

21st Century Community Learning Centers

St. Johnsbury School District *CatCH* Site Visit Report

2019-2020

Submitted by Emanuel Betz, 21st Century CCLC State Coordinator



Project Director

Sarah Wiley

Visit Date

February 18, 2020

Visiting Team

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Report Date

Shared March 6, 2020 (delivered April 2, 2020)

The site visit, or peer review process uses a team of practitioners and other educators to visit, 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 2019-20. The statewide evaluation results as detailed in the 21c statewide evaluation plan and the associated 2018-19 *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

Items are numbered sequentially within each column from top to bottom. The report design allows for a broad set of data for the project's reflection and action. Required formal responses for any "*Findings*" and "*Priority Action Items*" should include detailed steps by the date indicated within the [Vermont Agency of Education's Grants Management System](#). Recommendations and comments do not require a formal response (see definitions below). Contact Emanuel Betz at Emanuel.Betz@vermont.gov with any questions.

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 new *CatCH* Afterschool Program for grades 6-8 at the St Johnsbury School was visited during the school year where interviews were conducted, and programs were observed. Initial project documentation was provided and analyzed in its entirety including self-assessments, program materials, 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 coordinator, principal, superintendent, staff and students.

As a new middle school program in the start-up period the following reflects the current state:

- Programs began in September and currently are offering 16 programs
- Attendance is growing and within the expected cost range for expenditure
- Summer programming did not occur in year one (as planned)
- Year one expenditure is projected to be less than half the allocation
- Systems and work transferred from the elementary program has been helpful to start-up
- Foundational elements are in place at the site to support success over time if monitored carefully
- There are many notable successes that have occurred in the first months that deserve commendation as a first-year program. See ** below.

Challenges and Potential Project Risks include:

- Moving to a sustainable leadership structure for the overall project
- Deeper program integration with the school including full room access
- Effective summer program planning and deployment, which is a major part of the initiative in year two
- Keeping within regular attendee cost ranges as expenditures grow

There are no significant systemic findings in this report. There are four priority action items and several recommendations to support your on-going work. 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.

| Review Area and Alignment to Statewide Evaluation Plan | Evidence and Analysis (Evidence Statements, Recommendations, Priority Action Items, Findings) |
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| <p>1. Success Stories** <i>What is working well and how do you know?</i></p> | <ul style="list-style-type: none"> • School day and community staff response for instruction has been strong • Session 2 of programming shows progress over session 1 • Program successes with good participation include: <i>Ultimate Frisbee, Techsploration, Homework club, Chess, Climbing, Babysitting, Boys Club</i> • Program choices to date are varied and rich with diverse learning choices • Programs are unique and provide opportunities to students that they may not otherwise have • The program is flexible about when students can join • Staff demonstrate a strong commitment to the program • Served 90+ students to date with a projected 20+ regular attendees within projected, acceptable cost range • Site Coordinator is a school day teacher and has positive relationships with students • Strong support exists from principal and administration • Youth committee already has multiple results • Students state that they enjoy the program. They feel challenged and encouraged by the various programs Students feel like they are making new friends and making positive connections with adults. <p>Representative Quotes</p> <ul style="list-style-type: none"> • “The middle schoolers really come to learn.” • “I love the options.” • “CatCH helps!” |

2. Challenges/ Lessons Learned

What barriers or challenges are you encountering this year that may be affecting the continuous quality improvement of your program?

What lessons have you learned about your project and what adjustments will be made to ensure the site is continuously improving?

Summer Planning:

- Two new summer programs planned to be implemented in 2020
- Construction is happening this summer that will change available space

Start-up period:

- Site coordinator structure was adapted in year one as a 30-hour position was not filled
- It is difficult for partners if classes do not run
- ~50% failure rate in session one and had to cancel multiple programs due to low enrollment

General

- Current storage space is problematic for a larger project
- Required business and related functions can sometimes take 5 to 10 hours a week
- A key Assistant left due to injury - Director took over multiple responsibilities which is unsustainable
- Access to building is limited: computer lab, science lab and library staff reportedly concerned with noise
- Finding substitutes has become more difficult with a larger project
- Middle school students don't always want to be in an afterschool program, or they express interest but do not consistently show up.

