></p> <ol style="list-style-type: none"> <li>1) Consider more summative evaluation measures using SMART formats.</li> <li>2) Consider the use of Filemaker at the high school. Some of the data points such as the 30 day regular attendee marker are in this system with auto generated reports. Also the auto sign in feature could be used in the library. AOE could give the site coordinator a brief tour.</li> <li>3) Create an explicit summer improvement plan for the high school. Summer program adaptations are in progress.</li> <li>4) Decide strategically to what degree grades 11-12 should be targeted for services and how, or to focus more on the first two earlier grades. Only spend major effort on older grades if a viable strategy exists.</li> </ol>
<p><b>5. Equity and Access; Dosage and Numbers</b>  <i>Result 1.2: 21c funded programs are open for enough hours, days, and weeks to meet student and family needs during the school year.</i></p>	<p>EPIC serves 6<sup>th</sup> graders from Tapestry as well as from 7-12.          Detention issue resolved at Middle School and is no longer a barrier to participation          Removed fees at both sites for the afterschool program          Transportation options exist at both sites          Students with special needs or require more social-emotional support are given support          A psychologist works in the afterschool program at RMS that spends time with these students</p>

<p><i>Result 1.3: 21c funded programs provide enough summer programming to address summer learning loss</i></p> <p><i>Result 1.4: 21c funded programs have a solid base of regular attendees</i></p> <p><i>IEP and Low income rates meet or exceed school averages*</i></p> <p><i>Program income practices do not limit program access*</i></p>	<p>Programs are based on open enrollment plan so students can access at any time</p> <p>Quote: "Making it an environment that kids want to be in, increases the numbers"</p> <p><b>Priority Action Item #1 (July 1, 2019)</b></p> <p>Summer participation for middle school programs should be focused on Rutland City youth, and only to feeder communities for the high school as services to these communities are the core purpose and focus of the investment. Confirm agreement, preceded by discussion with AOE or questions if needed.</p> <p><b>Recommendations</b></p> <ol style="list-style-type: none"> <li>1) Offer opt out versus an opt in registration approach at the high school to potentially enhance access</li> <li>2) Consider additional methods or pathways that sixth graders might be involved with EPIC</li> <li>3) E block programming could be piloted under the following conditions. a) There is no supplanting of normal school day activity or staff; that would have occurred without federal funds and; b) The only youth attending are "in afterschool," and have finished their normal school day class commitments. c) Any new programming (type, approach) never happened in the school day, it is substantially different both in the offering and what youth actually do. d) An amendment is approved by AOE on this matter.</li> <li>4) Eliminate the summer fee at the high school. Consider a donation ask.</li> </ol>
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<p><b>6. Leader information</b></p> <p><b>7. Staffing (Including Licensed Teachers)</b></p> <p><i>Result 3.1: 21c funded programs are led by experienced leaders ( includes adults and youth)</i></p> <p><i>Result 3.2: 21c funded programs utilize high quality staff to run programs</i></p> <p><i>Result 3.3: 21c funded programs have appropriate staff retention rates</i></p> <p><i>Result 3.4: 21c leaders participate in professional development and networking opportunities</i></p> <p><i>Result 3.4: 21c leaders participate in professional development and networking opportunities</i></p>	<p>District-wide equity training is available to EPIC and Tapestry staff</p> <p>Site Coordinator meetings occur to share information</p> <p>Orientation meetings occur</p> <p>Have staff evaluations but would like better models</p> <p>Adjustments to numerous professional development opportunities are ongoing</p> <p>YPQA system utilized</p> <p>High levels of school staff used</p> <p><b>Recommendations</b></p> <p>Work to add hours to the site coordinator positions as funds and need allows over time. The position likely will require more hours as the program fully meets its potential</p>
<p><b>8. Physical activity</b></p> <p><i>Result 2.3: 21c programs provide healthy food and physical activity</i></p>	<p>Enrichment choices at both sites</p> <p><b>Recommendations</b></p> <p>1) Middle school snack program needs improvement. Lunch begins at RMS at 10:30am. Teachers buy and bring in food on their own initiative. Director quote: "I will drop off food." 21C funds can be used for food, if part of an approved budget.</p> <p>2) Consider more alternative afterschool program choices in this area such as martial arts, Ultimate Frisbee, running and/or intramural options that don't exist.</p>

