



21st Century Community Learning Centers (21C) Statewide Evaluation Report 2010-11

Vermont Department of Education
21st Century Community Learning Centers
Evaluation Report – 2010-11

Prepared by: **Lynne Feal-Staub**
Vermont Center for Afterschool Excellence

Table of Contents

Evaluation Report

Introduction and Overview	page 1
Goal 1	page 2
Goal 2	page 5
Goal 3	page 9

Attachments

Vermont 21C Evaluation Plan	Attachment A
Vermont 21C Regular Attendee and Free and Reduced Lunch Data	Attachment B
Vermont 21C Sites with Associated AYP Information for Schools	Attachment C

This report was prepared by the Vermont Center for Afterschool Excellence and can be accessed electronically at:
www.vermontafterschool.org

Vermont Center for Afterschool Excellence
c/o CVEDC-ESA
123 Ethan Allen Avenue
Dupont Hall #308
Colchester, Vermont 05446

Introduction and Overview

In spring 2010, the Vermont Department of Education (VTDOE) and the Vermont Center for Afterschool Excellence worked to collaboratively set goals and outcomes for afterschool programs across the state for the following three years (see Attachment A for full evaluation plan). The goals outlined captured the essence of what has been important in Vermont for many years: serving the neediest students, supporting high-quality, intentionally designed programs, and supporting programs to continue growing through strong leadership. Outcomes associated with each goal were outlined and corresponding target rates set for a three year time period.

A baseline analysis was completed in December 2010 looking at two years of data, 2008-09 and 2009-10. A complete copy of the corresponding report can be accessed at: http://vermontafterschool.org/wp-content/uploads/2009/10/VTDOE-Evaluation-Report-December-2010_-FINAL.pdf. The purpose of the baseline report was to look at data gathered from 2008-09 and 2009-10 to determine whether benchmarks set for the following three years for Vermont's 21C programs were reasonable, achievable, and pushed Vermont to continue to grow at the same pace seen the previous three years. Adjustments to the 21C statewide evaluation plan were made based upon the baseline data and feedback solicited at the 21C Leadership Retreat held in August 2010 (the presentation at the retreat was based solely on data analysis from 2008-09).

Analysis of 2010-11 21C data is the focus of this report. With three years of data collection and analysis, certain trends are clearly emerging that speak to the benefits being realized within Vermont's 21C programs.

Highlights within the Report:

- Vermont's 21C programs have experienced continued growth in the number of students served from 2008-09 through 2010-11. This growth pattern is seen among both *total participants* and *regular attendees* (students who attend programs 60 or more hours throughout the year). The total participation rate has increased by 22% over the three year time period noted, and an increase of 24% is seen among regular attendees for this same time span.
- The number of low-income regular attendees served by programs on a regular basis also continues to grow, with a 25% noted from 2008-09 to 2010-11.
- The current trends in program participation growth has been maintained even as new programs have been funded (113 21C sites operated in 2010-11, compared with 101 in 2008-09) and the total school population with schools served by 21C programs has decreased.
- Growth trends have been noted for program dosage- number of weeks per year, days per week, and hours per week programs operate. Although still behind national averages, Vermont's 21C programs have continually increased their operating hours over the three year span for which data has been analyzed. This trend holds true for summer programming offered through 21C programs as well.
- 21C programs are led by individuals with significant expertise, noted through both education level and teaching experience.
- 21C programs continue to make gains in sustainability efforts with 52% of overall program budgets supported through non-21C funds, primarily local dollars. A clear trend has also been noted around sustainability in that significant higher levels of non-21C funding sources are secured as projects mature.

The highlights noted above speak to Vermont's 21C programs making significant strides in serving the neediest students, doing so with increased frequency both in terms of participation rates and program dosage, and programs employing strong leaders and staff to guide program growth. These components of strong programs have led to increased sustainability dollars and have further embedded programs into the structures within their local communities.

The primary source of data utilized throughout this report are Annual Performance Reports (APRs) submitted by individual projects through the PPICS system (Profile and Performance Information Collection System). Additional data sources, when utilized, are noted throughout the report.

Goal 1 21C programs across Vermont will serve the students most in need of support.

Outcome 1.1 80% of 21C sites will serve 38% of total participants on a regular basis matching the current state average by 2010-11 with growth towards matching the national median of 50% by 2012-13.

	Percent of 21C sites that met target
2008-09	57%
2009-10	48%
2010-11	58%

Outcome 1.1 was written in 2008-09 using the statewide average of regular attendees that year as a benchmark for future growth. It is interesting to note that the 38% statewide average for regular attendees has remained steady over the three years for which data has been collected. The percentage of 21C sites meeting this target rate has remained relatively steady as well over the three years, but of note is the tremendous increase seen in the *number* of regular attendees seen over this same three year time period. From 2008-09 to 2010-11 an additional 1331 students attended 21C programs on a regular basis, a 24% increase. This trend remained in place even as the total number of students within the schools served decreased.

Table 1: 2008-09 Regular Attendees as a Percent of Total Participants

2008-09 (total 21C sites = 101)	Total	As a Percent of Total Students	As a Percent of Total Participants
Students in Schools with 21C Programs	25,870		
21C Participants (School-Year and Summer)	11,377	44%	
21C Regular Attendees	4,290	17%	38%

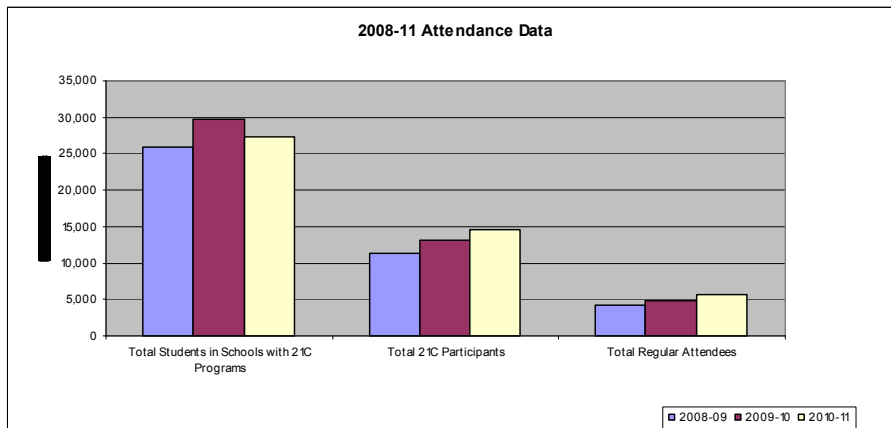
Table 2: 2009-10 Regular Attendees as a Percent of Total Participants

2009-10 (total 21C sites = 106)	Total	As a Percent of Total Students	As a Percent of Total Participants
Students in Schools with 21C Programs	29,834		
21C Participants (School-Year and Summer)	13,209	44%	
21C Regular Attendees	4,954	17%	38%

Table 3: 2010-11 Regular Attendees as a Percent of Total Participants

2010-11 (total 21C sites = 113)	Total	As a Percent of Total Students	As a Percent of Total Participants
Students in Schools with 21C Programs	27,342		
21C Participants (School-Year and Summer)	14,638	54%	
21C Regular Attendees	5,621	21%	38%

Chart 1: Growth in 21C Participation from 2008-09 through 2010-11



Outcome 1.2 80% of 21C sites will have a free and reduced lunch rate among regular attendees that meets or exceeds the school rate by spring 2012-13.

