

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

2018-2019

<b>Site Visit Report</b>	<b>Kingdom East School District- <i>KEAP</i></b>
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Submitted by Emanuel Betz

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



**Project Director:** Anne Hatch

**Visit Dates:** January 30, April 23, 24

**Visiting Team:** Emanuel Betz (Agency of Education) Nicole Miller (Orleans Southwest Supervisory Union) Cara Sargent (Central Vermont Supervisory Union)

**Report Date:** May 10, 2019

### **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

Kingdom East School District's KEAP Afterschool Program were visited over three days where interviews were conducted and programs were observed. The original January dates needed to be shifted two times due to bad weather, which resulted in a greater number of visit days. Extensive documentation was provided and analyzed in its entirety including many self-assessments, program materials and schedules, policy handbooks, brochures, planning forms, program artifacts and promotional materials, and grant and budget information. Interviews and/or discussions were completed with the project director, site coordinators, superintendent and principals, central office staff, teachers, and students.

As a brand new school district implementing three new sites the following strengths are all the more notable:

- Strong and effective program starts for the new southern sites
- There are solid organization structures benefitting all programs in the project and a program design underpinning their direction
- The professional development system put in place for staff supports quality and growth
- A work ethic, on-going communication and a commitment to the program from the entire afterschool and district team exists
- Project Director's attention to detail across all domains is notable.

Potential growth areas include:

- Sutton program improvement (see below)
- Budget and data tracking systems can be honed and systematized for efficiency
- Tutoring program expenditure, growth and oversight
- Reviewing work flow and areas of responsibility to potentially enhance program efficacy and efficiency. ( E.g. Hiring, Filemaker, tutoring systems)

Youth quotes, voice and recommendations are also intentionally embedded within this report

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.

<b>Review Area and Alignment to Statewide Evaluation Plan</b>	<b>Evidence and Analysis (Evidence Statements, Recommendations Priority Action Items, Findings)</b>
<p><b>1. Success Stories</b>  <i>What is working well and how do you know?</i></p>	<p>New school district is operational  Three new southern sites are off to a strong start  Professional development system is robust with choices and paid time  Leaders and staff are working diligently towards an integrated vision for all sites  Community partners and service providers are extending service and choice</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>The merger of districts and new program sites caused many new logistical challenges  FileMaker data input is a large job and might be analyzed and streamlined for improvement  Payroll and supply requests have seen major growth in the new district  Transportation not workable due to logistics and available vehicles and drivers  Project Director wants to collaborate more with other multi-site directors  Working with New Hampshire entities can be difficult around background checks  Clearer messaging about what KEAP does is needed</p>

<p><b>3. Youth Centered Leadership and Activity</b>  <i>How are programs youth centered?</i>  <i>How do programs support youth leadership?</i>  2. Youth Centered Activity and Leadership continued-</p>	<p>Student choices exist in all sites  Staff are attentive to youth voice and needs  Rock Band and Sports Club are student led  8<sup>th</sup> grader applied for and received grant  Comprehensive student survey exists  At Newark youth sign themselves in  Burke: Students lead dance, cheer, and gym activities  Students are encouraged to share their ideas</p> <p><b>Recommendations</b></p> <ol style="list-style-type: none"> <li>1) Identify best or existing practices in this area and replicate at other sites as possible (youth sign in is a good example that could be tried in other smaller sites)</li> <li>2) Burke example of a youth led program- replicate youth led programs across system as possible</li> <li>3) Gilman youth would like a baseball program to supplement the summer opportunity</li> <li>4) Gilman youth expressed that he would like to see the scoreboard in the gym fixed</li> <li>5) Concord: "The lunch room is very crowded, we sometimes sit on the floor."</li> </ol> <p><b>Youth Interview Quotes</b>  "We feel listened to"</p>
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<p><b>4. Evaluation Plan</b></p> <p><b>5. Local evaluation outcomes</b></p> <p><i>What are the components of your comprehensive evaluation plan?</i></p>	<p>Formative assessment of the food system was completed at one site and improvements were made</p> <p>Reflection time built into end of Miller’s Run stated schedule</p> <p>Real time Filemaker data able to be generated</p> <p>APR reporting on evaluation plan after year one will provide more information</p> <p><b>Recommendations</b></p> <ol style="list-style-type: none"> <li>1) Superintendent wants to know- “How often do principals visit afterschool programs?”</li> <li>2) Project can tap into local school data for evaluation: a big opportunity for years 2-5 as a growth area</li> <li>3) Purchase any needed computers for data and instructional use</li> <li>4) Assure all site coordinators have signed data usage agreements</li> <li>5) Review practices and protocols to assure full compliance and understanding of data protocols including FERPA</li> <li>6) Assure data is not on forward facing websites such as google</li> </ol>
<p><b>6. Equity and Access; Dosage and Numbers</b></p> <p><i>Result 1.2: 21c funded programs are open for enough hours, days, and weeks to meet student and family needs during the school year.</i></p> <p><i>Result 1.3: 21c funded programs provide enough 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>IEP and low income rates will be submitted as part of annual reporting.</p> <p>KEAP is free</p> <p>Lyndon has a 15 passenger bus to home that is used</p> <p>Staff driving is allowed</p> <p>Site Coordinators gave examples of how lack of transportation options impacts access</p> <p>Director wonders why the program has no 1:1 staff for Special Education students system wide</p> <p>Director would like to change language about cost</p> <p>Program does not know if it serves home study youth or homeless youth</p> <p>Director expressed desire to establish fully Title 1 tutoring in all programs.</p> <p>Project completed extra work and accommodations to assist youth with significant seizures</p> <p>Technology policies vary by site based on need, age, and site coordinator approach</p>

