

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

2018-2019

## Site Visit Report

**Southwest Vermont Supervisory Union-*Mosaic*  
Program**

Submitted by Emanuel Betz

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



**Project Director:** Amy Volpi

**Visit Dates:** August 1, 2018, January 16, 2019

**Visiting Team:** Emanuel Betz (Agency of Education)

**Report Date:** February 8th, 2019

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

### **Authority to Monitor**

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

### **Goals**

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

### **Response to this Report**

Please submit a written response(s) to Emanuel Betz at [Emanuelbetz@vermont.gov](mailto: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

The 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. Documentation was provided and analyzed in its entirety including self-assessments, program materials, policy documents, promotional information and registration materials, evaluation information, Annual Performance Reports and grant and budget information. Interviews and/or discussions were completed with the project director, principal and assistant principal, staff, partners, and students.

With a new director, committed staff and a more focused impetus, the project is reclaiming its potential in its fourth year of operation. Notable highlights of the visit include:

- Program observations in summer and school year show multiple examples of engaged and effective programming
- Committed and caring staff are working with youth
- District and school connections and communication is growing
- Youth generated high interest programming is beginning
- Schoolwide expectations using the cafeteria program structure has been created
- Data and reporting systems are built and functional
- Leadership structure is settled and working

The following areas of growth/opportunity include:

- Expansion of program offerings, types, and timeframes (see below)
- Trying summer strategies that can unify expectations and/or offer more choices for all
- Advertising/support: consider online avenues, community meetings and celebrations of learning ideally offered in concert with school day programs
- Adding achievable strategies and new indicators in evaluation and sustainability planning
- Partner growth including greater connections with the nearby high school, tech center, local businesses and organizations
- Bringing the key people together to create an active team to drive the program and have it reach its full potential over time.

Thank you for all the hard work, as well as preparing for and participating in this process. We hope that it 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>See examples in narrative            New Director leading program consistently for one year            Site Coordinator position settled            Check in system at the cafeteria working well            Hired a core group of para-educators who know the students            Unique space for <i>Mosaic</i> office and a <i>Mosaic</i> room where programs can occur            Open Gym - every Wednesday after school            School safety systems are well developed            Summer Literacy Camp            Selected enrichment offerings</p>
<p><b>2. Youth Centered Leadership and Activity</b> <i>How are programs youth centered? How do programs support youth leadership?</i></p>	<p>A 10<sup>th</sup> grade high school student mentors/co teaches an American Sign Language class            Youth leads Stained Glass class            Program is working to involve students leaders: there is a nascent Action Plan Committee with three girls            Garden program is run and managed based on youth interests using outdoors as the classroom            An appealing handmade suggestion box exists            Youth sign themselves into the program</p> <p><b>Recommendations</b></p> <ol style="list-style-type: none"> <li>1) Utilize the suggestion box with input from youth on how to best get feedback</li> <li>2) Consider a longer term plan to use high school students as helpers or peer instructors</li> <li>3) Bring in activities into to cafeteria such as a chess corner starting with a few students or staff</li> <li>4) Invite teachers or others to do something for 20 minutes with youth as an alternative entry point into the program</li> </ol> <p>“Students are giving their ideas of what they want to be able to see.”</p>

<b>Review Area and Alignment to Statewide Evaluation Plan</b>	<b>Evidence and Analysis (Evidence Statements, Recommendations Priority Action Items, Findings)</b>
<p><b>3. 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>Director or others did not identify any notable challenges See narrative above for feedback</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>Experience Summer Literacy Camp shows 19 of 22 youth progressed or stayed at level using MAP data. Self-reflection forms Student survey YPQA observations started IEP numbers tracked by Director on a session by session basis Youngest career development student at high school reported to have “come out” of video program Staff member shared how he teaches for his own wellness which demonstrates program benefit for adults Detailed Parent letter testimonial speaks to a multitude of powerful program benefits for her children</p> <p><b>Ongoing Recommendation:</b></p> <p>Build an explicit evaluation plan with your team that will collect data for project improvement and future funders that goes beyond statewide reporting. Review seven AOE student survey questions to consider merging with your local student survey. Language from July 2018 APR Review stated: “Local evaluations measures do not exist. Review original grant and other project evaluations plans to create a plan in the coming year.”</p>

