

21st Century Community Learning Centers

2018-2019

Site Visit Report

Springfield High School-Afterschool Programs

Submitted by Emanuel Betz
21st CCLC State Coordinator



Project Director: Tami Stagner

Visit Date: March 7th, 2019

Visiting Team: Emanuel Betz (Agency of Education) Sheryl Haiduck (Burlington School District)

Report Date: March 28th, 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 at Emanuelbetz@vermont.gov. 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

Springfield High School's new Afterschool Program was visited for one day during the school year where interviews were conducted and programs were observed. Documentation for the program was provided and analyzed in its entirety including program materials, policy handbooks, planning forms, program artifacts and promotional materials, and grant and budget information. Interviews and/or discussions were completed with students, the project director, site coordinator, business office staff, assistant principal, staff, partners, and superintendent.

The project has successfully started building a community learning center in the high school building:

- A variety of programs have been offered and positive attendance patterns have been established. A youth centered culture of trust has been established.
- There is an aligned in-school credit based program using a project based learning (with the development of a teen center as content)
- Significant school and district resources are being leveraged including staff, school spaces, equipment, food and bussing.
- Observations of programs were of very high quality with focused youth performing at high levels (see observation notes) High school teachers and staff from the building are delivering programs, which is essential.
- Strong support was shown for the project from youth, community members, school staff and school leadership.

Growth areas:

- Youth spoke to the desire for more educational programming. This is significant.
- More program offerings are needed: 15 choices at any one time is suggested as a baseline for a 21c funded center, funding dependent.
- Using the library or other spaces as an academic support center in line with other successful 21C funded high school projects (e.g. Burlington/Rutland/Winooski) should be considered or built over time. (see below for more information)

Strategic "Time" Considerations

- The project is already building an important learning center at the high school and the initial months show much promise for the current SHS site. Make sure any emergent teen center does not compete with but compliments the school based center, which in and of itself will take enormous energy to maintain and grow over time.
- Be mindful that project time and capacity is equitably distributed across all k-12 afterschool programs.
- Also, it appears that time might be used as an advantage for the deployment of any teen center. Success depends on having a significant cohort of youth driving action. It was not clear if a big enough youth cohort has yet come to fruition.
- Concerns were brought up about the size of the potential teen center space, which should be analyzed carefully.

Review Area and Alignment to Statewide Evaluation Plan	Evidence and Analysis (Evidence Statements, Recommendations Priority Action Items, Findings)
<p>1. Success Stories <i>What is working well and how do you know?</i></p>	<p>Programs initiated and started at the high school center Community Action Class working on a youth led youth driven teen center program Staff know the community and youth deeply Meal program instituted at high school site Afterschool bus leaves site at 4.25 Student centered approach embedded systemically Social Club has grown and its trajectory was unexpected Staff report “Amazed at the number of kids” The current site coordinator/supervisor has been instrumental to the programs success Trust between adults and youth reported as high by program leaders The exchange student program has been wonderful for the community according to leaders The AWARE program is an exemplary model</p>
<p>2. Challenges/ Lessons Learned <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>High school space can be limited, especially due to athletics Many youth walk the halls afterschool Youth quote: “There isn’t a lot to do in Springfield” Teen Center: Seniors in community are rejecting the concept Numbers in some classes are low</p>
<p>3. Youth Centered Leadership and Activity <i>How are programs youth centered?</i></p>	<p>Youth input sought Enrichment clubs include youth voice and are choice based 21C application noted that 15 students were involved in teen center planning, current numbers much lower Youth presentations have been made to town officials</p>

<p>#3. <i>How do programs support youth leadership? continued</i></p>	<p>Civics Class decisions are made by youth AWARE is collaboratively run by students and adults Leaders in Training program includes 8th graders going into 9th grade Posters are made by youth Sign up is an open drop-in system (See Governance Recommendation below)</p> <p>Recommendation</p> <p>1) Consider any youth to youth collaborations with Burlington or Brattleboro’s similar program like AWARE live or using remote technology. 2) Build out other similar leadership programs as possible if youth want it. (e.g. Gay/straight alliances, Amnesty International)</p>
<p>4. Evaluation Plan 5. Local evaluation outcomes <i>What are the components of your comprehensive evaluation plan?</i></p>	<p>Application has an evaluation plan-first year data inputted as part of Annual Performance Reporting</p> <p>Recommendation</p> <p>The assistant principal spoke to wanting to implement a deeper project based learning model at SHS. Could a new indicator track the number of new courses (like the Civics course) over time with a commensurate goal to have an aligned afterschool component linked to each class? This could be one strategic “catalyst for change,” as desired. Using the teen center class model, the project could create annual goals of increasing the number of classes like this using different content perhaps growing over time from a single to a multitude of offerings. Youth stated in essence they wanted this. These classes also if desired might provide an opportunity over time to test out some simple but useful PLP or PBGR explicit pedagogical goals or linkages using both out of school and afterschool time.</p>

