

21st Century Community Learning Centers

2018-2019

Site Visit Report

**Windham Southwest Supervisory Union-Wings
Community Program**

**Submitted by Emanuel Betz
21st CCLC State Coordinator**



Project Director: Andy Hauty

Visit Dates: July 24, 2018, December 4, 2018

Visiting Team: Emanuel Betz (Agency of Education) Kiley Boyd (Windham Central Supervisory Union) Carrie Becker (Mill River Unified Union School District)

Report Date: December 28, 2018

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

Authority to Monitor

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

Goals

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

Response to this Report

Please submit a written response(s) to Emanuel Betz at Emanuelbetz@vermont.gov. The responses should include detailed steps to address any 'Findings' and "Priority Action Items" by the date 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 handbooks, brochures, planning forms, program artifacts and promotional materials. Annual Performance Reports and grant and budget information were also reviewed. Interviews and/or discussions were completed with the project director, operations manager, site coordinators, Superintendent, the high school assistant principal, a partner, a staff member and students.

The project continues to grow and evolve in a positive direction in an environment of site coordinator project personnel change and overall school-based declining enrollment. Notable program highlights include focused programming such as Junior Iron Chef and the performing arts, *Celebrate Summer*, and successful enrichment choices at sites such as Halifax's PAWS. As isolated and small communities, these programs are driven by individuals and success is determined predominately by their talent. At the high school levels the *Fresh* room, while not "academic," at its core, provides a safe and unique youth centered space that serves as a social platform to spend time in the building alone or with others and potentially to move into other programs or choices.

At the project level, on-going attention to special needs youth remains a progressive work in progress, and additional coordinated action in this area is needed and being worked on. The massive challenge of sustainability remains a success, with much work needed to maintain funding and budgets annually. Some thematic needs and themes follow for consideration that are unique to the project:

- **Space.** The program fully uses school buildings, but also has created the FRESH room and uses *Memorial Hall* as a performing arts space, demonstrating innovation in the use of space that might be continued or adapted in new ways in the future.
- **Shared leadership and communication with the school district.** Connecting and participating more formally on district level planning bodies or teams (for example) with the administrative team, and on behalf of Special Education needs including occasional participation on IEP teams as appropriate.
- **New Partnerships** should be built. Existing partners such as the Recreation Department and Valley Partnership remain, but new program and organizational connections outside of the schools as possible should be aggressively fostered. The thinking behind working with the Brattleboro Development Corporation is on the right track. In addition, a more formal partnership with the WCSU 21c project particularly around Marlboro is suggested. Other unique partnerships may be out there.

Programming. The middle high school needs additional program approaches beyond the FRESH room, Performing Arts, and the level of current offerings. A youth centered focus and approach for new programs cannot fail for these youth

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>Director and Operations Manager work flexibly as a team to meet needs</p> <p>2018 <i>Summer Celebration</i> program is vibrant and successful</p> <p>FRESH room provides a meaningful and unique gathering space for youth within the building</p> <p>Wings Charitable Foundation remains useful</p> <p>The Performing Arts focus and other long-term <i>Marquee</i> programs such as Junior Iron Chef provides on-going strength for the project.</p> <p>There is a general openness by all staff to new ideas and continuous improvement</p> <p>Key Staff members work very hard and care deeply about the program</p> <p>Sustainability (funding) is maintained using a diversity of sources</p> <p><i>Stepping Stones</i> for younger youth in summer added</p> <p>“Program is well-organized and vibrant”-Superintendent</p>