	Percent of 21C sites that met target
2008-09	51%
2009-10	56%
2010-11	58%

Steady growth has been seen for this outcome in the three years for which data has been tracked. Although significant work remains to meet the target of 80% of programs achieving a free and reduced lunch rate among regular attendees that meets or exceeds the school rate, progress is clearly being made. Even as the number of regular attendees has risen, growth has been maintained in the number of regular attendees who receive free and reduced lunch. 21C programs across the state continue to make progress in serving low-income students in Vermont. Of significant note are the increases in the number of students being served on a regular basis through 21C programs, and the number of those students deemed to be high need.

- The total number of students served on a regular basis increased 24% between 2008-09 and 2010-11, a total which reflects 1331 additional students served 60 hours or more throughout the year.
- Of those students served on a regular basis, the number of high-poverty students (those who receive free or reduced priced lunch) increased by 25% representing an additional 763 students.

Table 4: 2008-09 Free and Reduced Regular Attendee Rates

2008-09 (total 21C sites = 101)	Total	As a Percent of Regular Attendees
21C Regular Attendees	4,290	
21C Regular Attendees (Free & Reduced Lunch)	2,324	54%

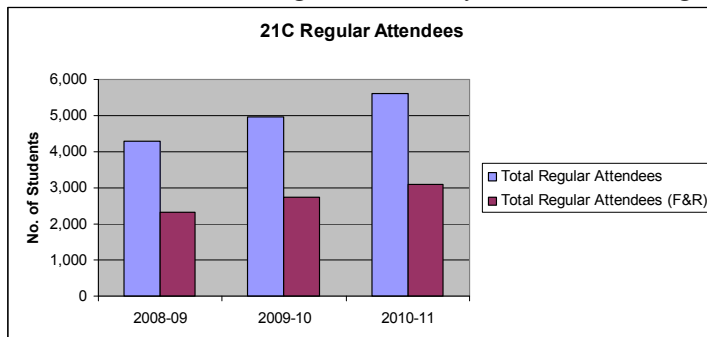
Table 5: 2009-10 Free and Reduced Regular Attendee Rate

2009-10 (total 21C sites = 106)	Total	As a Percent of Regular Attendees
21C Regular Attendees	4,954	
21C Regular Attendees (Free & Reduced Lunch)	2,752	56%

Table 6: 2010-11 Free and Reduced Regular Attendee Rate

2010-11 (total 21C sites = 113)	Total	As a Percent of Regular Attendees
21C Regular Attendees	5,621	
21C Regular Attendees (Free & Reduced Lunch)	3,087	55%

Chart 2: Growth in 21C Regular Attendees from 2008-09 through 2010-11



A complete listing of 21C sites detailing regular attendee rates and those that served the free and reduced lunch population at the same rate or above the school rate can be found in Attachment B.

Outcome 1.3 85% of 21C programs will operate in schools in need of improvement by 2012-13.

	Percent of identified schools with 21C programs in place
2008-09	57%
2009-10	66%

	Percent of 21C sites operating in schools not making AYP
2010-11	86%

In 2008-09 and 2009-10, data around outcome 1.3 was limited to schools classified under the Tier System developed by the Vermont Department of Education (VTDOE). This system identified three tiers which focused on schools receiving Title I funding. The three identified tiers were:

1. Tier I – the five lowest achieving Title I schools identified by Vermont’s school accountability system;
2. Tier II – the five lowest achieving secondary schools that are eligible for but not receiving Title I funds;
3. Tier III – all other Title I schools in need of improvement.¹

Schools receiving 21C funding in both 2008-09 and 2009-10 were compared with schools identified by VTDOE in Tiers I, II, and III². Outcome 1.3 was framed around the number of schools within these tiers and the percentage that had 21C programs in place. For 2008-09, 57% of schools identified in Tier I, II, or III had 21C programs in place and this number grew to 66% the following year. A complete listing of all 21C programs and the associated tier the school in which they operated was identified within can be found in the 2008-10 baseline report³.

In 2010-11 criteria around this outcome was expanded to include *all schools not making Adequate Yearly Progress (AYP)*⁴. The language for this outcome was adjusted to reflect the percent of 21C programs operating in schools not making AYP, as opposed to the total number of schools not making AYP and the percentage with 21C programs in place within those schools. This expanded category includes schools that did not make AYP for the first time, as well as schools on corrective action or school improvement plans. A total of 86% of 21C programs operate within schools in one of these three categories.

A break-out of the three categories can be found in the table below. A complete listing of all 21C sites with corresponding information around the AYP category the school in which they operate falls can be found in Attachment C.

Table 5: Number and Percent of 21C Sites in School not making Adequate Yearly Progress (2010-11)

	Number Schools with 21 Sites	Percent of Total 21C Sites
Did not make AYP	97	86%
First Year not making AYP	42	37%
Corrective Action	40	35%
School Improvement	15	13%

¹ Vermont Department of Education. (2010). *Explanation and Clarification on Tier I, II and III School Designation*. Available at: http://education.vermont.gov/new/pdffdoc/dept/recovery_act/sfsf/educ_sfsf_tiers_explanation.pdf

² Vermont Department of Education. (2010). *Required Ranking of Schools Eligible for Tier I, II, or III*. Available at: http://education.vermont.gov/new/pdffdoc/dept/recovery_act/sfsf/educ_sfsf_school_ranking.pdf

³ Vermont Center for Afterschool Excellence. (2010). *Vermont’s 21st Century Community Learning Centers: 2008-10 Establishing a Baseline for Continued Growth*. Available at: http://vermontafterschool.org/wp-content/uploads/2009/10/VTDOE-Evaluation-Report-December-2010_-FINAL.pdf

⁴ Vermont Department of Education. (2011). *Summary of 2011 Accountability Decisions*. Available at: http://education.vermont.gov/new/pdffdoc/pgm_accountability/data/11/EDU-Summary_by_Public_School.pdf

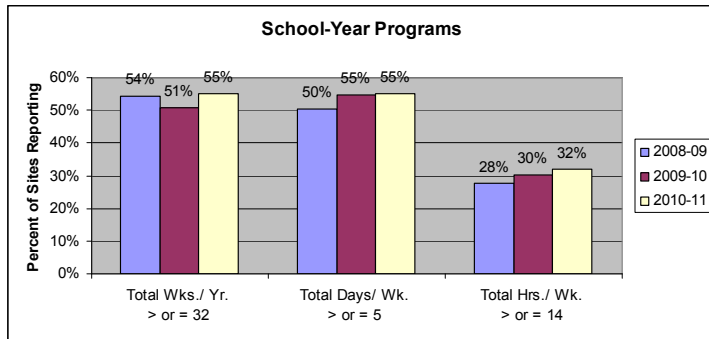
Goal 2 21C programs across Vermont are of high quality and are intentionally designed to support student learning.

Outcome 2.1a 80% of 21C sites will offer program hours to match or exceed the current national median of operating 32 weeks per year, 5 days per week, and 14 hours per week by 2012-13.

	Percent of 21C sites that met target		
	32 or more weeks per year	5 or more days per week	14 or more hours per week
2008-09	54%	50%	28%
2009-10	51%	55%	30%
2010-11	55%	55%	32%

Targets set for program dosage, both with regards to school-year programs and summer programs (see Outcome 2.1b) will require significant work on the part of Vermont’s 21C community in order to be met. Slight growth has been seen in all areas (with the exception of the number of weeks summer programs operate) from 2008-09 to 2010-11, but significant work remains. A possible next step in the data analysis process for outcomes 2.1a and 2.1b is to disaggregate the data by years in operation to determine whether programs that have been in existence longer tend to operate at higher frequency levels and this trend could be expected as programs mature.