<p>6. Equity and Access; Dosage and Numbers</p> <p>7. Leader information</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 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>Data not available yet-in start-up phase</p> <p>Bus run exists</p> <p>Coordinator can drive youth home</p> <p>More aggressive and diverse advertising modes suggested</p> <p>Summer programming in year one was limited</p> <p>No cost or fee for program</p> <p>Site visit did not see any equity or access issues for the high school center</p> <p>Priority Action Item #1 (Prior to any 21c expenditure on teen center activity)</p> <p>Superintendent will need to sign an explicit assurance that the teen center is a “safe and accessible facility” per 21c rules naming the building location name and address. Prior to signing, discussion with AOE is needed to assure all elements have been covered. AOE reserves the right to visit the facility prior to any approval being given. Safe and accessible relates both the physical plant and programmatic areas (e.g. an appropriate diversity of quality programming can be accessed in each space).</p> <p>All staff except one have been from the high school building</p>
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<p>8. Staffing (Including Licensed Teachers)</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>Site Coordinator works 8 hours per week Current leaders know the community and families intimately</p> <p>Recommendations</p> <p>1) As the program grows, an 8 hour position to manage the high school site is very unlikely to be adequate. 2) Youth led programs might also be a staffing option in the future, if needed supports could be put in place 3) Consider the benefits of an adult coordinator that supports both the high school center and any teen center so that operations are structurally aligned as one unified program, as practicable.</p>
<p>9. Physical activity</p> <p><i>Result 2.3: 21c programs provide healthy food and physical activity</i></p>	<p>Enrichment choices in this area offered in each session Observed meal program was robust</p>
<p>10. Culminating end products or performances</p> <p><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>Emerging as new site. AWARE program hits the mark Unclear if other new programs have end products</p> <p>Student quote: “We need more programs to be more educational”</p>

<p>11. Intentional Academic Components <i>Result 2.4: 21c programs support learning</i> <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>In start-up phase.</p> <p>Recommendation Identify an area, for example a library based program that includes academic assistance by topic; this has been successful in other sites and very beneficial for high school youth. This type of programming in a library has also been very effective to use other building space at the same time for a multitude of other concurrent uses (a place to be, to read, listen to music, meet others, work on computers, library beautification through art memorials, core support, tutoring) In many ways, these spaces in other programs have offered a different kind of “teen center,” (It does not have to be all academic) which can complement other types of programs in unique and nice ways.</p>
<p>12. Sustainability and partnerships <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>Program in start-up phase Youth already received grant from community foundation to assist in teen center work</p> <p>Recommendations 1) Involving community partners in the actual delivery of programs is a growth area 2) Application stated tech center programs will go from 4 to 8 weeks. This has not occurred yet.</p>
<p>13. Family engagement and parent communication <i>Result 4.3: 21c funded programs benefit from meaningful community partnerships</i></p>	<p>Discussions with parents who are in the high school building occur</p> <p>Recommendations 1) Invite parents to participate in some or any offerings. For example, to AWARE. 2) Having the site hold an end of year celebratory event.</p>

<p>14. Private school participation <i>Result 4.3 21c funded programs benefit from meaningful community partnerships (private schools)</i></p>	<p>NA</p>
<p>15. Safety standards <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>The program follows school policies. All staff are district trained in safety protocols. Coordinator uses school radios to communicate with Director and school bus after hours</p> <p>Priority Action Item # 2 (July 1, 2019)</p> <p>High school Safety Policies. It is not documented in writing anywhere what the site based safety policy(s) are. Create an initial document that states at a minimum.</p> <ol style="list-style-type: none"> a) A statement(s) that makes the above clear (center follows all school policies) review those policies once and make sure that statement is 100% true. b) A statement of what staff from outside the building will receive as safety documents and training if any upon new SHS afterschool hiring (if not trained by district) c) Cut and Paste/Include any ALL 4 One safety policies into the document that apply to the high school site d) Review standard recommendations below with other team members adding any other needed policies and procedures if any to the document, particularly making command structure clear with names and titles. Imagine if you are emergency personnel, who do they communicate with in what order in an emergency? <p>Recommendation: Add other items you want to begin a draft manual for the site that states important information for any staff person working in the program.</p> <p>2018-19 21C current safety standards</p>