Review Area and Alignment to Statewide Evaluation Plan	Evidence and Analysis (Evidence Statements, Recommendations Priority Action Items, Findings)
<p>2. Youth Centered Leadership and Activity</p> <p><i>How are programs youth centered?</i></p> <p><i>How do programs support youth leadership?</i></p>	<p>Students leading Dungeons and Dragons program</p> <p>Junior Counselor program is a key asset as part of <i>Summer Celebration</i></p> <p><i>Fresh</i> room is a student centered space in its design and approach</p> <p>Volleyball program during break shows attentiveness to need and a youth centered flexible mindset</p> <p>Youth want to start a wrestling team but there is no coach identified</p> <p>Youth interviews:</p> <p>“It’s really fun, it helped me come out of my shell”</p> <p>“There is something for everybody”</p> <p>“It’s nice to feel I am responsible”</p> <p>“I can trust the adults”</p> <p>“Wings was my introduction to the school as a home study student”</p> <p>“Our ideas are taken into consideration”</p> <p>“They give you some freedom”</p> <p>“Fresh room is really nice”</p> <p>“Fresh is not an option for me because I do sports”</p> <p>“I like the Performing Arts because I get to meet new people”</p> <p>Youth Recommendation</p> <p>Take the high school’s student idea of a “Join In” approach to “make it casual” in opening programming to those who currently may be reticent, especially having older peers invite others to join as possible. Consider flexible “Join in” opportunities to “try something” as well as leading to larger commitments. A powerful <i>Join in</i> ethos could also be extended to parents, and others for more diverse shared participation.</p>

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<p>3. 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>Declining enrollments Systems level Site Coordinator turn-over Getting new program leaders in small towns Not enough time to complete all tasks Maintaining school budget funding Trying licensing at TVES Transportation: The <i>Mover</i> exists. Summer bussing from Readsboro had low ridership when tried and was cancelled</p> <p>Representative Quote <i>“We would like more high school students...They tend to come to ½ day offerings more”</i></p>
<p>4. Evaluation Plan 5. Local evaluation outcomes <i>What are the components of your comprehensive evaluation plan?</i></p>	<p>Student, staff and parent surveys exist Reviewed regular attendees and low performing data as part of targeting youth</p> <p>Recommendation</p> <p>1) Develop new summative indicators as part of your evaluation plan that could serve the dual role of helping with targeting particular population and to assist in analyzing meeting goals. Consider chronic absenteeism or behavior indicators or transferrable skill indicators. 2) Review engagement observations as a team and create action steps (see end of report).</p>

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<p>6. Equity and Access; Dosage and Numbers</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><i>Stepping Stones</i> summer program for younger youth added</p> <p>Home study youth served</p> <p>Homeless youth served</p> <p>Advertising: Daily announcements at TVMSHS, word of mouth, central website, Facebook and brochures used</p> <p>3 of 4 sites (not Halifax) serve only 7-8% on IEPs, which is roughly half of the state average.</p> <p>Free reduced RA percentages are under school average numbers at varying and sometimes significant levels. (see below)</p> <p>Special Education needs are coordinated through the operations manager, No participation on IEP teams.</p> <p>Bussing offered for summer but very few rode bus so it was cancelled</p> <p>Site Coordinators with permission may drive youth home</p> <p>“We offer scholarships like popcorn”</p> <p>Data systems present, but some questions about accuracy came up</p> <p>Priority Action Item #1(January 30, 2019)</p> <p>Spot check data inputting regularly to enhance and check for accuracy. If anomalies come up, follow up on those prior to submission. Be vigilant that low income and IEP numbers are clear and accurate. Advise AOE if databases from last year are accurate for these two indicators as submitted in APR <i>Cognito</i> reports. It is recognized that Readsboro is a CEP school, so data will be inherently off for low income numbers.</p> <p>Priority Action Item #2 (submit revised language)</p> <p>Review the “fee” language across all brochures with an eye to access language. The language varies greatly in contrast to previous practice. For example, The language in the session 2 TVMSHS brochure where is it clearer that <i>no student will be turned away for inability to pay</i>, is much different from the session two brochure that only shows that there is a fee and only talks about sending checks without any ambiguity. The TVES brochure does not include any of the expected explicit language. There used to be more consistency in this area and is important especially as low income youth served could be at higher rates.</p>