Recommendations

1) In addition to the transition plan conceptually in place, writing out key standard operating procedures is recommended that the director can review with her replacement.

Representative Quotes

- "An organizational piece is missing."

3. Youth Centered Leadership and Activity

How are programs youth centered?

How do programs support youth leadership?

- Three clubs started based on youth requests including cooking and photography.
- Youth surveys completed
- 6th grade students lead classes in the elementary school program
- Youth sign a behavior contract as part of registration
- *CatCH* developed the Catamount Youth Committee. This committee has six youth that participate. They were also awarded a “Youth4Youth” grant through Vermont Afterschool written by the director. The Committee has decided to open a school store. Youth from this group attended the Vermont Afterschool and Summer Learning Day at the State House of February 13th.

Recommendations

- 1) “Design your own *CatCH*” program (from the elementary program) could be tried at the middle school level
- 2) Implement topical student-led programming with adult assistance over time
- 3) *Dungeons and Dragons* is a very successful offering in many middle school programs in Vermont.

Representative Youth Quotes

- “I love the options that were put up”
- “They are fun and teach kids to do things”
- “I love afterschool because we don’t have to pay for it”
- “A lot of kids eat the food”
- “They are amazing; all great programs”

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| <p>4. Evaluation Plan /Local Evaluation Outcomes/Data Collection Systems <i>What are the components of your comprehensive evaluation plan?</i></p> | <ul style="list-style-type: none"> • Evaluation indicators for year one is attendance based and aligned to Annual Performance Reporting • Self-assessments and site visit completed • Initial Surveys completed in google forms <p>Recommendations</p> <ol style="list-style-type: none"> 1) Affirm if the evaluation plan and measures in application will change for the 2021 year. 2) Consider how the quote below could be represented in your local evaluation plan. <p>Representative Quotes</p> <ul style="list-style-type: none"> • “There was a lot of social bonding and working out of problems” |
| <p>5. Equity and Access; Dosage and Numbers <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> <i>Result 1.3: 21c funded programs provide enough summer programming to address summer learning loss</i> <i>Result 1.4: 21c funded programs have a solid base of regular attendees</i> <i>IEP and Low-income rates meet or exceed school averages*</i> <i>Program income practices do not limit program access*</i></p> | <ul style="list-style-type: none"> • Youth have the option to walk home, be picked up, or bused home from the program using two busses • Programs are free to all students in grades 6-8 • 1:1s exist to meet accommodations • Significantly more boys than girls currently access programs • Only a few behavior issues reported in the start-up period • Early release Friday program on Nov 22 included three choices • No Friday programming • Ultimate and chess club go 2x per week • Google docs are used for registrations • Instructor noted that ultimate frisbee has worked well for youth with special/particular needs • Robotics Program used different levels of robotics kits to differentiate to need • Non-Violent Communication training highlighting facilitation of conversations giving students power opposed to adults having power over students • Three 12-week sessions exist, up to 16 options per sessions have been offered • Support staff available after school |

5. Equity and Access; Dosage and Numbers (continued)

- Director advocates for students to be involved with conversations around IEP and 504 supports
- Meetings with grade levels to discuss offerings and sign ups
- Attendance Data as of February: 10 regular attendees ,49% low income (of total students), 21% IEP/505 (of total students), Equitable distribution across the three grades, Projection is 20+ Regular attendees in year one

Priority Action Item #1

- Summer program amendment budget and schedule (June 1, 2020)
- Submit projected budget plan for summer, schedule, and include a pilot plan for 2020 Friday programming.