Chart 3: 2008-11 Comparisons of Program Dosage for School-Year Programs

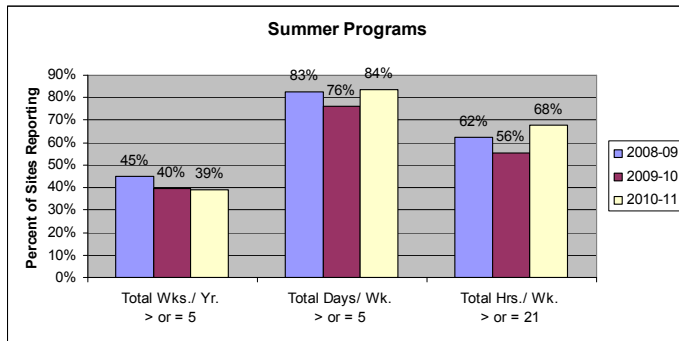


Outcome 2.1b 100% of 21C sites will offer summer programming and of those 80% will match or exceed the current national median of operating 5 weeks per year, 5 days per week, and 21 hours per week by 2012-13.

	Percent of 21C sites that met target			
	Percent of 21C sites offering summer programming	5 or more weeks per summer	5 or more days per week	21 or more hours per week
2008-09	57%	45%	83%	62%
2009-10	59%	40%	76%	56%
2010-11	65%	39%	84%	68%

From 2008-09 to 2010-11, the number of 21C projects that offer summer programming has increased significantly. A total of 74 projects offered summer programming in 2010-11, compared with only 58 in 2008-09. It is likely the fact that more programs are offering summer programs that plays into the only decrease seen in program dosage across outcomes 2.1a and 2.1b- the number of weeks summer programming is offered. As programs begin to offer summer programming, it is likely that they do so with a limited scope and increase the weeks offered as they experience success and financial stability in doing so. As with school-year programming, disaggregating the data by the number of years in operation may reveal further growth.

Chart 4: 2008-11 Comparisons of Program Dosage for Summer Programs



Outcome 2.2a 90% of 21C projects will be led by individuals with significant levels of expertise (BA or higher in related field and 3+ years administrative or teaching experience) by 2012-13.

	Percent of 21C sites that met target					
	Director MA or higher	Director BA or higher	Site Coordinator MA or higher	Site Coordinator BA or higher	Director 3+ years teaching experience	Site Coordinator 3+ years teaching experience
2010-11	43%	89%	30%	71%	80%	72%

Data collection around the level of expertise held by directors and site coordinators of 21C projects began in 2010-11 when this question was added to Vermont’s Annual Performance Report (APR). The expectation that Vermont’s 21C programs were being led by individuals with significant expertise was borne out when examining the 2010-11 results.

The overarching premise around outcomes 2.2a, 2.2b, and 2.2c relate to high quality programs being dependent upon high-quality staff. The level of education and experience, as well as the inclusion of licensed educators (Outcomes 2.2b and 2.2c) are only three potential indicators for high quality staff and must be looked at as limited data around a critical point in providing engaging programs.

Outcome 2.2b 90% of 21C sites will be staffed by at least 33% licensed educators by 2012-13.

	Percent of 21C sites that met target
2008-09	50%
2009-10	47%
2010-11	52%

Outcome 2.2c 90% of 21C sites with summer programming will be staffed by at least 33% licensed educators by 2012-13.

	Percent of 21C sites that met target
2008-09	57%
2009-10	60%
2010-11	54%

Outcome 2.3 90% of 21C projects will be working with a minimum of two community partners by 2010-11 to identify solutions and resources for students, with growth towards matching the national average of six partners by 2012-13.

	Percent of 21C sites that met target	
	Two or more community partners	Six or more community partners
2008-09	55%	10%
2009-10	58%	6%
2010-11	70%	18%

Increases have been seen over the three years for which data has been analyzed related to the number of community partners 21C programs are working with. In addition to the growth rates seen in the number of projects meeting the target rate, it is important to note that a growth in the number of community partners actively involved in 21C programs grew from 75 in 2008-09 to 109 in 2010-11.

Outcome 2.4 80% of 21C sites will show a school absentee rate among regular attendees that is at least 28% lower than the non-regular absentee rate by 2012-13.

	Percent of 21C sites that met target
2009-10	38%

In 2009-10, a component was added to the Annual Performance Report that asked all 21C projects to identify the school absentee rate of regular attendees as compared to the absentee rate of non-regular attendees. Difficulties arose in analyzing the data collected for a variety of reasons documented within the 2008-10 baseline report.

Based upon the analysis and feedback around this outcome and the data collection concerns, VTDOE created a pilot initiative to collect absentee data in a more structured manner and this pilot has been included in the 2011-12 Annual Performance Report. The 2011-12 continued analysis of 21C evaluation outcomes will include data around this outcome.

Outcome 2.5 The percent of regular attendees proficient or above will meet or exceed school averages in both math and language arts by 2012-13.

	Percent of 21C sites that met target	
	% of reg. attendees scoring proficient or above in mathematics matched or exceeded school rate	% of reg. attendees scoring proficient or above in language arts matched or exceeded school rate
2009-10	57%	37%
2010-11	53%	47%

Data around this outcome has been analyzed for two years and limitations around the data collection related to this outcome were noted in the 2008-10 baseline report. Although significant growth is needed in order for 21C programs across the state to meet the target stated within this outcome, the fact remains that the current rates speak to the gains being realized by programs. As noted within the 2008-10 baseline report:

- Eligibility in Vermont for 21C funding requires that the school in which the program is based be a high poverty school; a free and reduced lunch rate of 40% was deemed eligible prior to 2009-10, at which time the eligibility criteria was lowered to 30%⁵.
- Research is clear that students in poverty fair significantly worse in academic assessments than their non low-income peers. The achievement gap between students in poverty and non low-income students averaged 25 points in 2008-09 NECAP scores in Vermont⁶.

⁵ Vermont Department of Education. (2010). *21st Century Community Learning Centers Grant Application*. Available at: http://education.vermont.gov/new/pdfdoc/pgm_federal/21st_CCLC/educ_21cclc_grant_application.pdf

⁶ Voices for Vermont's Children. (2010). *Bridging the Gap: Pathways to Success for All Vermont Students*. Available at: http://www.voicesforvtkids.org/wp-content/uploads/2010/02/bridgingGAP_2c1.pdf

Outcome 2.6 50% of 21C sites will be using a nationally recognized program quality assessment tool to improve supports for students’ developmental assets and social-emotional learning by 2012-13.

	Number of 21C sites that met target	Percent of 21C sites that met target
2010-11	9	8%
2011-12	15	13%

In 2010-11, Vermont offered a pilot initiative to bring the Youth Program Quality Intervention (YPQI) process to 21C programs. YPQI was offered through the Individualized System of Support to Afterschool Programs (ISS-AP) professional development model coordinated by the Vermont Center for Afterschool Excellence. Of the eight projects that participated in this pilot initiative all were 21C projects, but one chose to introduce the YPQI to a non-21C site within their project. Two participating projects introduced the YPQI process in multiple sites within their project for a total of nine 21C sites participating. This total represents 8% of all 21C sites in 2010-11. In fall 2011, eight projects (with a total of nine sites) participated in the YPQI ISS-AP strand. Of these nine sites, six were 21C funded. In addition to the nine sites that participated the previous year, this brought the total of 21C sites participating in YPQI to 15, or 13% of all total 21C sites.

The list below highlights all projects in Vermont that have participated in the YPQI ISS-AP strand and the sites within their project into which they have introduced the process.