	<p>Standard Safety Recommendations</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 that would follow an incident.</p> <p>F) Practice alternate drills beyond fire drills that complement school based preparedness schedules and approach.</p>
<p>16. Governance</p> <p><i>How does a governance system meet regularly with diverse stakeholders who help guide the program?</i></p>	<p>Part of All-4 -One process and current practice</p> <p>There is no name yet for the high school afterschool program</p> <p>Recommendation</p> <p>Have an explicit high school youth advisory board that is responsible for both the High School Center and ideally for any youth center that is created so the two can be aligned and driven structurally, by youth.</p> <p>Have the advisory board name the high school center program-consider alignment and complimentary thinking/naming as youth desire for one or both “centers.”</p>
<p>17. Budget</p> <p><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>The high school project is effectively using the same school based procedures as the All-4 -One program in coordination with the district business office.</p>

<p>18. Annual Performance Report Statewide Evaluation other items <i>Which systemic items or expectations may need new strategies or additional funding to be achieved?</i></p>	<p>Year one state APR data is due June 28th. Application condition stated year one would produce 12-15 regular attendees. Filemaker Report data generated on 3/6/19 shows: -457 days attended total -119 individual youth have attended -12 youth have attended between 11 and 17 days.</p> <p>An initial projection of total regular attendees generated based on this data for this year will likely be substantially under the target using the 30 day measure. Based on actual end of year data, additional action steps may be necessary for year two. The \$2500 cost per regular attendee will inform any further action, taking into account it is year one.</p>
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Afterschool Observations

Youth Observations

Overall, the spirit was very high. Students were comfortable and happy to talk to one another. During Social club, students were eating, laughing, socializing. The Social club had a warm, welcoming atmosphere. Students seem happy to be at the program.

Weight Lifting: Youth were individually and cooperatively engaged in doing a variety of exercises including squats with a lot of weight with spotters and peer and adult encouragement. A coach came in to share some quick laughs. High quality and focused by any standard. Music was playing as well.

Aware Club: 5 adults, 9 youth, 14 total in a circle around a large table engaged and listening to one another. Some students took notes. Students questioned each other and their teachers. They listened to explanations. There was an interesting exchange when one student questioned another student's use of an uncomfortable word. Students were respectful in the exchange and the student who was questioned, wasn't shamed - the space felt very safe and respectful. no phones - no side conversations. Another view is that the closest representation of this program was akin to a mixed age graduate seminar around the challenges, history and personal experiences around racism. Conversations were deep and intellectually rigorous and interesting. A model program. Deep questions were asked and assumptions challenged. Adults and youth were respected at an equal level. What a representation of a "learning center" where adults and TEENS are on an equal footing! The team was extremely impressed with this and this is the kind of programming the center should build out in other areas for more youth. Youth Quotes: "It's not only a place to learn, but a place to vent, or a place to plan our futures." "We learn about racism, and get educated for ourselves."

Volleyball: Youth playing volleyball, a little difficult with 4 people total, yet active.

Social Club: Youth eating a full meal at various tables. Sitting, talking, laughing, discussing. One youth sat by himself (not a problem, a choice) Music playing for a while off of a phone.

Civics Class Youth Quotes

"It's almost like a job."

"We plan meetings and fundraising ideas."

"I wanted to represent students in my community and make a legacy"

"We don't feel like we are part of this town."

"The teen center can be a safe environment to have a relationship with the community and to show them that we are responsible."

"I'm learning how to be a positive representation of youth in the community."

Youth quotes (when asked what they wanted after school)

"If GSA met after school I'd probably join." "The unique thing about Aware is that it is educational... I'd do more after school stuff if it was more like Aware." "We get educated for ourselves so that we can bring that education to other people."

I want "a group on Real World problems." Global Warming? "Some of my peers would be delighted by that."

"An after school history action club ... improve the future."

When students were asked why the Teen Center was important or needed:

General Youth Quotes

"We don't feel like we're a part of this town." "No one listens to us. We're just someone's son or daughter." "We have no voice."

A Teen Center would provide "a safe space." It would "show we can take care of something." "Show we want good things for the community." "Getting the youth and community together to help the relationship."

Staff Observations

The team saw in the aggregate that youth had access to 10-12 highly caring and friendly (and skilled) adults in high school buildings' programs and in the halls during our visit.