<p><i>Program income practices do not limit program access*</i></p>	<p><b>Priority Action Item #1- Sutton Action Plan (July 1, draft due)</b></p> <p>Work with AOE to continue work at Sutton implementing an AOE action plan starting with a standard template and using current and end of year data. Quarterly check ins and accountability measures with AOE occur as part of this process. Follow-Up with AOE.</p> <p>Possible contextual factors/data:</p> <p>Principal on medical leave  Low attendance 932 hours, 9 Regular Attendees as of end of April  Bussing changed  Farm families and work needs present in community  End of year free reduced analysis needed  Attendee cost assumed at upper end of acceptable range using site basis  Programs tried and built up from no attendance over the year, progress being made  Leaders, coordinator and staff remain committed</p> <p><b>Recommendations</b></p> <ol style="list-style-type: none"> <li>1) Do not charge for middle school programs</li> <li>2) Do not build out a separate charge for more expensive programs- need equity in approach</li> <li>3) With new funds, consider a vision to purchase two larger vehicles that could transport 10 youth together (5 each such as a mini-van) at one time with regular drivers' licenses. These could be used during the school day as well flexibly for SU needs, if needed. Insurance costs would be low. Cost would be low versus any other alternative. Would offer a program by program field trip option and might meet some district needs.</li> </ol>
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<p><b>7. Leader information</b></p> <p><b>8. 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>Professional learning calendar with more than twenty options</p> <p>Site Coordinators meet as a team</p> <p>Site Coordinator hours have been adapted to need</p> <p>Professional learning is paid time</p> <p>Site Coordinators, Enrichment teachers, group leaders and parent(s) participated in Youth Program Quality Assessment</p> <p>Policy handbook in place</p> <p>Clear job descriptions</p> <p>Project Director took <i>Skillful Leader</i> leadership course</p> <p>Lunenburg site coordinator delegates circle time leading to group leaders</p> <p>Mid-year evaluation given</p> <p>Staff include McGill post-doc who has developed and led scientific projects and helps with grants</p> <p>Project Director manages all hiring</p> <p><b>Recommendations</b></p> <ol style="list-style-type: none"> <li>1) Consider using <a href="#">KUD form</a></li> <li>2) Revise mid-year evaluation to use SEL associated/aligned language and the same idea/vision, but not the identical YPQA language, which is purchased intellectual property used for other designed purposes as a low stakes assessment tool. As a baseline, permission would at least need to be granted from the author to use the tool in this manner. The intent of this evaluation is admirable and on-target.</li> </ol>
<p><b>9. Physical activity</b></p> <p><i>Result 2.3: 21c programs provide healthy food and physical activity</i></p>	<p>Balance of enrichment movement options shown in session 2 data</p> <p>Outdoor or indoor recess times exists in schedules except Newark and Lyndon</p> <p><b>Recommendations</b></p> <ol style="list-style-type: none"> <li>1) Embed outdoor time in Newark and Lyndon if this resource is underutilized</li> <li>2) Review handwashing policies and expectations before eating. Implement higher expectations around hygiene. See page 15.</li> </ol>