<p><b>5. 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><i>Program income practices do not limit program access*</i></p>	<p>Public Transport available at 3.55 and 4.55 although ridership is limited</p> <p>Fields trips exist in summer and afterschool</p> <p>23/40 youth on IEPs in current session</p> <p>Access issues for Pownal and Woodford came up three times during visit process from different sources</p> <p>Communication channels to discuss special needs in place</p> <p>No Friday programs</p> <p>See budget section</p> <p><b>Recommendations</b></p> <p>1) Weekly enrichment offerings/unique program choices within each session is recommended to be between 15 and 25 choices;</p> <p>2) Most programs are organized for one day a week for two hours. Mini courses are being developed. Consider alternatives that can support both short and longer term programming. Examples; mini courses, one time offerings, programs that meet 2x a week. Also having programs start after a brochure has been created is a good indicator. Also consider other times such as the early am, night time, or weekends.</p> <p>3) Stated Opportunity: a large group of 155 6<sup>th</sup> graders are coming in next year.</p>
<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>Staff Reviews completed last spring</p> <p>4 Para Educators as core staff</p> <p>School and partner staff used</p> <p><b>Recommendations</b></p> <p>1) Have staff who work in the program participate in the YPQA observation and analysis process in the future</p> <p>2) Consider having youth recruit instructors based on their interests</p> <p>“I send email blasts to get instructors”</p>

<b>Review Area and Alignment to Statewide Evaluation Plan</b>	<b>Evidence and Analysis (Evidence Statements, Recommendations Priority Action Items, Findings)</b>
<p><b>8. Physical activity</b>  <i>Result 2.3: 21c programs provide healthy food and physical activity</i></p>	<p>Enrichment choices  Open gym time on Wednesdays</p> <p><b>Recommendations</b></p> <p>In the future between sports seasons, consider three week mini session options offering various athletic options. Contact BEAMS program to discuss how they did this.</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>School is standards based for its first year as of 2018-19  Principal supports program and talks with Director regularly  Director part of district grant management team  Director participates in trauma informed schools training and crisis prevention groups  Director interfaces with behaviorists on behalf of youth and staff  Connection to PLPs: some afterschool written in as evidence, yet in its infancy</p> <p><b>Recommendations</b></p> <p>In the future, pilot a simple voluntary end product reflective PLP evidence protocol for certain programs with say a picture and a brief process expression. This could serve as a project evaluation measure as well.</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>Program examples include CATTV, Hunter Safety certification, Junior Iron Chef</p> <p><b>Recommendations</b></p> <ol style="list-style-type: none"> <li>1) Consider methods to grow a large theater program.</li> <li>2) Consider implementing this excellent <a href="#">planning tool</a></li> </ol>

<b>Review Area and Alignment to Statewide Evaluation Plan</b>	<b>Evidence and Analysis (Evidence Statements, Recommendations Priority Action Items, Findings)</b>
<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>Summer Experience Literacy Program ( results listed in evaluation section)</p> <p>Parent Quote: “For my youngest, literacy camp was an absolutely unparalleled learning experience. It has been a huge, huge, life changing experience for her that has changed the way she looked at school and learning.”</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>Six partners: CatTV, Tap House Restaurant, Catamount Glass, Hawkins House, Tech Center staff  Fees and school budget funds support program  Principal: “I think there should be a minimal fee.”</p> <p><b>Recommendations</b></p> <p>1) Improve written messaging with new words for fee such as “donation,” and different language to replace “scholarship.” Offer multiple levels of commitment versus just one.  2) A more aggressive sustainability plan needs to be activated through a team process</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>Current outreach methods to all: email, advertisements in local paper, team meetings, TV postings, bulletin boards, light up sign.</p> <p><b>Recommendations</b></p> <p>1) Offer parents the choice to receive notification if a student does not show up for a class.  2) Develop additional specific outreach strategies to families to assist with recruitment for both youth and staff. Consider a brief parent phone survey.</p>