During Social Club - staff mingled with students. Some ate, most stood and hung out with the kids, laughing, smiling and interacting -- making sure students would be attending the activity after eating (weight trainer " See you in there?")

Aware staff were very well prepared. There was an obvious lesson plan that was being adhered to. Teachers were supportive and direct. Sticking to a goal - not a free flowing conversation. There was a respectful back and forth dialogue.

Adult Quotes

"The money is there to empower people"

"Kids are empowering us."

"I think it is going to get better."

"I'm excited for what comes next."

"We need to find ways to extend credit and extend the model."

Space Observations

The resources of the building that were being used and when one considers the “saved” cost, it is clear to see why the 21C investment model is smart: cafeteria being used, classrooms being used with nice heat and light, whiteboards being used, gym being used with nice volleyball equipment. Full weight room being used. Bus access. Meal program. Library available but not used yet. What would be the cost to purchase all these resources? Great to see them being used by youth in new afterschool programs.

Cafeteria for Social Club - clean, spacious, bright

Aware classroom - bright, sunny, warm, uplifting signs.

Other observations

Janitor was present and very friendly.

Dance occurred in the cafeteria and is linked into the food/social club time, which is nice. Students are happy to be here.

Analysis

The biggest take away for one team member was how happy and comfortable students were to be at afterschool. They are warm, fed, and taken care of by professionals in a safe space.

Are students working on PLPs? Can they use their work in afterschool as evidence in their PLPs?

Could a Wi-Fi blue tooth speaker for music enhance social club?

The potential of the school based center is large. The team had some concern that the teen center work might take from building the high school center into its full capacity. Is there capacity to do both? We sincerely hope so. The teen center at this time is a concept. This center in the building is already moving, efficiently and effectively, and capturing youth, which is a great sign. And numbers and programs can grow.

AWARE students are doing serious work after school. When asked what they would do at the proposed Teen Center, they were quiet, finally someone said - We could have our AWARE meetings there! How would that would affect the successful AWARE meetings already taking place? Interesting quote to support the notion to assure programs are complimentary.

What is Springfield HS' policy towards Restorative Practices? Could students be trained to be circle keepers for RP work? The AWARE students who we spoke to expressed a desire for more learning and teaching opportunities. These students could gain more leadership opportunities within the school if trained as circle keepers, and if students chose to, they could be called on during the school day for RP/J work in resolving conflicts.

The students we spoke to indicated they wanted more learning opportunities and activism after school. Perhaps a student survey for other afterschool activities could be conducted (by the students?).

Out of 370 students, 119 have attended an after school activity according to the data. The day we observed, there were 16 students in social club. There are 4 students enrolled in the Community Action Class designing the Teen Center. How can you create more buy in from the students to support any teen center beyond the class members (see advisory group recommendation)? Surprisingly, there were no youth strongly advocating for a teen center for their own personal use themselves. This was interesting.

What about having more community events at the high school? Would this improve students' feeling of disconnection from the town? Can AWARE or another after school club sponsor a special speaker? What about inviting the town to see the work the AWARE students did for Black History Month? An afterschool art show? Music ensembles also can be successful, or alternative sports such as rowing or rock climbing.

The project has started and is here for this older age, which is great. We wish you all the best.

Springfield Program Observations

Observed: Social Club, AWARE, and Weightlifting

Spirit: Smiling _____x_____ Laughing _____x_____ Choosing _____x_____

Playing _____x_____ Calming/Relaxing _____x_____

Health/Physical: Moving _____x_____ Eating _____x_____ Drinking _____x_____

Handwashing _____

Dialog: Speaking _____x_____ Listening _____x_____ Questioning _____x_____

Discussing _____x_____ Explaining _____x_____

Doing: Thinking _____x_____ Reading _____ Writing _____x_____

Making _____ Creating _____ Designing _____

Focusing/Immersing _____x_____ Persevering _____x_____

Productive Failing _____ Reflecting/Evaluating _____x_____ Collaborative Problem Solving _____x_____

Researching _____ Performing _____

Leadership: Leading _____ Facilitating _____ Planning _____ Prioritizing _____

Social/Emotional: Cooperating _____x_____

Advocating _____ Helping _____x_____ Negotiating _____ Empathizing _____x_____

Negativity: Arguing _____ Complaining _____ Not-doing/Not-interested _____x_____

(One young woman placed herself on the other side of the cafeteria during social club, hood on, engrossed in phone).

Notes: We heard evidence of leadership but did not observe it explicitly. Listening to music was also observed.