<p><b>10. Linkage to School Day</b></p>	<p>Principals are supportive, with regular meetings between principals and site coordinators  School-day teachers lead activities (specific data exists as part of APR)  Director meets with principals and is on leadership team and administrative team  Director meets with Superintendent monthly  School nurse leads <i>Girls on the Run</i> at Miller’s Run.  Shared spaces and resources. Programs like history day and spelling bee are intentionally connected</p> <p><b>Recommendation</b>  Superintendent: “We need a more deliberate link to learning”</p>
<p><b>11. 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>Dance performance at Lyndon Institute  6<sup>th</sup>-8<sup>th</sup> plays  Talent shows  Junior Iron Chef  Smaller, day-to-day or weekly products  Rock band  The Grinch Play  Lights On! at Newark</p>
<p><b>12. 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>Director wants to increase Title 1 tutoring  8-9 tutors at Lyndon Town School with up to 16 matches</p> <p><b>Recommendations</b></p> <ol style="list-style-type: none"> <li>1) Complete a systems analysis to enhance tutoring including:</li> <li>2) Form reduction. There are 7 tutoring forms;#2-4 seem about the same thing</li> <li>3) Implement pre post data system using existing school based data systems</li> <li>4) Review Franklin Northwest Tutoring Coordinator model</li> <li>5) Assure Integration with other offerings and schedule at all sites</li> <li>6) Title 1 funding integration: understanding allowable uses and working with AOE to assist as possible</li> </ol>

<p><b>13. 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>4 funding streams are braided nicely  Partners and or contractors include  Northwoods Stewardship Center; Fairbanks Museum (hosted PD); Siskin-Coutts; Catamount Arts (hosted PD); Hulbert/The Aloha Foundation (provide scholarships to KEAP for services rendered); Cobleigh Library (book mobile, STEM programs); NVU/Americorps; Concord Library (literature-based activities); VT Afterschool (PD, SEL training) UVM extension, Fairbanks Museum, Community Restorative Justice Center, Green Mountain Farm to School</p>
<p><b>14. Family engagement and parent communication</b>  <i>Result 4.3: 21c funded programs benefit from meaningful community partnerships</i></p>	<p>KEAP one page brochure and second overview brochure exists  Tag statement has “recreation” in it  Parent survey exists  Family Handbook exists</p> <p><b>Recommendations</b></p> <ol style="list-style-type: none"> <li>1) Complete regular outreach to home study contacts and homeless youth liaison or families if possible</li> <li>2) Create and disseminate one paragraph short paragraph vignettes with a picture that tells your story</li> <li>3) Family handbook is missing confidentiality policies per 21C safety standard language</li> </ol> <p><b>Recommendations in use of language</b></p> <p><i>Enrichment, why not use programs?</i>  New mission statement without <i>recreation</i> needed  <i>investment</i> versus <i>grant</i> language  <i>Building minds, bodies and skills?</i></p> <p><b>Quotes</b></p> <p>Superintendent: “Parents are so excited.”  Project Director: “I don’t know what community thinks”</p>

<p><b>15. Private school participation</b>  <i>Result 4.3 21c funded programs benefit from meaningful community partnerships (private schools)</i></p>	<p>Kingdom East has five independent schools in the district. Data on regular consultation and equitable services is analyzed at the end of year as part of annual performance reporting. At least two outreach activities are expected annually.</p>
<p><b>16. 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>Site based safety checklist exists  Substitutes may not have afterschool emergency training or awareness at level needed  Afterschool follows school-day plans  District has agreed to use ALICE protocols in the near future  Site Coordinators have had initial training in ALICE.</p> <p><b>Priority Action Item #2 (Sept 1, 2019 and on-going if needed)</b></p> <p>1) Document when district-wide emergency plans/protocols are adopted and used in the district and afterschool and;</p> <p>3) Document that standard safety recommendations have been reviewed and /or addressed for afterschool through an explanation and/or by submitting site specific interim afterschool emergency plans or revised plans that will be used when afterschool programs begin for 19-20</p> <p><b>Recommendations</b>  Assure drill types are coordinated with the school schedule so unadvisable duplication does not occur</p> <p><b>Youth Recommendations</b>  “They should run drills every session.”  “We could create a map to show parents where we are in the school.”</p> <p><b>Standard Safety Recommendations</b></p> <p>A) Review, Revise and list all emergency protocols including articulating any variances in protocols from the school day.</p> <p>B) Reevaluate training plan, dosage, and tactics to be used for staff, including part-time staff. Articulate training practices and procedures in manual.</p> <p>C) Articulate command structure for afterschool inclusive of all programs and people in the building.</p>