Table 7: Projects that have Participated in the Youth Program Quality Intervention (YPQI)

Project	Number of Sites	21C Site	Year(s)
Barre Barre CityScape	1	Yes	2011-12
Burlington School District Burlington After-School	4	Yes	2010-11 and 2011-12
Caledonia North Supervisory Union Kingdom Afterschool Kids	1	Yes	2010-11
Franklin Northeast Supervisory Union LEAPS	2	Yes	2010-11
Greater Burlington YMCA	1	No	2011-12
King Street Center	1	No	2011-12
Lamoille South Supervisory Union UNBOUND	1	Yes	2011-12
North Country Schools/ Newport City iShine	1	Yes	2010-11
Sara Holbrook Community Center	1	No	2011-12
Springfield School District All-4-One	1	Yes	2010-11
Washington Central Supervisory Union Community Connections	1	No	2010-11
Windham Southeast Supervisory Union Putney OASIS	1	Yes	2010-11
Windham Southeast Supervisory Union BEAMS at BAMS	1	Yes	2011-12
Windham Southwest Supervisory Union Wings Community Programs	1	Yes	2011-12
Winooski School District Student Success – Winooski & Beyond	1	Yes	2010-11

Goal 3 State support meets the needs of individual 21C projects and provides effective leadership.

Outcome 3.1 All 21C projects will utilize common evaluation measures to gauge program effectiveness by 2011-12.

Common evaluation measures to gauge program effectiveness are being developed from three sources:

- **State Evaluation Plan-** The 21C State Evaluation Plan (Attachment A) points to a number of key evaluation measures and data elements that must be collected and reported on at the project or site level. This information has been, and will continue to be, disseminated to 21C project directors through a variety of communication means. Presentation of baseline data was provided at the 2010 Leadership Retreat and follow-up data will be presented in spring 2012 through one of the two ISS-AP trainings scheduled. The baseline report was posted on the Vermont Center for Afterschool Excellence’s website.
- **Evaluation Strand Work Group and Individual Technical Assistance-** In 2008-09 an ISS-AP (Individualized System of Support for Afterschool Programs) strand was offered around program evaluation. Through the year-long learning process, a number of common evaluation measures were identified that crossed projects. Several of these measures have been integrated in the state evaluation while others would require the development of common student, teacher, and parent surveys. The work that came out of this ISS-AP strand is being continued in the form of individualized technical assistance to 21C directors provided by the Vermont Center for Afterschool Excellence. The TA being offered focuses on project-specific evaluation plans and encourages directors to look at outcomes and indicators being used across the state. See Outcome 3.4a for more details around the ISS-AP model.
- **Quality Assessment Tool-** Vermont is currently running phase II of the Youth Program Quality Intervention (YPQI). To date, 15 21C sites have participated in this initiative; see Outcome 2.6 for more details.

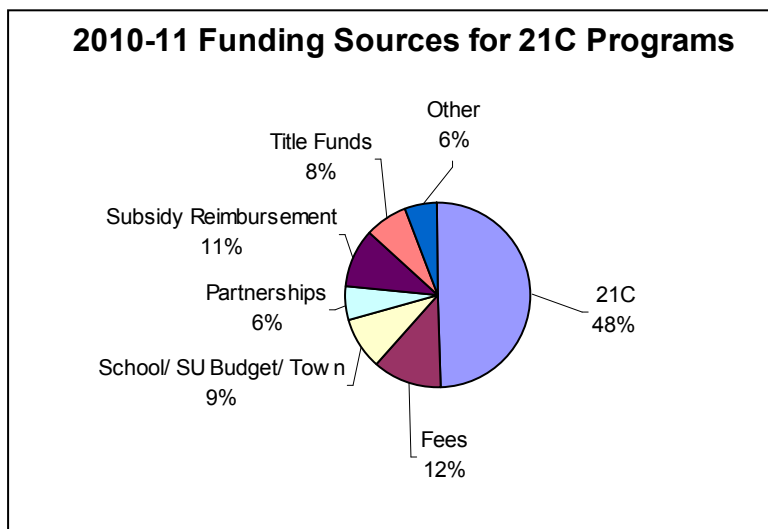
In an effort to discern the degree of commonality between the evaluation measures of 21C programs, it is necessary that evaluation plans from each project be analyzed. The Annual Performance Reports (APR) submitted by 21C projects lists all objectives being monitored and can be utilized as a data point for further analysis.

Outcome 3.2 All 21C projects beyond year five are funded at a minimum of 50% from non-21C dollars.

	Percent of 21C sites that met target
2010-11	52%

In order to apply for continued 21C funding beyond year five, projects in Vermont must demonstrate sustainability at a rate of 50% of their total operating budget. Budgetary data was first collected in 2007-08 that indicated 21C projects across the state were bringing in a large percentage of sustainability funding from local funding sources (school budgets, town budgets, and fees). In 2010-11 sustainability data was again collected and it was determined that 52% of projects in years 5 and beyond met the target of 50% or more of their total budget funded through non-21C dollars. This rate does not take into account projects with sites at various points in time in terms of 21C funding, i.e. a multi-site project deemed to be in year 6 may have three sites in their sixth year and two other sites in year four. The chart below details funding sources for *all* 21C projects, regardless of the year of funding in which they are operating.

Chart 5: 2010-11 Funding Sources for 21C Programs



Although the data points to significant work remaining in order for Outcome 3.2 to be met, gains are being realized statewide around sustainability efforts. The charts below highlights the number of 21C projects across Vermont and the various stages of program development in which these projects exist. When further examining the level of sustainability projects have attained, a clear pattern of projects developing significant higher levels of sustainability emerges as projects mature.

Chart 6: 21C Projects Across Vermont Distributed by Funding Year.

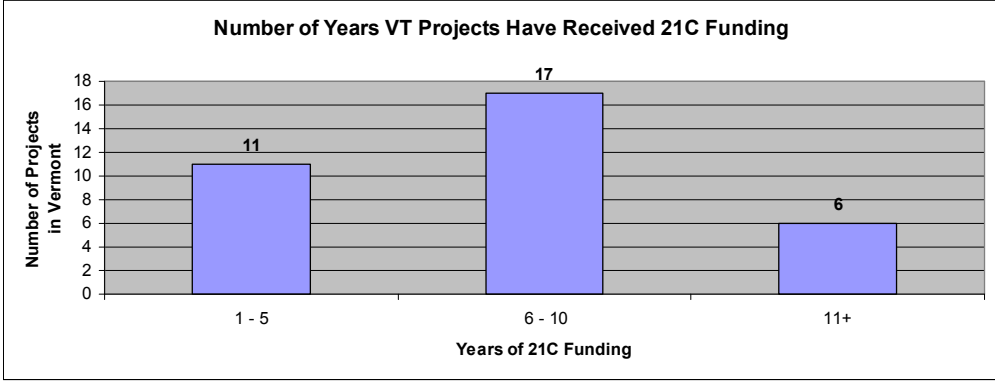
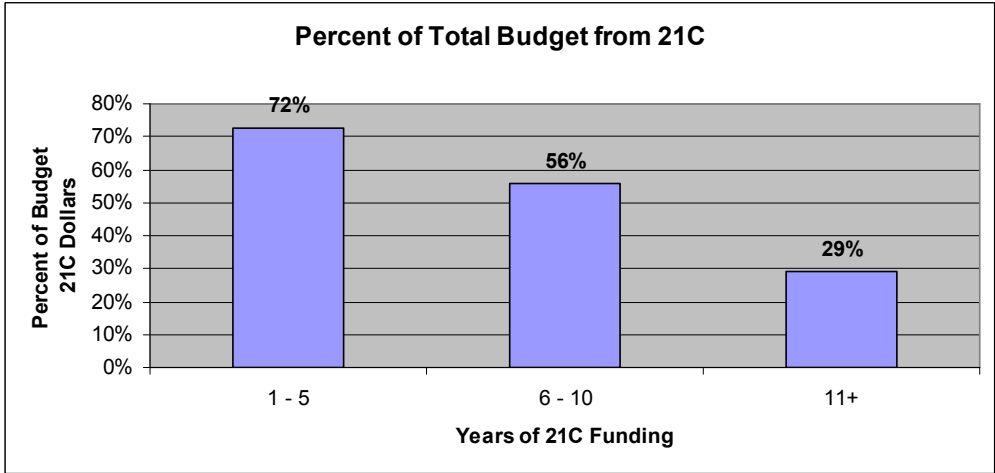