<p><b>9. Linkage to the school day including principal involvement</b>  <i>Result 4.1: 21c funded programs link with the school day</i></p> <p><i>How does the program align and integrate with the regular school day programs and systems?</i></p>	<p>Director on central administrative team, k-8 administrative team, and central office administrative teams  RMS program has access to the nurse  School based staff and space fully used  Program connections to Tech Center exist  Continuous Improvement Plan connected according to performance report</p> <p><b>Recommendations (as quotes)</b>  1) "The district could pair not partner...There is more alignment we could do"  2) "The RHS site coordinator is not visible during school day"  3) "The RMS space is an ongoing issue"</p>
<p><b>10. Culminating end products or performances</b>  <i>Result 2.2: 21c funded programs allow participants to experience interests in depth</i></p> <p><i>Result 2.4: 21c programs support learning</i></p>	<p>Current Examples: <i>First Robotics</i>, certificate classes, Ukelele students write and perform music, Summer theater and summer <i>The Voice</i> program, summer rock carving  Summer concerts and plays attended by parents from both sites.  Culminating activities have lower scores on multiple site visit self-assessments  Program wants to connect more to proficiencies</p> <p><b>Recommendations</b>  Challenge: "It's difficult to bring programs in for a short period of time." For afterschool: Implement and integrate longer term program options: Examples that have worked well in other like sites include chess and Junior Iron Chef. Note that interest may start small but build over time. Also, consider running some programs twice a week. This has been a successful program structure at the St Johnsbury program and is a strong quality structure</p>



<p><b>11. Intentional Academic Components</b>  <i>Result 2.4: 21c programs support learning</i></p> <p><i>Does the site have at least one program strategy, beyond homework help, that is specifically designed to support students who are performing below grade level or struggling academically?</i></p>	<p>Tutoring model at RHS in library  Tutoring at RMS, but the numbers indicate a nascent program.  “Introduction to college and careers” started 11/26  RHS: has credit recovery option during the school day</p> <p><b>Recommendations</b>  Formally track middle school tutoring data with explicit goals as part of an annual analysis and a pre/post framework. (Note: The project used to do this)</p> <p><b>Legal Note</b>  21c funds could support a proficiency based delivery model offering a pathway to graduation through project or career based learning as long as program expenditure occurs outside of the school hours. See latest grant application for definitions that were listed to support and promote this statement.</p>
<p><b>12. Sustainability and partnerships</b>  <i>Result 4.2: 21c funded programs utilize diverse sources of funding</i></p> <p><i>Result 4.3: 21c funded programs benefit from meaningful community partnerships</i></p>	<p>21 partners listed as part of summer programs  “Partnerships are increasing”  “Dropping the fee worked for the high school”  The programs have received additional Title I funds for Middle School and High School afterschool tutors.  Other sources of funds limited  Partnership Development: continuing to build community partnerships that having youth-centered (driven) programs at the center in different ways will help the program to thrive  “More work needs to be done to increase the sustainability in the EPIC Programs”</p> <p><b>Recommendations</b></p> <ol style="list-style-type: none"> <li>1) Although this needs to be written as a recommendation, the need could be classified as higher: Review existing data from other middle/high school sustainability plans/efforts and revise the sustainability plan. Have the advisory board and others contribute to this effort. Consider local funds for older youth programming.</li> <li>2) Invite advisory board members and central office leaders to tour high school program, and or others</li> </ol> <p><b>Legal Note:</b> Be mindful of all <a href="#">Title 1 allowability afterschool</a></p>