<b>Review Area and Alignment to Statewide Evaluation Plan</b>	<b>Evidence and Analysis (Evidence Statements, Recommendations Priority Action Items, Findings)</b>
<b>14. Private school participation</b> <i>Result 4.3 21c funded programs benefit from meaningful community partnerships (private schools)</i>	Consultation meeting or exceeding expectations
<b>15. Safety standards</b> <i>See 21c safety standards and annual reporting safety questions</i>  <i>Result 2.4: 21c funded programs strive for continuous improvement through the use of the Youth Program Quality Assessment (YPQA)</i>	School protocols followed All youth in building have a sign in procedure and a lanyard  <b>Priority Action Item #1 (March 5, 2019)</b>  Review afterschool command structure and communication protocols including intercom use with leadership to ascertain if any written afterschool adjustments need to be made to the plan and submit if changed are identified  <b>Recommendations</b>  Implement an all school drill that includes the entire building when other non-Mosaic programs are running.
<b>16. Governance</b> <i>How does a governance system meet regularly with diverse stakeholders who help guide the program?</i>	<b>Priority Action Item #2 (March 5, 2019)</b>  Create a team and submit members, a proposed meetings schedule, and three statements of purpose. Using this report could be a kick off point.
<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>	Director access to infinite campus for budget work  <b>Priority Action Item # 3 (On-going through 2019-20)</b>  Regular attendee cost basis: Programs should not be exceeding an upper range of \$2500 per regular attendee. Last year, not counting cafeteria youth, the rate is substantially above the expectation. Even with a portion of cafeteria numbers included the current projected rate is assumed to exceed this guideline and the standard expectation. Progress will be needed on this measure as the project enters its fifth year to be competitive and viable over the long-term. Submit and discuss action steps with AOE for ongoing improvement based on this entire report.

<b>Review Area and Alignment to Statewide Evaluation Plan</b>	<b>Evidence and Analysis (Evidence Statements, Recommendations Priority Action Items, Findings)</b>
<p><b>18. 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>Review statewide evaluation plan site grid to review where the site does not meet expectations. There are two areas of concern: dosage and sustainability. Have the advisory team discuss with AOE when formed by end of year: growth to 150-200 days of programming is the expected 21c norm; 5 weeks of summer in a future application is required; Consider growing into new program times beyond what is currently offered as well.</p>

**Program Observations**

<p><b>Youth</b></p>	<p>Cafeteria @ 2:15 - Students reported to the cafeteria, where they had to sign in using Chromebooks. Then students were given a snack. The atmosphere was very relaxed. Some students in the corner were dancing, and other group of students were prepping for the basketball game, There were 15 different clusters of youth. Students in the cafeteria program spent time socializing with friends, having a meal, or were on their phones. When speaking with students in the cafeteria they stated that program staff are nice. Many had different reasons for being in the cafeteria after school; waiting for parent/caregiver pick up/ sports practice or game/ some staying for Mosaic programs/ "nothing else to do". Students expressed enjoying the freedom of the Cafeteria program- being able to "hang out and talk with friends".</p> <p>Students in Aikido class appeared engaged and excited- "ooh, wow"- during instructor demonstration; students were practicing on their own and taking instructor feedback. Students in 3D printing appeared comfortable asking clarifying questions. Some students observed in HW club were working on tasks and asking staff for support. Silk screening students were using computers to research ideas for their design. Students in all groups appeared to be interested in the activity and tasks.</p> <p>We had an opportunity to sit down with a few groups of students. We asked a 6th Grade Student, "Why are you in the cafeteria?" She told us that every day after school she participates in the Mosaic program. She was finishing her snack. She was sitting alone. She said she wishes more students were participating. She was getting ready to join the Homework Club for the afternoon. We asked her if she thought there were enough classes in the offerings. She said, "I wish there could be more." Students were happy but not too excited.</p> <p>Summer Quotes</p> <p>"It's awesome, I get to hang with people I know with the same interests."</p> <p>"I learned new recipes and learned how to make a movie."</p> <p>"We pay for this program."</p> <p>"I have really bad OCD, so I am organizing the shed!"</p> <p>"I want to do it, it's fun"</p> <p>Climbing: " I learned to use more than just your leg muscles"</p> <p>New attendee: " I still feel new here, but not completely new"</p>
<p><b>Staff</b></p>	<p>Silk Screening- Instructor asked "what is the process?" Student responded by sharing the steps of the silk screening process from deciding on the design to putting it on a shirt. Instructors provided explanations and demonstrations throughout program time. Comment made by staff supporting a student with special needs in silk screening: "no no no, if you do this you will mess it all up"- this staff person took over the task for the student.</p>