Recommendations

- 1) Implement four sessions of afterschool programming in year two
- 2) Always be flexible and mindful of when and how programs can start outside of any session structure such as mid-session offerings, or one program that goes for five straight days as opportunities arise
- 3) Consider pre-registering all youth separate from session choices so it's more of an "opt out" as opposed to an opt in registration system
- 4) Community service programming focus was recommended from one staff person
- 5) "White out" the middle school free cost for consistency to avoid parental fee confusion between younger and older youth in the general brochure

[Summer Resource](#)

6. Leader information

7. Staffing (Including Licensed Teachers)

Result 3.1: 21c funded programs are led by experienced leaders includes adults and youth)

Result 3.2: 21c funded programs utilize high quality staff to run programs

Result 3.3: 21c funded programs have appropriate staff retention rates

Result 3.4: 21c leaders participate in professional development and networking opportunities

- Non-violent communication training with 3 sessions has been initiated
- Multiple lesson plan documents in evidence
- ½ hour paid for planning time
- Submitted Site Coordinator job description listed 8 job duties
- Both school day staff and partners are instructing
- Middle School Site Coordinator is a school day teacher and a former 21c Director
- Program assistant plays a school day culture/behavioral support role
- No system for staff evaluation and feedback except informal methods

Priority Action Item #2 Job descriptions for 2020-21 (June 30, 2020)

- 1) Review and revise site coordinator job description including further job description detail as well as any standard local HR expectations such as desired skills and qualifications. (consult wiki for examples)
- 2) Review project director description and make any needed adjustments as part of any transition

Priority Action Item #3 Handbook sections needed (June 30, 2020)

Bullying/harassment, Aquatic policy, integrating FERPA and restraint sections need to be added to the *CatCH* handbook.

Recommendations

- 1) Handbook: Page 9 staff handbook last bullet, change to “never threaten” from “please do not threaten”
- 2) Handbook: Add basic concussion awareness/policy and any needed associated resources or training
- 3) Handbook: Add staff orientation components to handbook to articulate needs for all but targeted towards non-school based teaching staff
- 4) Add incident reporting system aligned to school policy and include in handbook

Representative Quotes

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| <p>6. Leader information (continued)</p> <p>7. Staffing (Including Licensed Teachers) (continued)</p> | <ul style="list-style-type: none"> • “A formal process needed for orientation” • “I think the instructor is very good and can see everything you need.” (youth quote) |
| <p>8. Physical activity</p> <p><i>Result 2.3: 21c programs provide healthy food and physical activity</i></p> | <ul style="list-style-type: none"> • An afterschool meal is provided by the school cafeteria staff at the beginning of programming • Enrichment clubs involve physical activity (Rock Climbing, Bowling, Ultimate Frisbee, Archery) <p>Recommendations</p> <p>1) Consider a program model with choice time programs between snack and enrichment choices</p> <p>2) Investigate why middle school youth appear to be eating less food than their younger counterparts and if alternative strategies are needed for mealtime</p> |
| <p>9. Linkage to the school day including principal involvement</p> <p><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> | <ul style="list-style-type: none"> • The program follows regular school rules and policies. • Integrated prominence is demonstrated on school web page, annual report to community, social media accounts and brochures • Regular communication with 4-8 principal in start-up phase • Use of school space • ALICE training alignment • Homework club is facilitated by licensed teachers. • Many instructors in the program also work in the school during the day. • Library books can be taken out of the library by the project director <p>Priority Action Item #4 Space Usage</p> <p>It was reported that there is access to laptops, but not the computer lab or science lab. 21C expectations include full use of a school facility to support and extend children’s education. In general, one staff person should not have autonomous control of school space with regard to access. Create protocols and agreements, so that school resources are not limited during afterschool hours</p> |