<p><b>13. Family engagement and parent communication</b>  <i>Result 4.3: 21c funded programs benefit from meaningful community partnerships</i></p>	<p>Summer concerts and plays attended by parents from both site.  Parent survey delivered in summer, yet getting responses is challenging  Extensive bus system used means parent contacts in program are fewer  Parent no longer on advisory board  “Parents do call us at the high school central office about the program”</p> <p><b>Recommendation</b>  Explicit parent/family engagement strategies are lacking. Develop some explicit simple strategies to enhance family engagement and parent communication.</p>
<p><b>14. Private school participation</b>  <i>Result 4.3 21c funded programs benefit from meaningful community partnerships (private schools)</i></p>	<p>In Progress. Met requirements in 17-18 with multiple outreach actions to local private schools.</p>
<p><b>15. Safety standards</b>  <i>See 21c safety standards and annual reporting safety questions</i></p> <p><i>Result 2.4: 21c funded programs strive for continuous improvement through the use of the Youth Program Quality Assessment (YPQA)</i></p>	<p>Director on k-12 administrative team  District doing RUN HIDE FIGHT this year; “everyone is nervous because of the change”  Incident report form in evidence  Detailed comprehensive safety, aquatic and lifeguard plans in evidence  Strong communication with law enforcement and school resource officer  Middle School: There is a challenge where youth do let adults inside through locked doors  High School does not have access to nurse records.</p> <p><b>Priority Action Item # 2 (February 15<sup>th</sup>, 2019)</b></p> <p>1) Explicitly state how all staff will know and be trained for the new district safety protocols.  2) Explicitly state how room based lock down knowledge will be understood and trained up for mid-year non-school hires.</p> <p><b>Recommendations</b></p> <p>1) Full school drills afterschool recommended with multiple parties inside to discover system weaknesses  2) Empower and train youth to be door monitor/leaders  3) Health records should be able to be shared within FERPA guidelines at RHS with the coordinator on a need to know basis around EPI pin and allergy related issues</p>

<p><b>16. Governance</b>  <i>How does a governance system meet regularly with diverse stakeholders who help guide the program?</i></p>	<p>Advisory Group active with 7 meeting dates and 9 members</p>
<p><b>17. Budget</b>  <i>How does the director maintain a well-developed system and provide sound fiscal management for the program?</i>  <i>How does the fiscal agent provide proper oversight, organizational support, and fiscal management for the program?</i></p>	<p><b>Director has support from central office and the financial officer.</b>  <b>New Chart of Accounts rules caused some confusion</b>  <b>Getting info from vendors to process payment is a challenge</b>  <b>Have not submitted first reimbursement at the time of the visit</b></p> <p><b>Recommendations (some as quotes)</b>  <b>1) "I want a more informative financial procedure piece."</b>  <b>2) "I would like to involve site coordinators more in the process."</b>  <b>3) Discuss needs in this area with AOE and others.</b>  <b>4) Get the budget chart of accounts settled and first reimbursement completed in January</b></p>
<p><b>18. Annual Performance Report</b>  <b>Statewide Evaluation other items</b>  <i>Which systemic items or expectations may need new strategies or additional funding to be achieved?</i></p>	<p><b>Meeting all expected goals, but note the following:</b></p> <p><i>1.4a. At least one-third of total participants were served on a regular basis (at least 30 days/year). 12% versus 43% statewide average at Rutland High School. Another analysis more appropriate for a large school is to review per regular attendee cost to be in or out of range (\$2500 per attendee maximum cost)</i></p> <p><i>4.2b. Project received no more than 55% of its annual funding from a single funding source (for projects in operation for more than five years). This is future goal that bears reminding. Look where you are on a graph.</i></p> <p><i>Indicator 3.3a: The high school site coordinator retention rate has not been met technically in the first three years although a vibrant coordinator is now in her first year. (Third in three years)</i></p>