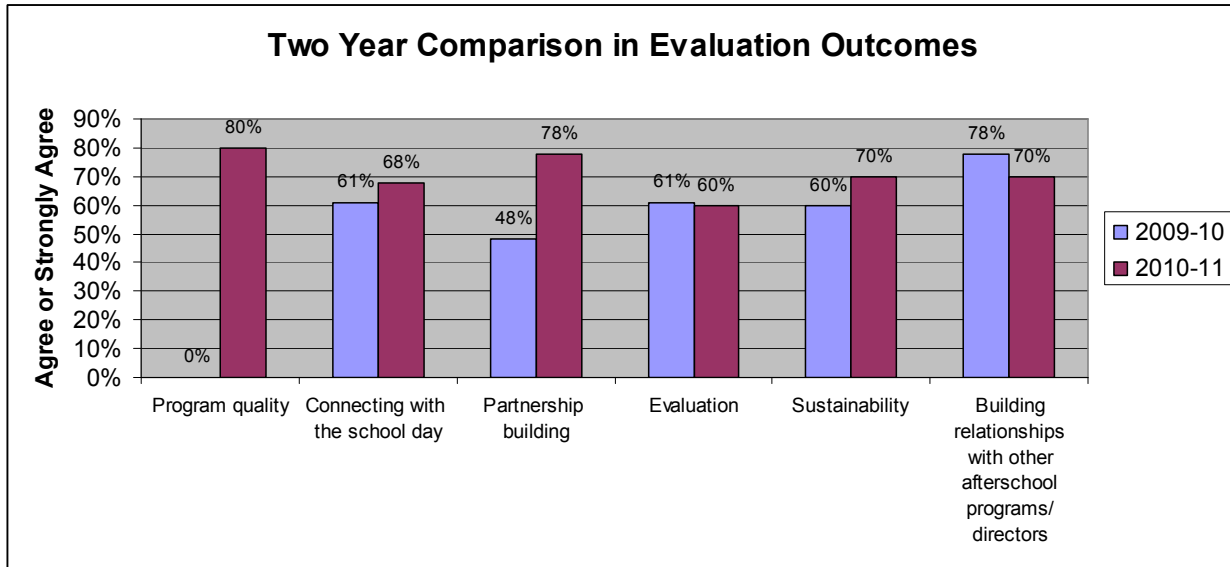
Chart 7: 21C Projects Across Vermont Distributed by Sustainability Dollars.



Outcome 3.3 80% of 21C projects participating in professional development opportunities in the state will report improvement in areas that include: evaluation, partnership building, sustainability, connecting to the school day, building relationship with other programs, and program quality.

In 2009-10, the Vermont Center for Afterschool Excellence piloted a professional development initiative aimed at working with afterschool leaders in content-specific areas (or strands) and meeting the needs of projects through a combination of group training and workshops and one-on-one consultation. The Individualized System of Support for Afterschool Programs (ISS-AP) stemmed from a professional learning communities (PLC) model implemented by the Vermont Department of Education in 2008-09 to better meet the needs of 21C projects than traditional one-time conferences and workshops. A clear piece of feedback from the PLC model implemented in 2008-09 was the need for facilitators or coaches, ideally with expertise within the content area, to guide the process. The ISS-AP model incorporates coaches as a key component and specific shared outcomes were identified for all of the content areas or strands. These outcomes are directly tied to the indicators outlined within Outcome 3.4a of the VTDOE 21C evaluation plan. An overview of the percent of ISS-AP participants that reported gains in the outcomes areas identified as a direct results of their ISS-AP experience follows.

Chart 7: ISS-AP Results from 2009-10 and 2010-11



Outcome 3.4 The state evaluation plan will be used monthly to question, collect, and analyze data in order to take action for improvement.

The following action steps will be taken on an annual basis to ensure that the data compiled for this evaluation process is continually revisited and utilized to guide decision-making processes:

- Collect data from preceding year and produce annual report
- Utilize data collected, and gaps within data, to make revisions to the Annual Performance Report
- Share report and field implication with 21C directors
- Share project-specific data with 21C directors to guide individual project development.

**Vermont Department of Education
21st Century Community Learning Centers
Evaluation Plan 2010 – 2013**

Goal/ Objectives	Outcomes	Measures and Targets
<p>1) 21C programs across Vermont will serve the students most in need of support.</p>	<p>Regular Attendance 1.1) 80% of 21C sites will serve 38% of total participants on a regular basis matching the current state average by 2010-11 with growth towards matching the national median of 50% by 2012-13.</p>	<ul style="list-style-type: none"> • Data broken-out by site • PPICS data • 38% target rate based on 2008-09 Vermont state average (calculated as full-year, school year <i>and</i> summer participants) • National target rate based on 2008-09 data
	<p>Attendance of High-Risk Students 1.2) 80% of 21C sites will have a free and reduced lunch rate among regular attendees that meets or exceeds the school rate by 2012-13.</p>	<ul style="list-style-type: none"> • Data broken-out by site • PPICS and VTDOE data
	<p>Targeted Schools 1.3) 85% of 21C programs will operate in schools in need of improvement by 2012-13.</p>	<ul style="list-style-type: none"> • Data broken-out by site • VTDOE data
<p>2) 21C programs across Vermont are of high quality and are intentionally designed to support student learning.</p>	<p>Sufficient Dosage 2.1a) 80% of 21C sites will offer program hours to match or exceed the current national median of operating 32 weeks per year, 5 days per week, and 14 hours per week by 2012-13. 2.1b) 100% of 21C sites will offer summer programming and of those 80% will match or exceed the current national median of operating 5 weeks per year, 5 days per week, and 21 hours per week by 2012-12.</p>	<ul style="list-style-type: none"> • Data broken-out by site • PPICS data • National target rates based on 2008-09 data¹

Goal/ Objectives	Outcomes	Measures and Targets
	<p>Program Leadership/ Qualified Staff 2.2a) 90% of 21C projects will be led by individuals with significant levels of expertise and experience (BA or higher in related field and 3+ years administrative or teaching experience) by 2012-13.</p> <p>2.2b) 90% of 21C projects will be staffed by at least 33% licensed educators by 2012-13.</p> <p>2.2c) 90% of 21C projects with summer programming will be staffed by at least 33% licensed educators by 2012-13.</p>	<ul style="list-style-type: none"> • 2.1a data broken-out by project • 2.1a APR data • Baseline data to be collected 2010-11 • 2.1b & 2.1c data broken-out by site • 2.1b & 2.1c PPICS data • 2.1b & 2.1c teacher target rates based on 2009-10 statewide averages
	<p>Community Partners 2.3) 90% of 21C projects will be working with a minimum of two community partners by 2010-11 to identify solutions and resources for students, with growth towards matching the national average of six partners by 2012-13.</p>	<ul style="list-style-type: none"> • Data broken-out by project • PPICS data • Partnership defined as non-school contributor of \$1000 or more
	<p>School Attendance 2.4) 80% of 21C sites will show a school absentee rate among regular attendees that is at least 28% lower than the non-regular absentee rate by 2012-13.</p>	<ul style="list-style-type: none"> • Data broken-out by site • APR data
	<p>Academic Gains 2.5) The percent of regular attendees proficient or above will meet or exceed school averages in both math and language arts by 2012-13.</p>	<ul style="list-style-type: none"> • Data broken-out by site • PPICS and VTDOE data
	<p>Social-Emotional Learning 2.6) 50% of 21C sites will be using a nationally recognized program quality assessment tool to improve supports for students' developmental assets and social-emotional learning by 2012-13.</p>	<ul style="list-style-type: none"> • Data broken-out by site • Youth Program Quality Intervention and Assessment tool (YPQI/ YPQA)