	<p>D) Evaluate communication protocols including ‘button (intercom) control’ and training: empower multiple staff tiers in usage and plan. Articulate any changes to practice in manual.</p> <p>E) Articulate reunification center clarity and communication protocols during and following an incident.</p> <p>F) Practice alternate drills beyond fire drills that complement school based preparedness schedules and approaches.</p>
<p><b>17. Governance</b>  <i>How does a governance system meet regularly with diverse stakeholders who help guide the program?</i></p>	<p><b>Priority Action Item #3 (July 1, 2019)</b>  Review approved application. Affirm or outline the overall governance structure, meeting schedule and approach and purpose for the next four years. Two to four gatherings annually are recommended. A digital feedback or approach as part of the structure is a good option to explore. Consider any and all areas of the statewide evaluation plan and this report as potential agenda items. Invite parents and community members.</p>
<p><b>18. Budget</b>  <i>How does the director maintain a well-developed system and provide sound fiscal management for the program?</i></p> <p><i>How does the fiscal agent provide proper oversight, organizational support, and fiscal management for the program?</i></p>	<p>Title 1 expenditure vastly underspent  Director has access to <i>Infinite Vision</i> system  Director collaborates with business manager  Director meets with grants coordinator at least quarterly and as needed  Working budget format needs to be reconfigured and useful to the program</p> <p><b>Recommendations</b>  Meet more often with business office to review budgets and make regular projections</p>
<p><b>19. Annual Performance Report Statewide Evaluation other items</b>  <i>Which systemic items or expectations may need new strategies or additional funding to be achieved?</i></p>	<p>AOE will review final year one data as part the Annual Performance Report process and may have additional feedback or requirements based on that final year one data.</p> <p>Review budget after year one and determine if more program days can be added</p>

## Youth Centered Engagement Observations

**Programs observed:** Miller's Run & Lyndon Town, Newark, Concord

<p><b>Spirit:</b> Smiling _____xxxx_____ Laughing _____xxxx_____ Choosing _____xxxx_____</p> <p>Playing _____xxx_____ Calming/Relaxing _____xx_____</p>
<p><b>Health/Physical:</b> Moving _____xx_____ Eating _____xxxx_____ Drinking _____xxx_____</p> <p>Handwashing_____</p>
<p><b>Dialog:</b> Speaking__xxxx_____ Listening __xxx_____ Questioning __xxx_____ Discussing __x_____ Explaining__x_____</p>
<p><b>Doing:</b></p> <p>Thinking__xxx_____ Reading__xx_____ Writing__x_____ Researching_____ Performing__x_____</p> <p>Making__xx_____ Creating __xxx_____ Designing _____ Collaborating__xx_____ Focusing/Immersing____x_____</p> <p>Collaborative Problem Solving__x_____ Persevering _____ Productive Failing __Reflecting/Evaluating__x_____</p>
<p><b>Leadership:</b> Leading__xx_____ Facilitating __x_____ Planning _____ Prioritizing _____</p>
<p><b>Social/Emotional:</b> Cooperating __xxx_____ Advocating _____ Helping__x_____ Negotiating__x_____</p> <p>Empathizing__xx_____</p>
<p><b>Negativity:</b> Arguing _____ Complaining__x_____ Not-doing/Not-interested_____</p>