## Afterschool Observations-Rutland High School

<b>Youth</b>	<p>High School Chess, Cooking and Library Support:</p> <p>All students (about 15) were engaged in the activity (cutting vegetables in cooking in preparation for the calzones they were making and pairing up to play Chess) and having a good time. One of the students that I talked with in the Chess program has been taking Chess for years and has participated in Chess competitions. There were two new students who had arrived that were new to the Chess class that day. The other students welcomed the new students as they entered the classroom. One student said, "Nice to meet you." There was a warm feeling in the room, very inclusive.</p> <p>The tutoring program (about 15 students) had the same warm feeling too with students spread out throughout the entire library to suit their individual needs, whether it be academic or social. One of the students I spoke with was getting ready to go to a band performance. He remarked that he had gotten his work done and that is helpful to have a place to do his work.</p> <p>The student who led us around (Sean) spoke positively of his experience in the program. He is a participant in the Chess, Cooking, and Library support program. This is his first year in EPIC. He likes the Chess program because he can learn to strategize, get better at playing Chess and enjoys the casual banter between his peers. He describes the staff as "very friendly, and willing to help." His favorite afterschool memory was beating the Chess teacher in Chess (she is his history teacher during the school day).</p> <p>There are also youth led programs (painting, make up, clothing swap)</p> <p>While there was less physical activity opportunity at the high school level, student needs are met.</p> <p>I also spoke with a student in the lunchroom who had just moved from Virginia last week and was participating in the Chess program. The student remarked, "The kids are really nice here." Another girl, who was working with another boy collaboratively, said, "We learn good strategies," "We have good choices." When asked why she came to the program she said, "I want to cook for my mom, somebody has to do it." (She noted her mom worked heavily)</p>
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<p><b>Staff</b></p>	<p>High School Chess and Cooking class- The students took the lead with the teacher’s support. The students appeared very comfortable in their roles. The staff were friendly and welcoming.</p> <p>High School Support in the library- I spent time talking with the Science teacher who has been working in the programs for the past few years. He enjoys helping the students and even stops by on the days he is not scheduled to be there in case they need some extra help. He will work with students individually and in a group before science exams or after, if the exam does not go well for students. Clearly, he wants the students to succeed and is committed to their learning. He approached a student that was quietly working and asked if he needed help with his work.</p> <p>The students can also be recommended to go to the library for support through an on-line system. The other staff that supports the Math and English needs of the students introduced themselves to me with a smile. They were connected and engaged with the students throughout the time that I was there.</p> <p>The Director and site coordinators all work well together and are committed to developing programs and systems that works for the students. They understand the importance of developing flexible environments that are supportive not punitive. They are purposeful in how they engage the youth. The middle school program sees more students taking ownership of the program and building upon the successes of last year. The High School program is growing each day with some new partners (“slow and steady”), new energy and enthusiasm of staff, which is contagious. There is good communication and effective teamwork that is well received by administrators, students, families and the community.</p>
<p><b>Physical climate</b> <b>Space</b> <b>Set up</b> <b>Materials</b></p>	<p>The rooms were all appropriate for the class being offered and there was plenty of space to move around and accommodate more students if needed.</p>
<p><b>Other</b></p>	<p>The administrators had positive feedback about the importance of the afterschool program for the students and families. The Assistant Superintendent, Rob Bliss described the advisory group as “consistent and supportive.” He is thrilled to see the middle and high school having afterschool opportunities along with the elementary schools describing it as “a big plus.”</p> <p>There is interest in exploring alternative pathways to graduation for students within the afterschool and summer programs.</p>