Goal/ Objectives	Outcomes	Measures and Targets
<p>3) State support meets the needs of individual 21C projects and provides effective leadership.</p>	<p>Common Evaluation Measures 3.1) All 21C projects will utilize common evaluation measures to gauge program effectiveness by 2011-12.</p> <p>Sustainable Programs 3.2) All 21C projects beyond year five are funded at a minimum of 50% from non-21C dollars.</p> <p>Professional Development Opportunities and Resources 3.3) 80% of 21C projects participating in professional development opportunities in the state will report improvement in areas that include: evaluation, partnership building, sustainability, connecting to the school day, building relationships with other afterschool programs, and program quality.</p> <p>3.4) The state evaluation plan will be used monthly to question, collect, and analyze data in order to take action for improvement.</p>	<ul style="list-style-type: none"> • Data broken-out by project • YPQA <ul style="list-style-type: none"> • Data broken-out by project • APR and budgets <ul style="list-style-type: none"> • Data broken-out by project <p>Areas with program growth expected:</p> <ul style="list-style-type: none"> • VTDOE Peer Review participation • VT Afterschool Conference participation and evaluation • ISS-AP contact hours and evaluation • VTDOE and VCAE TA contact hours <p>Areas with increased use expected:</p> <ul style="list-style-type: none"> • VTDOE Afterschool Wiki annual visits • VCAE website annual visits • Webinar participation rates <ul style="list-style-type: none"> • Action step data collected

**Attachment B: Vermont 21C Regular Attendee and Free and Reduced Lunch Data (2008-11)
Outcomes 1.1 and 1.2**

Project (as listed in PPICS database)	Site	Reg. Att. Rate (% of Total Participants)			F&R Reg. Att. Rate = or > School Rate		
		2008- 09	2009- 10	2010- 11	2008- 09	2009- 10	2010- 11
Battenkill Valley S.U.	Fisher Elementary School		13%	51%		No	No
Battenkill Valley S.U.	Wardsboro Elementary School		12%	12%		NA	NA
Bellows Falls Middle School	Bellows Falls Middle School	2%	28%	26%	No	Yes	Yes
Brattleboro Area Middle School/ Putney	Brattleboro Area Middle School	11%	20%	22%	No	Yes	No
Brattleboro Area Middle School/ Putney	Putney Central School	47%	45%	48%	Yes	Yes	Yes
Burlington Public Schools	Barnes Elementary School/ Sustainability Academy	79%	80%	78%	No	No	No
Burlington Public Schools	Burlington High School	13%	13%	13%	Yes	Yes	Yes
Burlington Public Schools	C.P. Smith Elementary School	47%	79%	79%	Yes	No	No
Burlington Public Schools	Champlain Elementary School	52%	57%	68%	Yes	Yes	Yes
Burlington Public Schools	Edmunds Elementary School	39%	65%	62%	Yes	Yes	No
Burlington Public Schools	Edmunds Middle School	29%	37%	33%	No	Yes	No
Burlington Public Schools	H.O. Wheeler Elementary School	90%	76%	77%	Yes	Yes	No
Burlington Public Schools	Hunt Middle School	44%	37%	42%	Yes	Yes	Yes
Burlington Public Schools	J.J. Flynn Elementary School	71%	85%	81%	Yes	Yes	Yes
Caledonia North S.U.	Burke School	44%	52%	47%	Yes	Yes	Yes
Caledonia North S.U.	East Haven School	100%	74%	80%	No	Yes	No
Caledonia North S.U.	Lyndon Town School	52%	66%	54%	Yes	No	Yes
Caledonia North S.U.	Miller Run Union School (UD #37)	39%	52%	41%	Yes	No	No
Caledonia North S.U.	Newark Town School	45%	57%	60%	Yes	No	Yes
Caledonia North S.U.	Sutton Village School	59%	58%	68%	Yes	No	Yes
Currier Memorial Elementary School	Currier Memorial School	40%	64%	56%	No	No	No
Franklin Northeast S.U.	Bakersfield Elementary School		31%	61%		Yes	No
Franklin Northeast S.U.	Berkshire Elementary School		37%	70%		Yes	Yes
Franklin Northeast S.U.	Enosburg Elementary School		55%	55%		No	Yes
Franklin Northeast S.U.	Enosburg Middle/ High School	40%	47%	57%	No	Yes	Yes
Franklin Northeast S.U.	Richford School	36%	57%	35%	No	Yes	Yes
Franklin Northwest S.U.	Franklin Elementary School	72%	86%	79%	Yes	Yes	No
Franklin Northwest S.U.	Highgate Elementary School	34%	29%	33%	Yes	No	No
Franklin Northwest S.U.	Missisquoi Valley Union High School	29%	22%	17%	Yes	NA	Yes
Franklin Northwest S.U.	Missisquoi Valley Union Middle School		37%	29%		Yes	Yes
Franklin Northwest S.U.	Sheldon ASPEN	44%	43%	49%	Yes	Yes	Yes
Franklin Northwest S.U.	Swanton Central School	33%	38%	29%	No	No	No
Grand Isle S.U.	Alburgh Community Education Center	64%	100%	19%	No	Yes	Yes
Grand Isle S.U.	Grand Isle Elementary School			28%			Yes
Grand Isle S.U.	Isle La Motte School			58%			Yes
Grand Isle S.U.	North Hero Elementary School			35%			Yes
Lamoille North S.U.	Cambridge Elementary School	100%	68%	20%	Yes	Yes	Yes
Lamoille North S.U.	Eden Central School	41%	44%	42%	Yes	Yes	Yes
Lamoille North S.U.	Hyde Park Elementary School	24%	13%	19%	Yes	Yes	No
Lamoille North S.U.	Johnson Elementary School	81%	85%	72%	Yes	Yes	No
Lamoille North S.U.	Lamoille Union Middle School		7%	12%		No	Yes
Lamoille North S.U.	Waterville Elementary School	58%	68%	76%	Yes	No	No