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| <p>9. Linkage to the school day including principal involvement (continued)</p> | <p>and so that school day needs are also met and never at risk, including “pilot” test periods of use, if needed to build trust or to refine agreements.</p> <p>Recommendations</p> <ol style="list-style-type: none"> 1) Include the Project Director as part of the Leadership Team at a minimum for most relevant agenda items. 2) Consider afterschool for a larger office space if space becomes available 3) Expand Library book take out privileges to include the site coordinator role and students ideally, with commensurate programming to enhance literacy (and other core subjects). <p>Representative Quotes</p> <ul style="list-style-type: none"> • “I’d like to see more eight-grade teachers tied in” • “I have begged to be part of the leadership team” • “I see the Middle School programs as even more important for our community” • “We have no access to school computer lab” • “We have been banned from the science lab” |
| <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> | <ul style="list-style-type: none"> • Enrichment choices and end products • State house legislative day • Home Economics Club prepped food to serve to the community and ~50 attended including middle school youth families • Students will be certified in CPR in the babysitting club. • Graphic “novels” have been created • Videos have been created |

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| <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> | <ul style="list-style-type: none"> • Grade level homework clubs reported to be successful on Mondays and Wednesdays • Staff involved in the homework club have also been teachers who assigned the homework • Programs are developed with intentionality to include learning and fun • Tutoring with one staff in session one occurred • A focused academic component may be part of the summer design but is unknown <p>Recommendation</p> <p>1) Commit to an academic strategy beyond homework club such as a tutoring initiative across the year including summer and make sure there is budget support (This is a 21C goal)</p> |
| <p>12. Sustainability and partnerships <i>Result 4.2: 21c funded programs utilize diverse sources of funding</i> <i>Result 4.3: 21c funded programs benefit from meaningful community partnerships</i></p> | <ul style="list-style-type: none"> • Active Partners: Northern Vermont University, Catamount Arts Staff, Fairbanks Museum, UVM/4H, St. Johnsbury Athenaeum and St. Johnsbury Recreation Department • Administration and community support for the program in evidence • District support covers the director’s salary • Project materials, name, and approaches presents as one unified project in communications • A few donations have come in <p>Recommendations</p> <p>1) Manage project as one unified entity from a budget, sustainability, and marketing standpoint including evaluation and other systems</p> |

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| <p>13. Family engagement and parent communication <i>Result 4.3: 21c funded programs benefit from meaningful community partnerships</i></p> | <ul style="list-style-type: none"> • No parent attendance yet • Home Ec. Families invited to share in meal and came • As part of registration parents sign behavior contract with student with intentionally designed language • Positive feedback from parents exists • Parents can choose to receive phone notifications for non-attending students <p>Recommendations</p> <p>1) A few parents asked if their 5th graders could attend the Middle School programs. Consider certain narrow and appropriate conditions where this might be implemented on a case by case basis where a student could choose to use one program (1-5) or the other (6-8) (e.g. if developmentally appropriate based on unique circumstances)</p> |
| <p>14. Private school participation <i>Result 4.3 21c funded programs benefit from meaningful community partnerships (private schools)</i></p> | <ul style="list-style-type: none"> • Reminder: Required Consultation exists for Caledonia Christian, Good Shepard Catholic, and Cornerstone, if they serve grades 6-8. <p>Recommendation</p> <p>1) This can be done in concert with notification that occurs for the elementary program</p> |
| <p>15. Safety standards <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></p> | <ul style="list-style-type: none"> • ALICE training started 2 years ago • School is following ALICE so the emphasis on practicing lock downs has changed • Contractors from outside the district receive online ALICE Training • No afterschool drills completed yet • Director stated that students are louder and less cooperative during afterschool safety procedures than during the school day. <p>Recommendations</p> <p>1) Implement two required afterschool drills for middle school at the same time as elementary programs</p> |

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| <p>15. Safety standards (continued)</p> | <p>2) Implement Incident reporting system following standard school procedure 3) Review Concussion guidelines 4) Vermont Crisis Guide - afterschool section awareness needed according to self-assessments.</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. 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.</p> <p>Appendix E page 30 of the grantee handbook has additional safety considerations for summer programs that occur outside of school buildings that may be helpful to review</p> |
| <p>16. Governance <i>How does a governance system meet regularly with diverse stakeholders who help guide the program?</i></p> | <p>Advisory team meets periodically (once this year to date) and is comprised of community partners, project staff, and school administration and staff on behalf of elementary and middle school participants.</p> |