<p><b>Analysis</b></p>	<p>Thank you for a fun site visit!</p> <p>The visit left me with a lot of optimism. I feel that high school students including those in the older grades could lead teach classes "for free," but more importantly as part of a program of being a teacher complete with rigor and expectations. I'll bet some school based staff would love to help design such a program that could be transformational.</p>
<p><b>Youth observations</b></p>	<p>Students gather in the library after school where they are able to make choices on where they will be for the afternoon. One student said, "I do make-up club, I love it!" Tatianna says, "I come to EPIC" every day." A few students sat a table and were just talking; some were at the computers....other boys were waiting for the actual computer lab to open. There was a large crafting table where about 7 students were gathered. There was excitement about cooking club, one girl says "I am going to help," and another says "What are we cooking...wait, no one said there was food!" Students brought in the chocolate cart and showed me what they did in chocolate club and gave us samples. One of the girls said, "I love food!" There is a teacher that also comes in and plays cards with the students on most days. One girl was working on a cross stich project that is due soon for a grade...she said she'd rather work on it after school in the library. I asked a group of students why they come to EPIC...she said mostly to hang with friends and usually she is there the whole time. Three students offered to take us around the building and show us around. They were very enthusiastic about the opportunity and pointed out different aspects of the school/after school program with pride. One of our guides told us she wanted to start a debate club and is going to speak to Mr.T about it. We observed the mentoring program. There was A LOT of different discussions going on. "We just talk," says one mentor. One was telling of a bracelet she made, another was asking what they were going to watch on T.V. that night. "Oh, your nails look nice" a teacher said to one of the mentees. Two of the guides said they wanted to be mentors. One mentee drew a picture for her mentor..."That's for you!" We visited the Maker Space, where students are working on colonial artifacts and Raider-Bots. Students will compete with their bots....students from the high school come down and help the middle school students with this and sometimes they come during the summer and help too. We visited art and comic book club, although they were not running that day, we talked to the teacher and saw the space. "They decide what they want to make," says the teacher. Comic club not only makes comics of their own but makes posters for the school. "Kids can make clubs with supervision of an adult. That is how comic club started, that's how a lot of our clubs are started." We also visited cooking club. One student says, "I made the first two by myself," speaking of the French Toast they were</p>

	<p>making. Students were cooking and beating eggs. Teacher made students wash hands. Teacher also guided one student to let the other student have a turn. One student said she will go home and make French Toast. The teacher decided what they make...a sweet one time then a savory one the next. Students come in from other clubs to get something to eat. Staff members also come in asking what smells awesome. At the end, the teacher makes them a recipe book for each to take home. The day before, they made cookies and put in staff mailboxes. One student said that they “learn how to use measuring cups, cook stuff, and clean up”. One 8<sup>th</sup> grade student comes to Epic to help students with the bus schedule. At the art table, students were drawing and painting on canvas. All were very talkative but focused too. They have an EPIC Art Galley displayed on the top of the bookshelves from a previous session. “Beautiful work! ‘I’m a perfectionist,” says one student. One student was sitting alone at another table cutting out a paw for her painting and was very quiet, but did blurt out: “Just saying, this is a really good school.”</p> <p>Also in summer, youth at <i>the Voice</i> concert clapped and shouted loudly from the front row to support their peers.</p>
<p><b>Staff observations</b></p>	<p>The teacher with the chocolate cart says that students make the chocolate pieces all on their own, she does heat up the chocolate, though. All students in the building have access to the Maker Space. “It offers students good, hands-on stuff,” says one of the teachers. The art teacher explains that the comic club and art club are good enrichment programs for the 7<sup>th</sup> and 8<sup>th</sup> graders. Each program/student has a shelf for their projects. In art club, “they decide what they want to make.” In cooking club, the teacher says, “it’s about getting them to try something that they wouldn’t normally try also; a lot of these kids are just hungry.” Of EPIC and one youth helping the students, Liz states that “sports kids involve themselves (who wouldn’t otherwise join) and new friendships develop.” Nancy Sprague, the prior director (I think) showed so much pride and ownership of the program. “There is a lot of creativity happening here.” Liz also says that “you can have as many student leaders as you want.” Staff seemed extremely enthusiastic about their programs and the students. It felt warm and inviting to be there. A very happy, comfortable after school space.</p>