**Program Observations**

<b>Youth</b>	<p><b>Newark:</b> 20 youth. First youth who came into program asked about setting up his chess program. Youth signed themselves in. many youth write on white board that talks about respect. All sit in a circle on chairs for intro activity discussing respect. Programs: art, fishing (indoor casting), chess. Youth quote to another: "You are very creative!"</p> <p><b>Concord:</b> Full lively cafeteria full of 40 youth eating and conversing at 6 tables. Food: milk, nachos, carrots, dried cranberries. One youth comes up to coordinator and hugs him. In the library one youth was reading alone and one working on exponents with an instructor in a 1:1 setting. Around 20 young youth excitedly running laps in the gym. One overweight boy was panting and persevering. UVM extension: youth were building models at two tables of five youth each. Outside: youth were playing freely. Rock Band: Eight youth playing a song on various instruments, two singing.</p> <p><b>Lunenburg:</b> Entering the building, a wave a positive energy and noise greets the listeners. Youth were in four rooms. Youth had a wonderful art program around optical illusions, cooking, travel to France and movement in the multi-purpose room. All programs are very engaging with instructors at tables and even at floor level with youth</p> <p><b>Gilman:</b> Youth were gathering in one room for snack and socializing. Later they played a cooperative game. The feel was very open and homelike. At 3.25 a dad comes early for pick up. The youth goes "dad, why now!?" Another girl observed dancing in room smiling by herself. Quotes: "It's never boring...I think it's awesome... I feel listened to...They will take our ideas...It's way different than school...You learn about stuff, you just do it in a different way...Food is good."</p> <p><b>Millers Run</b>          "My favorite is Girls on the Run." "My favorite is homework, so you don't have to do it at home"          Why do you come to afterschool? "It's fun, you get to do Sisken." What is that? "Go outside, do fun activities." "Yeah, sledding &amp; skiing."</p> <p>Staff trying to line youth up from snack to go to their assigned room. Some youth running around.          Girls on the Run group was gathered on the stage in gym. Led by school nurse and another school staff member.</p> <p><b>Lyndon Town</b>          10 youth working on homework, reading books, doing math sheets. Why do you come to KEAP? "My nan has stuff to do." "We do board games, Northwoods..." "In Northwoods, we guess birds."</p> <p><b>Burke</b>          Tinkering, bookmobile, youth led cheer/movement/gymnastics program, board game creation observed</p>
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<p><b>Other</b></p>	<p>A school-day teacher wondering who I was said, "It's a great program! Good people. They keep the kids busy."</p> <p>Students like "the enrichment part and the recess part," "snack and recess because they let us play kickball," and "getting homework done so you don't have to do it at home." One student said, "It's fun! There's a lot to do." Another noted, "A lot of people just joined because their friends told them about it and now it's so much fun!" One student who was sitting by herself away from the group was upset about something, but when I asked her if she enjoyed being in afterschool, she smiled widely and nodded.</p> <p><b>Newark:</b> youth was teaching chess as part of his PLP in afterschool on the visit day, which was interesting to observe and to see other ways the afterschool program may be being utilized</p> <p><b>Concord:</b> outdoor playground and two buildings being used, see comment about the public road below</p> <p><b>Lunenburg:</b> The janitor spoke positively about program "The program is excellent. Gives kids someplace to go afterschool."</p>
<p><b>Commentary/analysis</b></p>	<p>Generally a great program. There are some daunting issues with regard to the merge and availability of transportation, but are dealing with these issues as well as possible</p> <p><b>Newark:</b> Does the program get outside or in nature enough? Just a question.</p> <p><b>Concord:</b> A town road circles the school building, which is unusual. Could the program talk with the one resident to increase access to space in the back for any additional period of time by joint agreement using some kind of barrier? Because of the "road," youth space is limited to the very back of the outdoor space, which seems a little unfair, or at least they deserve a negotiation on their behalf as possible.</p> <p><b>Lunenburg/Gilman:</b> Wonderful start for programming based on observations and interviews.</p> <p><b>Burke: (and all sites in the future)</b> Adding more structure outside of class time including regular feedback to the youth led initiatives is suggested. This could include intentional reflective activity with youth to debrief lessons taught.</p> <p><b>Millers Run:</b> From what I was able to observe, most youth were engaged in their activities. The exception was the K-1st group who really needed a recess break before being asked to listen to a story. It sounds like they usually get one, but due to two activities in the gym, there wasn't enough room for an additional group inside. It was sprinkling outside. I wonder if there's another inside space they can use when they have to have inside recess. Some were disappointed that they hadn't been able to go out, but were assured they'd have a chance when the rain let up. Totally awesome snack at Miller's Run: hard-boiled egg, muffin, apple. Milk was available, but I didn't see any students drinking it.</p> <p><b>Lyndon Town:</b> We arrived at this site a bit late, and spent time downstairs first, before going up to the middle school programs. Unfortunately, they were mostly finished.</p>