## Program Observations

3D printing instructor provided direct instruction upon questions from students and spent time with them until they understood the step; This instructor moved from student to student checking in and asking open ended questions, "what can you do..., how can you change it...". Provided explanations around link to geometry and explanations around why things needed to be done a certain way "if you don't do (xyz) these are the things that could happen..." Teacher used open - ended questions, helpful, giving clear directions and instructions. Class was a good example where the teacher was engaging students and challenging them with creative thinking while asking questions. Students were very excited and positively reacting to his feedback.

Homework: Staff was attentive to youth. Staff answered and assisted with questions. Staff offered advice and prompts to assist with homework. Attentive to sick youth. Also attentive to when youth needed help. Homework club teacher encouraged student to take initiative around his own process and assignment "look in your binder and we will figure out what is next..."

### Quotes

"I have the best job in the world"

Cafeteria Quote: "You are doing great. (pause-student looks up)... it's a complement!"

Encouragement in Aikido: "Come on boys whaddya got? Yes, good good. You guys are doing great. Come on Sean, Let's see it"

Setting up the 3D activity: "Unfortunately because we have some new people, there will be some duplication from the last time"

"I'm guessing that you would like to make something?" "That's a nice discovery." "So why don't you make a little scene and let me know if you have any questions" "This view is called perspective view, this view is called orthographic view."

Homework Club: "You can read in a chair in the hallway as long as I can see you." "You know you need to sign out in the cafeteria right?" "I just need to give you a pass to come down there." "Come back again, it was nice to meet you!"

<p><b>Space Climate Materials</b></p>	<p>Each group had a very calm environment. Appeared to have all materials needed.          HW club appeared to have a loose structure- students could come and go as needed (check in with teacher, grab something from classroom); sitting outside room doing work          There were check ins provided by adults around student progress in each group.</p> <p><i>Mosaic</i> Room - was very neat and organized. However to my surprise during the Silk Screening Class the teacher was missing important materials. There were also a lot of searching in cubbies, for stencils, markers, etc.          Aikido - the coach took time to great each student, explain the exercise and give good directions not only to students but also us. I thought it was very nice. Very friendly and positive. Fun Class.</p>
<p><b>Other</b></p>	<p>I think it took a long time from the time when the school ended (Bell rang @ 2:15), to the time when they students began their activities, Transitioning could be better organized. I had a group of students who were not able to tell me what activities their parents signed them up for.</p>
<p><b>Analysis</b></p>	<p>In a school with 650 Middle School Students, 4 offerings in a day is not enough. Amy should take time out of her day to spend time with students - doing lunch time ( For example) go to the cafeteria, to do team research for new class ideas. Being more visible to them - building up trust and connections is very important for these youth. Having more confidence will also provide more opportunities - in and outside of the school setting.</p> <p>Flyer could be more colorful - Could even use little clip art images at a minimum. Students really like them.</p> <p>Flexibility on a flyer - Students may not switch programs after the first week. It feels it is always important to meet the students' needs first.</p> <p>Need to "build afterschool community" intentionally.</p> <p>Phones were used in homework to text, while doing homework and to contact home. It did not seem that phones ever got in the way of learning in the program. Noticed a student answering her phone in 3D printing as well. Being mindful of phone use and your adherence to your own policy is recommended so that they do not affect learning over time.</p> <p>Regular staff meetings could help to talk about policies or gain feedback from program staff.</p>