<p><b>Physical climate, Space, Set up, Materials</b></p>	<p>Students seemed completely comfortable in each space. There were ample supplies for whatever they were set up for. There was an easy flow to the afternoon. The library is a little small but things were well organized. Students were respectful of each other and each other's spaces. I liked the initiative that the chocolate teacher and her students had to bring in the cart and give out candy, even though it wasn't chocolate club day.</p>
<p><b>Other observations/actions</b></p>	<p>Liz and other teachers bring in food for the students because there is no funding for after school suppers at the middle school. You can tell that staff truly cares for the students. The art and maker space teachers were eager to talk about the school, students, and their programs. Liz was very focused on the students and their needs.</p> <p>Central office staff spoke positively about the afterschool programs. "My grandson is a participant in the program and loves it. The Epic program is highly regarded in the community." "My granddaughter participated in the middle school Broadway program and is now involved in a youth theater program with some of the students she met in the afterschool program. She got to meet new people and make new friends in the afterschool program."</p>
<p><b>Analysis</b></p>	<p>I saw absolutely no arguing or complaining among the students. They all got along extremely well together. All students were engaged in something, which is truly amazing. Students seemed all super happy to be there! I thought that it would be chaotic because there is not set roster for each club, but that was certainly not the case. I saw a lot of collaboration, creativity, learning and focusing taking place. There was also leadership taking place as with the 8<sup>th</sup> grader helping with the bus schedule, the three students who guided us through the building and all the mentors. The staff takes pride in the whole, over-all program and they seem to work well together. EPIC is an engaging, successful after school program.</p> <p>Staffing capacity can be a challenge. However, having the school psychologist and counselors present in afterschool is a huge bonus to help support the social emotional needs of students.</p> <p>Since the students enjoy taking the lead maybe they can continue to reflect on how they can help support the positive expectations for the afterschool world to ensure that it will continue to be REAL (using the school day expectations of responsibility, excellence, acceptance, and leadership).</p> <p>Below, note which positive engagement items were <u>not observed</u>, and what your analysis of that is, and how to improve towards those areas over time if the observation is deemed representative.</p>



## Afterschool Observations

#s: refer to number of times observed at Rutland Middle School

**Spirit:** Smiling: 25-30 Laughing: 25-30 Choosing: 4

Playing: 10 Calming/Relaxing: 6

**Health/Physical:** Moving: 5 Eating: 15-20 Drinking: 6 Handwashing: 5

**Dialog:** Speaking: 15 Listening: 5 Questioning: 5 Discussing: 10 Explaining: 3

**Doing:** Thinking: 6 Reading: 1 Writing: 0 Researching: 0 Performing: 0

Making: 12 Creating: 12 Designing: 7 Collaborating: 4 Focusing/Immersing: 16

Collaborative Problem Solving: 0 Persevering: 0 Productive Failing: 1 Reflecting/Evaluating: 0

**Leadership:** Leading: 3 Facilitating: 2 Planning: 8 Prioritizing: 0

**Social/Emotional:** Cooperating: 15-20 Advocating: 4 Helping: 6 Negotiating: 0 Empathizing: 0

**Persistent Negativity:** Arguing: 0 Complaining: 0 Not-doing/Not-interested: 0

## Afterschool Observations

H=observed at high school

<p><b>Spirit:</b> Smiling _____ H _____ Laughing _____ H _____ Choosing _____ H _____</p> <p>Playing _____ Calming/Relaxing _____ H _____</p>
<p><b>Health/Physical:</b> Moving _____ Eating _____ H _____ Drinking _____</p> <p>Handwashing _____</p>
<p><b>Dialog:</b> Speaking _____ H _____ Listening _____ H _____ Questioning _____ H _____</p> <p>Discussing _____ H _____ Explaining _____ H _____</p>
<p><b>Doing:</b> Thinking _____ H _____ Reading _____ H _____ Writing _____ H _____</p> <p>Making _____ H _____ Creating _____ H _____ Designing _____ Collaborating _____ H _____</p> <p>Focusing/Immersing _____ H _____ Persevering _____</p> <p>Reflecting/Evaluating _____ Collaborative Problem Solving _____</p> <p>Researching _____ H _____ Performing _____</p>
<p><b>Leadership:</b> Leading _____ H _____ Facilitating _____ Planning _____ Prioritizing _____ H _____</p>
<p><b>Social/Emotional:</b> Cooperating _____ H _____</p> <p>Advocating _____ Helping _____ H _____ Negotiating _____ Empathizing _____</p>
<p><b>Persistent Negativity:</b> Arguing _____ Complaining _____ Not-doing/Not-interested _____</p>