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<p>7. Leader information 8. Staffing (Including Licensed Teachers) <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>Monthly Site Coordinator meetings Curricula included in descriptions but next level no guidance Revised Wings Handbook includes new district policies</p> <p>Recommendation</p> <p>1) Review, implement, and or adapt these practices as expectations vermontafterschool-instructional planning</p> <p>2) Project Director should have an annual evaluation (as should all leaders)</p>
<p>9. Physical activity <i>Result 2.3: 21c programs provide healthy food and physical activity</i></p>	<p>Athletes at risk are contacted for tutoring by Athletic Director Enrichment choices vary at sites Food at all sites delivered from MS/HS kitchen Handwashing was only observed at TVES</p>

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<p>10. Linkage to the school day including principal involvement <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>Communications between project and district personnel are one to one School staff hired in programs School space used Tutoring linkages to curricula No participation on district level teams Not in continuous improvement plans</p> <p>Leadership Quotes <i>"I've been impressed on how strong the programs are."</i> <i>"Principals support programs"</i></p>
<p>11. Culminating end products or performances <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>APR data lists examples <i>Summer Celebration</i> examples These appear to be focused more on the marquee programs versus other programs</p> <p>Recommendation</p> <p>Consider further development, especially at middle/high school level, in new curricular areas/choices.</p>

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<p>12. Intentional Academic Components <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 programs in evidence at varying levels by site</p>
<p>13. 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>501 © 3 foundation for WINGS in place and providing on-going services Sustainability plan effective and on-going with a diversity of funding streams More than ten Partnerships in existence Town Recreation Department provides supporting funds Tried licensing twice at TVES and it did not work Talent Show Fundraiser completed No title funding, which could align with district initiatives</p> <p>Recommendation Consider shared positions over time with the district if there are opportunities to merge with the site coordinator role.</p>

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<p>14. Family engagement and parent communication <i>Result 4.3: 21c funded programs benefit from meaningful community partnerships</i></p>	<p>Community Service programming at Readsboro Parent surveys Website is current except site based info is old and the handbook, other info is excellent. Occasionally used Facebook presence-monthly posts Brochure distribution and personal contacts</p> <p>Summer Celebration Mother: This is the best camp, the structure, the curriculum, the care; and we have been to so many." Kid: "It's going to be great today. I hope you will be here for the recital."</p>
<p>15. Private school participation <i>Result 4.3 21c funded programs benefit from meaningful community partnerships (private schools)</i></p>	<p>NA</p>

Review Area and Alignment to Statewide Evaluation Plan	Evidence and Analysis (Evidence Statements, Recommendations Priority Action Items, Findings)
<p>16. 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>Site coordinator meetings go over safety standards Lockdown procedures have changed District in middle of transition with regard to safety emergency policies Aquatic plan created and in evidence</p> <p>Priority Action Item #3 Feb 1, 2019</p> <p>It is acknowledged that this work is on-going and in progress at this time: Review A-C below and submit any additional new changes adopted as part of new procedural enhancements including:</p> <ol style="list-style-type: none"> 1) Explicitly state how all staff will know and be trained for their options under ALICE (new district protocols). 2) Explicitly state how room based lock down knowledge will be understood and trained including specific measures for mid-year non-school hires. 3) Explicitly state what training and materials all staff will receive and in what manner. Be sure to note any afterschool differences in (for example) communication or command structure protocols. <p>Standard Safety Recommendations</p> <ol style="list-style-type: none"> A) Review, Revise and list all emergency protocols including articulating any variances in protocols from the school day. B) Reevaluate training plan, dosage, and tactics to be used for staff, including part-time staff. Articulate training practices and procedures in manual. C) Articulate command structure for afterschool inclusive of all programs and people in the building. D) Evaluate communication protocols including 'button (intercom) control' and training: empower multiple staff tiers in usage and plan. Articulate any changes to practice in manual. E) Articulate reunification center clarity and communication protocols that would follow an incident. F) Practice alternate drills beyond fire drills that complement school based preparedness schedules and approach.