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| <p>17. Budget <i>How does the director maintain a well-developed system and provide sound fiscal management for the program?</i> <i>How does the fiscal agent provide proper oversight, organizational support, and fiscal management for the program?</i></p> | <ul style="list-style-type: none"> • New e-finance software system used • The Project Director manages all the program purchases and expenses • Director and Business manager monitor budget with monthly meetings • There is difficulty communicating with business manager outside of those meetings • Business Manager interview did not occur, yet was on the agenda • Expenditures are significantly under projected budget (what was awarded) • Director salary is covered by local budget (shows district commitment) <p>Recommendations</p> <ol style="list-style-type: none"> 1) Submit amendment by April 1 for a site coordinator computer and project radios. 2) A method to communicate with the business office outside of monthly meetings is an important need for ongoing project success and efficiency |
| <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> | <ul style="list-style-type: none"> • In start-up so first year of reporting has not occurred <p>Recommendations</p> <ol style="list-style-type: none"> 1) “Data needs work” according to self-assessment. Consider as part of job description reviews. |

Program Observations

Youth Observations / Actions

General

Students were very engaged in their activities. Students seemed happy to be there.

Youth were observed following directions and taking turns. They were helping set up games. Students were working together, laughing together (a lot) and interacting as a group. They were being patient, safe, and listening intently to peers and instructors. Students asked to go to the bathroom.

Game Club

In snack and games youth were smiling profusely, talking, socializing and in general very engaged with each other and/or staff. Youth were encouraged to go to a few places to retrieve the games. Students helped to set up the board games activity. One student was leading his group by narrating their game of *Clue*. Students were having difficulty figuring out the game, but they were working to figure it out; a staff member stepped in to help.

Archery

In archery, youth followed instructions and would shoot rounds of arrows and repeat the cycle following the instructor's instructions. Youth were quiet and focused on the activity. Youth all were quite good shots as well.

Quotes

During the interview, youth stated that they were able to make new friends through the program. "Ms. X are you coming to play?" "Staff are really helpful," "I think it's really good. I like the options that are available," "Learned what I needed to do to get better at aiming," "I sign up for what I want. The programs are fun and it teaches kids to do things they wouldn't have been able to learn," "Homework helps kids get their homework done that they would not have done at home." "I have become a way better archer." "...taught us how to bowl correctly...we're all excited and we're all cheering."

Youth Committee reported

- being very happy with after-school offerings
- enjoying the snack provided
- likes the instructors
- instructors are good with kids and give good advice
- proud to be a part of committee and Youth 4 Youth project
- appreciate homework help and tutoring opportunities
- having access to opportunities and experiences not available during the school day
- learning something new
- making new friends
- knowing how to sign up

- understanding the importance of after-school

Staff Observations / Actions

General

Staff in the snack time were either sitting with youth or conversing with them.

Staff seem very comfortable with the routine and environment. Director was actively engaging with staff and students. The site coordinator arrived at 3 pm. She talked to assistant and expressed genuine disappointment that one student was not in the program on that day. Also discussed if one parent needed to be called. Adults had well established expectations as students in general acted respectfully in the presence of adults and followed expectations.

Game Club

In games staff at one table was planning with one youth what game would be played together. There was smiling/laughing - greeting students - teaching/explaining rules and techniques. Instructor: "Do you all understand the rules and how to play?" Instructor started explaining and the student was frustrated because they already knew the rules. "Okay, but your friends don't, so let me explain it to them and help me if I'm not explaining it right. The instructor crouched down next to the table and began to talk in a softer/quieter voice. Slowly the youth stopped talking and started to listen to her instructions. After a few minutes the students expressed that they understood the rules and the instructor left to table to continue the game she was playing with another student. Later, when one student was being too loud and interrupting, she said "Listen - let me explain so they understand."

Archery

In Archery, the instructor observed youth carefully and provided specific advice on technique and gave instructions as to when shooting could commence, or scoring could be calculated. A very clear system was in place. Instructor - "Remember, we are adding 5 yards to the distance, so you will have to adjust your aim." "You may knock your arrows and shoot."