<p><b>Staff</b></p>	<p>Generally friendly. Good interactions with students. Plenty of staff for number of students and are available for students' needs. Have good control over groups of students.</p> <p><b>Newark:</b> Quotes: "That's super cool" Staff were making suggestions on technique in art such as how to smudge. "I like the way you are using all those different colors." "I'm brimming with joy, have a great night everyone!"</p> <p><b>Concord:</b> Cafeteria: Staff mingling and talking with youth. Food staff serving food from kitchen. Coordinator taking attendance and using lights and prompts to give instructions and manage the room effectively. "When the lights are out it is just like lunchtime," "Look, Mr. {student name} is doing an awesome job." One staff member circulating with hand sanitizer but no one using it. Rock Band: Teacher leading beat with guitar and using eye contact to assist other musicians. One youth tells another he is too slow. Staff: "No dude, it's not your place. Nobody likes to be told what to do"</p> <p><b>Lunenburg:</b> Staff very present teaching at youth level. "We are just having a moment of discovery after discussing." "Way to go mister, you come up with awesome ideas."</p> <p><b>Gilman:</b> Staff present, attentive and 100% engaged</p> <p><b>Millers Run</b></p> <p>K/1 group leader brings her youth into the gym for inside recess because it is raining. There are two other groups still in the open side of the gym - Velocity and Girls on the Run. "No screaming." K/1 can't get recess, too many groups in the gym. Not sure when they'll get a chance. Group heads back to their assigned room - art/music room. Nine youth are in this group, and several complain that they haven't had recess yet. The leader says, "We're doing academics instead. I'm going to read a story." A couple others comment about recess not happening. - What can happen so that those youth have recess, even when there's another group meeting in the gym due to poor weather?</p> <p>2nd graders are with Sisken. The person from Sisken, the group leader and all the youth sit around a large table. They are coloring/drawing pictures about frogs in the spring. As they color, the Sisken staffer says, "These ponds in woods have a name - vernal pool. Has anyone ever heard vernal?" Waits for responses, some guesses. He says, "It means spring, so spring pools. Scientists all over Vermont are out looking for vernal pools &amp; frog species." "We're going to go to the Miller's Run woods and look for vernal pools. Do you think we'd see them in the fall?" Student says no. "Why not?" Student says, "The snow hasn't melted yet, and that's what causes pools of water." "Right, from our winter snow." As they line up and are clearly full of energy: "Here's the thing, I'm going to let you run, but you have to wait for me at the purple pavilion."</p>
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	<p><b>Burke</b>  Youth led movement program is notable with the adult and youth collaborating to execute program. Example: youth led stretching in the middle of room on mats and the adult sat to the side on the stage, and only got up and involved herself when she determined assistance was needed.</p> <p>Notable: Engagement was high in teacher led board game creation class. Licensed teacher gave effective prompts, encouragement and problem solving advice. “Keep up the good work, I’m wondering if there is something you can help him do.”</p> <p>Tinkering: one younger staff person was very engaged in helping two boys be successful-at their level, asking many questions, assisting them as an equal, participating actively with the materials.</p> <p><b>Lyndon Town</b>  Parent comes in, staff acknowledges them, and says sign out is on the shelf.</p> <p>All staff carry radios, however, they had static and distracting to students/staff.  Upstairs, an art group has finished. One youth remained with the leader. He helped the staff member take care of materials.</p> <p>Another group finishes up. This is led by a college student. She allows the youth to choose which bird sounds to listen to. One youth comments about the birds she saw at a zoo.</p>
<p><b>Physical climate, space, set up, and materials</b></p>	<p>Spaces are generally comfortable, but some spaces at Miller’s Run seemed “cold” and bare. One classroom in Lyndon felt very cluttered (but it may be an active art or STEM space, so understandable).</p> <p><b>Newark/Concord/Lunenburg/Gilman/Burke:</b> Schools and many spaces available for use for programming</p> <p><b>Millers Run</b>  “3rd-5th graders meet in the science room, they do homework &amp; choice activities.”  2nd graders meet in the library, and K/1 meets in the art/music room.  Velocity group (middle school boys) was sitting at one round table, separated from the younger youth having snack by a curtain in the gym. They were talking through plans for the day.</p> <p>Snack is boiled eggs, an apple, &amp; muffins. Snack is served in the cafeteria.</p> <p>Site coordinator mentioned that they want to build a yurt, for both school day and afterschool use.</p>

**Lyndon Town**

All programs observed take place in classrooms. Younger youth in classrooms with small furniture, older youth in classrooms with larger furniture. However, this does cause the program to be somewhat spread out, necessitating the use of radios.