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<p>17. Governance <i>How does a governance system meet regularly with diverse stakeholders who help guide the program?</i></p>	<p>Advisory Group is active with a diversity of members from the community Excellent written guidelines</p> <p>Recommendation Invite school leaders and or staff into the advisory board so it is a school/community board and/or have Wings representation on school leadership structures</p>
<p>18. Budget <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>Local <i>Wings</i> Budgets have been cut, but reinstated Budget information and communication with business office shared and timely Staff work more hours than paid 132 regular attendees reported for last year. From APR review: The program is right on the cusp of the higher end of expenditure on a regular attendee basis (upper range \$2500 per regular attendee) \$500 more than statewide average. Update revised regular attendee data for Middle School/High School via <i>Cognito</i> form. AOE has sent link.</p>
<p>19. 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>Number of weeks of programming is below statewide targets at some sites 5 weeks of summer best practice is meant to be offered by age with the idea that each individual youth could participate for five weeks in summer in the aggregate Middle School High School summer opportunities will need to be for 5 weeks in line with the 21C application.</p>

AFTERSCHOOL OBSERVATIONS

Youth

TVES

Recess (outside, very cold day) If kids were not properly dressed they were not to be in the snow, although some repeatedly tried but were gently asked to stay away as they were not wearing the right outdoor attire. Kids were laughing, playing, taking turns on sleds. Once recess ended each after school group lined up with their Program Leader of the day to go inside, wash hands and wait for snack. 1 student took his time to finally line up.

Snack Time – Students sat with their after school group and Program Leader at a table. Snacks were brown paper bagged sent from the middle school program. Talking and laughing, calm and organized. Students were responsible for cleaning their area once they finished.

Homework Club – EXTREMELY quiet! Students spent first half of the program reading or completing classwork. Once the first half was over, they were allowed games or computers (all opted for computers). Students sat in their own individual areas and were all self-sufficient.

Yoga – Wonderful to watch! One mat in the middle with a circle of mats around. The Program Leader would show a pose and students would copy. Students took turns in the middle, showing poses for the others to mimic. Purple balloons were available around the mats for students to use for balance. Music played in the background with students voicing songs that they would like to hear. Laughing and smiling but not to the point of distraction.

Nature Explorers – The youngest group, slow to start as they took the longest to clean up after their snack. When putting on winter gear to get outside one student continued to become distracted and took extra time to get ready. While this happened, the other students waited patiently. I only observed a snippet of that program outside, but students were sledding, hitting jumps and enjoying themselves despite the very cold weather.

Readsboro

One youth being tutored in math, gives thumbs up sign when asked how things were going. Overheard and saw math problems being solved without prompting, yet with tutor support. Student: “Now I do 1×8 again-this is 32 and now I have to add. Tutor- “That’s good...keep going.”

AFTERSCHOOL OBSERVATIONS

One youth runs into program happily. 8-10 youth at table sitting and talking calmly and then went to program choices. Two adults sitting at table as well. Nice calm home like feel. Laughing, particularly around photo discussion, when that started to where all were challenged with a question "Can you all help me out..." of how to solve a problem. Youth could choose which pictures to take and later to edit and also chose approaches in painting.

Youth: "I walk to school every day because my parents are lazy."

Middle High School

"Friday Night Lights" theatre program highly interactive, kids laughing, staff excellent, highly interactive

One student volunteered to help a homework club student on her own after teacher didn't help

High school students relaxed in "Fresh" room: many on social media

19 students began program, half hour in were just 4 high school, 9 middle school

Student (Lily) tour guide very helpful, enjoyed the role

High school: "This is a cool space to be with my friends"... "I'm just here waiting for practice."