Student - "My arrow won't stay on the string." Instructor - "Let's see what's happening here. Go ahead and shoot one so I can see." Assistant - "Nice shot [name]." Student - "I keep hitting the target low." Instructor - "Which pin are you using? You might just have to adjust where you aim on the target." Overheard later: "Hold the bow up a little longer, when you drop your arm..." Leave it right there..." You don't want to step off the line... "That's nice."

Observations of physical climate, space, set up, and available equipment/materials

Space for clubs are adequate. The cafeteria, small gym, and rock wall were being used. The game program was moved from the library due to noise, although the library was not being used by students it appeared. Snack had a positive atmosphere. One student was eating alone, and staff stopped by supportively to chat. Archery has adapted well to practicing inside. Coordinator and assistant helped see that students knew where to go and all materials were

available. *CatCH* owns their own archery supplies. There was a bow with arrows and a target per participant.

Observations on the schedule, transitions, and flow

The schedule and transitions flowed very naturally.

Other observations

Snack space is co-located nearby with the younger *CatCH* program and the strings program, which was nice. Sign in out sheets were being used. A visible *CatCH* banner in the entrance is right under the school's large title. Both instructors were very knowledgeable of the content of their clubs

Youth leadership (check if any observed)

Leading x

Presenting ___

Facilitating ___

Planning ___

Collaborative Problem Solving x

Collaborative Teamwork x

Persevering x

Reflecting/Evaluating ___

Logical Reasoning ___

Persistent Youth Negativity (check if any observed) None Observed

Arguing ___

Complaining ___

Not doing/Not Interested ___

Commentary/Analysis by reviewer

Reviewer #1

The off-site program *wall climbers* was not observed. It was stated that youth take the normal school bus and get to the University at the end of the run. It was not clear with transportation how many minutes are spent climbing. It is at least a 15-minute journey each way and youth return towards the end of programming time.

There did not seem to be any announcements or gathering as a group, not that this is needed, but if not done at all, could be a nice addition, at least from time to time for reflection and feedback and kudos, for example.

The level of joy and commitment to the program by youth is obvious that they want to be there and are receiving tangible benefit. Thinking how to leverage this youth feeling and ownership to build it out to others is a real opportunity not to be missed.

All the staff really care about the program.

While the youth were very comfortable in the sunroom without issue, space with more comfortable chairs or soft furniture such as in the library can bring big benefits over time including supporting literacy and reading. Any use of the library anytime is strongly encouraged.

Reviewer #2

Based on observations the program is sound and is off to a good start. The foundation is there and will grow with time. It seems like the struggles are with leadership structure within the program, facilities use, and program director being a part of school day team meetings.

Reviewer #3

Many positive aspects for such a young program in the start-up phase. Overall environment was positive and pleasant. Having middle school students in the somewhat separate cafeteria space seemed to work very well. The system for middle school attendance was not very clear to me and the site coordinator did activity attendance for the archery instructor. As numbers increase, it may become more difficult to keep tabs on middle schoolers.

Regular meetings between the project director and site coordinator may be beneficial. Regular meetings with people such as the principal may be beneficial to get further support and ideas and foster a stronger connection with the school day. There could be more family engagement and more input collected from parents.

Reviewer #4

The program is being run with high expectations. Youth appeared happy and engaged in the program and were excited when interviewed. Staff were equally engaged with the activities. I saw many interactions that would score a 3 or 5 on the SEL PQA score sheet. Despite concern over not being able to access some spaces for programming, there seems to be general program support within the school and community. My sense is that student enrollment will increase over time, as youth adjust to the new offerings and 5th graders moved into the middle school. My only concern is with the number of hours the Site Coordinator and assistant work. Two 10-15-hour positions is not enough to run a successful program since most of that time is designated to program hours. I also recommend considering shorter program sessions. It may be worth surveying students to see how many weeks an ideal program would be. Finally, under equity, I wonder why there are so many more males than females in the program. This may not be an issue, but it is hard to say without knowing why.