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	<p>Check in with Tricia at VT Afterschool around best practices (e.g.): YPQI observers to meet as a group to score the program as a whole team, create program goals, and then decide how to share that information with Mosaic staff.</p> <p>In the St. Johnsbury School we are working toward a middle school program for next year. This year we have implemented/piloted a couple programs for 6-8 to gauge interest. Prior to sending out registrations for the programs, instructors came to a middle school assembly where they presented on the specific offerings. Students had a chance to ask questions and get an idea of what to expect if they decided to participate.</p> <p>Development of the student advisory that meets regularly is important.</p> <p>When speaking with students in the cafeteria, those who do not attend Mosaic mentioned having a way to vote on programs that should be offered in the program. Or a way for them to provide suggestions- Mosaic Suggestion box? Student surveys that can be sent directly to their emails? Could time be designated during the day for them to take the survey?</p> <p>A group of boys waiting for their basketball game had some activity suggestions: “more sports, flag football, field games”; “weight lifting and training for HS sports”; “open gym would be nice”; “art”. They mentioned hearing good things about the video club!</p> <p>Silk Screening Class - could be little more organized. The students were missing a key component to design their shirts - which was a computer. All Materials should be set and ready to go.</p>

## Youth Centered Engagement Observations

X=observed in afterschool

S=observed in summer

<p><b>Spirit:</b> Smiling ___xxx___ Laughing ___xx___ Choosing ___Sxxx___</p> <p>Playing ___xxS___ Calming/Relaxing ___xxxxS___</p> <p>Choosing garden activity, choosing which wall route to follow.</p>
<p><b>Health/Physical:</b> Moving ___Sxxx___ Eating ___Sxx___ Drinking ___Sx___ Handwashing ___S___</p> <p>Climbing wall provided skill building and exercise</p> <p>Lots of movement in gardening; Aikido as well.</p>
<p><b>Dialog:</b> Speaking ___Sxxxx___ Listening ___Sxxx___ Questioning ___Sxxxx___</p> <p>Discussing ___Sxxx___ Explaining ___xxx___</p>
<p><b>Doing:</b></p> <p>Thinking ___Sxx___ Reading ___Sxxx___ Writing ___Sxx___ Researching ___xx___ Performing _____</p> <p>Making ___Sxxx___ Creating ___xxx___ Designing ___xxx___ Collaborating ___x___ Focusing/Immersing ___xx___</p> <p>Collaborative Problem Solving ___Sx___ Persevering ___Sx___ Productive Failing _____</p> <p>Reflecting/Evaluating ___S___</p> <p>Problem solving what to do about the bunny in the garden</p> <p>In art youth sits and intensely thinks about their next step</p> <p>In cooking, difficulty, variety of product quality and failure part of process</p>
<p><b>Leadership:</b> Leading ___x___ Facilitating ___xx___ Planning ___x___ Prioritizing ___x___</p>
<p><b>Social/Emotional:</b> Cooperating ___Sxx___ Advocating _____ Helping ___xx___ Negotiating _____</p> <p>Empathizing _____</p> <p>In cooking, Crepes are made in teams</p>
<p><b>Persistent Negativity:</b> Arguing _____ Complaining _____ Not-doing/Not-interested _____</p> <p>None observed in summer or afterschool</p>