Three high school kids or four focused on phones(later part of session)

AFTERSCHOOL OBSERVATIONS

	AFTERSCHOOL OBSERVATIONS
Staff	<p>TVES All of the staff, Site Coordinator and Program Leaders, were patient and spoke with students gently. They would come to their level to talk with them and never once did I hear someone speak up or get loud towards a child. I did not notice one staff member ever frustrated. Easy to say that the staff genuinely cares for the students and their emotional well-being is highly valued.</p> <p>Readsboro Staff were present, attentive, had a plan that was being executed, and at student level at all program times. Ashley assisting very present smiling and noticeably wonderful to be around-just beaming with enthusiasm and openness. Coordinator attentive to youth needs, helped one stay firm to try activity with supportive calm appropriate encouragement.</p> <p>Middle High School Shelly and Jen amazingly engaged with, connected to students Theatre and Woodshop staff interactive with kids Homework Club teacher interacted only with one for 20 minute duration, despite request for help Woodwork teacher "How can I help you finish this before break" (accommodating) Theater: "If you're not on stage, grab your script! Learn those lines!" (Friendly tone) Mrs. Blake (theatre teacher) inviting students to offer warm-ups</p>
Climate Space Materials	<p>TVES Each program took place in the appropriate space. Homework Club in the library, Yoga in the gym and Nature Explorers outside. Recess was outside, and snack was in the lunch room. Spacious and appropriate. All materials necessary for the success of each program were present and accessible. Not much set-up besides laying out Yoga mats.</p> <p>Readsboro Community library and gym being used. Food sent from high school: granola bar, cheese stick, and apple juice. Youth did not go outside as a group.</p> <p>Middle High School Junior Chef posters where throughout kitchen, highlighting afterschool "Fresh" room inviting, pool and foosball table, many crafts, activities</p>

AFTERSCHOOL OBSERVATIONS

	<p>Set up for all programs well planned, adequate Homework Club space had large 'range' of ages, 12-19.... seemed a little too broad</p>
<p>Other observations</p>	<p>TVES Extremely smooth transitions, not one discipline/behavior issue. Students were engaged from recess, to snack, through their programs.</p> <p>Readsboro Community Library in building and teacher for tutoring may not have remembered that other programs needed the space she was using, which meant an adaption needed to be made.</p>
<p>Analysis</p>	<p>TVES These programs were so enjoyable to experience. Simply and easy-going with a wonderful staff. I observed a smoothly delivered succession of after school activities.</p> <p>Readsboro Is free reading supported generally in programming versus adults reading to youth? In the former, youth are practicing a personal choice and actually reading versus just listening to an adult selected book, which was observed.</p> <p>Youth were walking in photography, while taking pictures. Having at least 10-15 minutes of intentional fun vigorous movement for all prior to "thinking/learning" activity is always recommended to prime the body and brain.</p> <p>Middle High School Middle school and high school leaders are separate, though interact over the session: High school 'rules' seemed a bit steep, such as a student not allowed in the 'fresh' room as he missed his bus (??), others not allowed snack as they were not going to be present for 20 minutes or more.....</p> <p>Homework Club environment a bit depressing: 5 students of age range from 12-19 doing their own thing, the 19 year old especially disconnected...</p> <p>Middle school programs otherwise engaging, active, staff friendly and warm</p>

AFTERSCHOOL OBSERVATIONS

Seems an overemphasis on two programs: Junior Iron Chef and Performing Arts: Of 8 kids asked, these were the two all mentioned, though they highly enjoy those programs

Range of snack, quantity generous.

The high school program is appealing to students given lack of structure, yet that seemed its weakness: Kids wander in and out, basically hang out, perhaps could be more engaged with programs they develop themselves, entrepreneurial, etc...

Site leadership great personalities in concert with kids.....middle school (Shelly) moves with kids to programs, helps engage kid in each. Jen visits much with kids, but high school program opportunities limited.

Afterschool Observations

R=Readsboro SC=Summer Celebration M=Middle/High School Yellow=not observed

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