Project (as listed in PPICS database)	Site	Reg. Att. Rate (% of Total Participants)			F&R Reg. Att. Rate = or > School Rate		
		2008- 09	2009- 10	2010- 11	2008- 09	2009- 10	2010- 11
Lamoille South S.U. - Unbound	People's Academy	31%	22%	19%	No	Yes	No
Mary Johnson Children's Center	Beeman Elementary School		30%	31%		Yes	Yes
Mary Johnson Children's Center	Bristol Elementary School			37%			Yes
Mary Johnson Children's Center	Robinson Elementary School		40%	40%		Yes	Yes
Newport City School - United Church	Newport City Elementary School	100%	94%	100%	Yes	Yes	Yes
North Country Schools	Brighton Elementary School	31%	18%	24%	No	No	Yes
North Country Schools	Charleston Elementary School	62%	44%	58%	No	Yes	Yes
North Country Schools	Coventry Village School	26%	30%	41%	No	No	No
North Country Schools	Derby Elementary School	14%	13%	4%	Yes	Yes	Yes
North Country Schools	E. Taylor Hatton	46%	60%	54%	No	No	Yes
North Country Schools	Holland Elementary School	61%	24%	50%	No	Yes	No
North Country Schools	Jay/ Westfield Joint School	63%	56%	63%	Yes	Yes	Yes
North Country Schools	Lowell School	35%	24%	22%	No	No	Yes
North Country Schools	Newport Town School	45%	44%	54%	No	Yes	Yes
North Country Schools	North Country Junior High School	0%	3%	7%	NA	No	Yes
North Country Schools	Troy Elementary School	37%	31%	32%	Yes	Yes	Yes
Orange North S.U.	Orange Center School	11%	21%	22%	Yes	Yes	Yes
Orange North S.U.	Washington Village School	14%	20%	2%	No	Yes	No
Orange North S.U.	Williamstown Elementary School	25%	38%	58%	No	No	Yes
Orange North S.U.	Williamstown Middle/ High School	11%	18%	12%	Yes	Yes	No
Orange Windsor S.U.	Sharon Elementary School	73%	44%	56%	Yes	Yes	No
Orange Windsor S.U.	South Royalton School	72%	72%	83%	Yes	No	Yes
Orange Windsor S.U.	Tunbridge Central School	71%	72%	60%	Yes	Yes	No
Orleans Southwest S.U.	Craftsbury School	45%	44%	43%	Yes	Yes	Yes
Orleans Southwest S.U.	Hardwick Elementary	48%	51%	52%	No	No	No
Orleans Southwest S.U.	Hazen Union School	22%	11%	11%	No	No	No
Orleans Southwest S.U.	Wolcott Elementary School	67%	60%	74%	Yes	No	No
Rivendell	Rivendell Academy			72%			Yes
Rivendell	Samuel Morey Elementary School			56%			Yes
Rivendell	Westshire Elementary School			51%			No
Rutland Northeast S.U.	Leicester Central School	63%	38%	62%	Yes	No	No
Rutland Northeast S.U.	Neshobe School	46%	55%	56%	Yes	Yes	No
Rutland Northeast S.U.	Otter Valley Union Middle School		0%	25%		NA	Yes
Rutland Northeast S.U.	Sudbury Country School / Whiting School	55%	63%	76%	NA	NA	NA
Rutland Public Schools	Northeast Primary	47%	71%	47%	Yes	Yes	Yes
Rutland Public Schools	Northwest Primary	54%	81%	69%	Yes	Yes	Yes
Rutland Public Schools	Proctor Elementary School	57%	75%	55%	Yes	Yes	Yes
Rutland Public Schools	Rutland Intermediate School	51%	72%	38%	Yes	Yes	Yes
Rutland Public Schools	Rutland Town (Rutland Middle School)	100%	67%	54%	No	Yes	NA
Rutland Public Schools	West Rutland	59%	75%	49%	Yes	Yes	Yes
Rutland Windsor - Black River	Ludlow Elementary School	57%	69%	44%	No	No	No
Rutland Windsor - Black River	Mt. Holly Elementary School	62%	36%	41%	Yes	No	No
Southwest Vermont S.U.	Bennington Elementary School		17%	36%		No	Yes
Southwest Vermont S.U.	Molly Stark Elementary School		13%	24%		No	No

Project (as listed in PPICS database)	Site	Reg. Att. Rate (% of Total Participants)			F&R Reg. Att. Rate = or > School Rate		
		2008- 09	2009- 10	2010- 11	2008- 09	2009- 10	2010- 11
Southwest Vermont S.U.	Mount Anthony Union Middle School		9%	7%		Yes	No
Southwest Vermont S.U.	Pownal Elementary School		29%	35%		No	No
Springfield School District	Elm Hill School	25%	33%	57%	No	Yes	No
Springfield School District	Riverside Middle School	16%	19%	12%	No	No	Yes
Springfield School District	Union Street School	10%	25%	38%	Yes	No	Yes
St. Albans City School	St. Albans City School	34%	34%	35%	No	Yes	Yes
Vergennes	Vergennes Union High School		29%	46%		Yes	Yes
Washington Central S.U.	Doty Memorial			22%			No
Washington Central S.U.	Union Elementary School			28%			Yes
Washington Cty. Youth Services Bureau	Barre City Middle School	23%	27%	37%	No	No	Yes
Washington Northeast S.U.	Cabot School	13%	19%	49%	No	Yes	Yes
Washington Northeast S.U.	Twinfield Union School	35%	30%	43%	Yes	Yes	Yes
Windham Northeast S.U.	Westminster Center School			57%			Yes
Windham Southwest S.U.	Deerfield Valley Elementary School	27%	31%	27%	No	No	Yes
Windham Southwest S.U.	Halifax School	73%	75%	68%	Yes	Yes	Yes
Windham Southwest S.U.	Readsboro Central School	20%	23%	31%	No	No	No
Windham Southwest S.U.	Stamford Elementary School		23%	14%		Yes	No
Windham Southwest S.U.	Twin Valley High School	1%	1%	11%	NA	No	No
Windham Southwest S.U.	Twin Valley Middle School	20%	20%	22%	No	Yes	Yes
Windham Southwest S.U.	Whitingham Elementary School	28%	16%	14%	Yes	Yes	Yes
Windsor - Mt. Ascutney Community	Windsor State Street School	55%	68%	63%	No	Yes	No
Windsor Northwest S.U.	Bethel Elementary		42%	70%		No	No
Windsor Northwest S.U.	Rochester School		21%	60%		No	No
Windsor Northwest S.U.	Stockbridge Central School		74%	80%		No	No
Windsor Northwest S.U.	WHS/ RHS ExCEL			3%			NA
Winooski School District	John F. Kennedy Elementary School	0%	4%	8%	No	Yes	No
Winooski School District	Winooski Middle/ High School	3%	1%	2%	No	No	No

Notes: Data is provided for projects that received 21C funding in the most recent reported year (2010-11). Projects that received funding in prior years, but not the most recent year, do not appear.

Cells for which no information is available indicate years that the project either did not exist or did not receive 21C funding.

Attachment C: Vermont 21C Sites with Associated AYP Information for School Outcome 1.3

Project (as listed in PPICS database)	Site	AYP	AYP Status	AYP Year
Battenkill Valley S.U.	Fisher Elementary School	No	Year 1	1
Battenkill Valley S.U.	Wardsboro Elementary School	Yes	NA	NA
Bellows Falls Middle School	Bellows Falls Middle School	No	Year 1	1
Brattleboro Area Middle School/ Putney	Brattleboro Area Middle School	No	Corrective Action	1
Brattleboro Area Middle School/ Putney	Putney Central School	No	Corrective Action	1
Burlington Public Schools	Barnes Elementary/ Sust. Academy	No	Corrective Action	1
Burlington Public Schools	Burlington High School	No	Corrective Action	3
Burlington Public Schools	C.P. Smith Elementary School	No	Corrective Action	1
Burlington Public Schools	Champlain Elementary School	No	Corrective Action	1
Burlington Public Schools	Edmunds Elementary School	No	School Improvement	1
Burlington Public Schools	Edmunds Middle School	No	Corrective Action	5
Burlington Public Schools	H.O. Wheeler Elementary School	No	Corrective Action	2
Burlington Public Schools	Hunt Middle School	No	Corrective Action	3
Burlington Public Schools	J.J. Flynn Elementary School	No	Corrective Action	1
Caledonia North S.U.	Burke School	No	Year 1	1
Caledonia North S.U.	East Haven School	Yes	NA	NA
Caledonia North S.U.	Lyndon Town School	No	Corrective Action	5
Caledonia North S.U.	Millers Run Union School (UD #37)	No	Year 1	1
Caledonia North S.U.	Newark Town School	Yes	NA	NA
Caledonia North S.U.	Sutton Village School	No	Year 1	1
Currier Memorial Elementary School	Currier Memorial School	No	Year 1	1
Franklin Northeast S.U.	Bakersfield Elementary School	No	School Improvement	2
Franklin Northeast S.U.	Berkshire Elementary School	No	School Improvement	2
Franklin Northeast S.U.	Enosburg Elementary School	No	School Improvement	2
Franklin Northeast S.U.	Enosburg Middle/ High School	No	School Improvement	2
Franklin Northeast S.U.	Richford Schools	No	School Improvement	1
Franklin Northwest S.U.	Franklin Elementary School	No	Year 1	1
Franklin Northwest S.U.	Highgate Elementary School	No	Corrective Action	3
Franklin Northwest S.U.	Missisquoi Valley Union High School	No	Corrective Action	6
Franklin Northwest S.U.	Missisquoi Valley Union Middle School	No	Corrective Action	6
Franklin Northwest S.U.	Sheldon ASPEN	No	School Improvement	1
Franklin Northwest S.U.	Swanton Central School	No	Corrective Action	3
Grand Isle S.U.	Alburg Community Education Center	No	Corrective Action	1
Grand Isle S.U.	Grand Isle Elementary School	No	Year 1	1
Grand Isle S.U.	Isle La Motte School	No	Year 1	1
Grand Isle S.U.	North Hero Elementary School	Yes	NA	NA
Lamoille North S.U.	Cambridge Elementary School	No	Year 1	1
Lamoille North S.U.	Eden Central School	No	School Improvement	1
Lamoille North S.U.	Hyde Park Elementary School	No	Corrective Action	1
Lamoille North S.U.	Johnson Elementary School	No	Corrective Action	2
Lamoille North S.U.	Lamoille Union Middle School	No	Corrective Action	1
Lamoille North S.U.	Waterville Elementary School	No	Year 1	1
Lamoille South S.U. - Unbound Program	Peoples Academy	No	Year 1	1
Mary Johnson Children's Center	Beeman Elementary School	No	Year 1	1

Project (as listed in PPICS database)	Site	AYP	AYP Status	AYP Year
Mary Johnson Children's Center	Bristol Elementary School	No	Corrective Action	1
Mary Johnson Children's Center	Robinson Elementary School	No	Year 1	1
Newport City School	Newport City Elementary School	No	School Improvement	2
North Country Schools	Brighton Elementary School	No	Year 1	1
North Country Schools	Charleston Elementary School	No	Year 1	1
North Country Schools	Coventry Village School	Yes	NA	NA
North Country Schools	Derby Elementary School	No	Corrective Action	3
North Country Schools	E. Taylor Hatton	No	Year 1	1
North Country Schools	Holland Elementary School	No	Year 1	1
North Country Schools	Jay/ Westfield Joint School	Yes	NA	NA
North Country Schools	Lowell School	No	Year 1	1
North Country Schools	Newport Town School	No	School Improvement	1
North Country Schools	North Country Union Junior High School	No	School Improvement	2
North Country Schools	Troy Elementary School	No	Year 1	1
Orange North S.U.	Orange Center School	No	Year 1	1
Orange North S.U.	Washington Village School	No	School Improvement	1
Orange North S.U.	Williamstown Elementary School	No	School Improvement	2
Orange North S.U.	Williamstown Middle/ High School	No	Corrective Action	1
Orange Windsor S.U.	Sharon Elementary School	Yes	NA	NA
Orange Windsor S.U.	South Royalton School	No	Year 1	1
Orange Windsor S.U.	Tunbridge Central School	Yes	NA	NA
Orleans Southwest S.U.	Craftsbury School	No	Year 1	1
Orleans Southwest S.U.	Hardwick Elementary	No	School Improvement	1
Orleans Southwest S.U.	Hazen Union High School	No	Year 1	1
Orleans Southwest S.U.	Wolcott Elementary School	No	Year 1	1
Rivendell	Rivendell Academy	No	Year 1	1
Rivendell	Samuel Morey Elementary School	Yes	NA	NA
Rivendell	Westshire Elementary School	Yes	NA	NA
Rutland Northeast S.U.	Leicester Central School	Yes	NA	NA
Rutland Northeast S.U.	Neshobe School	No	Corrective Action	1
Rutland Northeast S.U.	Otter Valley Union Middle School	No	Corrective Action	4
Rutland Northeast S.U.	Sudbury Country School / Whiting School	No	Year 1	1
Rutland Public Schools	Northeast Primary	No	Year 1	1
Rutland Public Schools	Northwest Primary	No	Corrective Action	1
Rutland Public Schools	Proctor Elementary School	No	Year 1	1
Rutland Public Schools	Rutland Intermediate School	No	Corrective Action	5
Rutland Public Schools	Rutland Town (Rutland Middle School)	No	Corrective Action	4
Rutland Public Schools	West Rutland	No	Year 1	1
Rutland Windsor - Black River	Ludlow Elementary School	No	Year 1	1
Rutland Windsor - Black River	Mt. Holly Elementary School	Yes	NA	NA
Southwest Vermont	Bennington Elementary School	No	Corrective Action	1
Southwest Vermont	Molly Stark Elementary School	No	Corrective Action	4
Southwest Vermont	Mount Anthony Union Middle School	No	Corrective Action	7
Southwest Vermont	Pownal Elementary School	No	Corrective Action	1
Springfield School District	Elm Hill School	No	Year 1	1
Springfield School District	Riverside Middle School	No	Corrective Action	3

Project (as listed in PPICS database)	Site	AYP	AYP Status	AYP Year
Springfield School District	Union Street School	No	Corrective Action	1
St. Albans City School	St. Albans City School	No	Corrective Action	5
Vergennes	Vergennes Union High School	No	Corrective Action	1
Washington Central S.U.	Doty Memorial	No	Year 1	1
Washington Central S.U.	Union Elementary School	No	Year 1	1
Washington County Youth Services Bureau	Barre City Middle School	No	Corrective Action	5
Washington Northeast S.U.	Cabot School	No	Year 1	1
Washington Northeast S.U.	Twinfield Union School	No	School Improvement	1
Windham Northeast S.U.	Westminster Center School	No	Corrective Action	1
Windham Southwest S.U.	Deerfield Valley Elementary School	No info.	No info.	No info.
Windham Southwest S.U.	Halifax School	Yes	NA	NA
Windham Southwest S.U.	Readsboro Central School	No	Year 1	1
Windham Southwest S.U.	Stamford Elementary School	No	Year 1	1
Windham Southwest S.U.	Twin Valley High School	No	Year 1	1
Windham Southwest S.U.	Twin Valley Middle School	No	Year 1	1
Windham Southwest S.U.	Whitingham Elementary School	No	Year 1	1
Windsor - Mt. Ascutney Comm. Health Fnd.	Windsor State Street School	No	Corrective Action	1
Windsor Northwest Supervisory Union	Bethel Elementary School	No	Year 1	1
Windsor Northwest Supervisory Union	Rochester School	No	Year 1	1
Windsor Northwest Supervisory Union	Stockbridge Central School	Yes	NA	NA
Windsor Northwest Supervisory Union	WHS/ RHS ExCEL	No info.	No info.	No info.
Winooski School District	John F. Kennedy Elementary School	No	Corrective Action	1
Winooski School District	Winooski Middle/ High School	No	Corrective Action	1