

2019 – 2020  
Prep21  
21st Century Program



Annual Evaluation Report  
Grantee: Niagara Falls City School District  
Project Director: Tom Fisher  
Prepared by: Amy Puca & Gregg Byrne



Expert. Timely. Responsive.

# TABLE of CONTENTS

i



## Executive Summary

01



## Program Description

02 Program Information

03 Program Goals & Activities

05



## Evaluation Framework & Plan

05 Evaluation Approach

08 Sources & Methods

10



## Evaluation Findings

10 Program Implementation

22 Academic Achievement & Behavior Change

24



## Conclusions & Recommendations

24 Summary of Successes & Lessons Learned

25 Recommendations

## Appendices

A- Logic Model

B- Evaluation Plan

C- Survey Reports

D-Program Quality Site Visit Reports



## Executive Summary

The Niagara Falls City School District (NFCSD) was awarded a Round 7 21<sup>st</sup> Century Community Learning Centers (CCLC) grant from the New York State Education Department (NYSED) in the summer of 2017 to provide out-of-school time programming to students at two sites: Gaskill Preparatory School (Gaskill) and LaSalle Preparatory School (LaSalle).

This evaluation report focuses on information related to Year 3 (2019-2020) of NFCSD's 21<sup>st</sup> CCLC Program, called the Preparatory 21<sup>st</sup> CCLC Program (Prep21). It includes information about program design, the evaluation framework and plan, evaluation findings, progress toward objectives, and recommendations.

Prep21 provided academic and enrichment or recreation programming to students in grades 7-8 at Gaskill and LaSalle Preparatory Schools after school. Overall, the program at each site operated 2.5 hours each day for all students, with a blend of academic and enrichment or recreation activities offered each day. School-day counseling was offered by a local psychologist for 1 hour each week at each site. Programming was also provided to students during the summer at each site.

Key findings for this program year include:

- Prep21 generally operated as designed in the grant application and according to the program logic model, demonstrating significant improvement in program implementation from Year 1;
- 234 participants attended 30 or more hours of programming (the traditional NYSED participation requirement), falling short of the target of 400;
- 380 participants attended 15 or more hours of programming (the reduced NYSED participation requirement due to the COVID-19 pandemic), closer to the target of 400;
- 37 (16%) traditional participants were regular participants (i.e., attended 90+ hours);
- Prep21 met most performance indicators related to program offerings, providing a variety of activities to participants before COVID-19 school closures; and
- student surveys indicated overall satisfaction with the program.

The following recommendations are presented for the purpose of program improvement:

- focus on program recruitment and retention in Year 4,
- continue efforts to increase family involvement, and
- create an instructional alignment plan and continue to work with schools to improve student academic performance.



## Program Description

The 21<sup>st</sup> Century Community Learning Centers program (21<sup>st</sup> CCLC) is a federal grant program provided to states. 21<sup>st</sup> CCLC funding supports the creation of community learning centers that provide academic enrichment opportunities for children, particularly students who attend high-poverty and low-performing schools. In general, 21<sup>st</sup> CCLC programs:

- intend to help students meet state and local student standards in core academic subjects, such as reading and math;
- offer students a broad array of enrichment activities that can complement their regular academic programs; and
- offer literacy and other educational services to the families of participating children.

In the current Round 7 of 21<sup>st</sup> CCLC funding, NFCSD was awarded two 21<sup>st</sup> CCLC grants from NYSED in the summer of 2017 to implement their 21<sup>st</sup> CCLC program at select elementary and preparatory schools in NFCSD. This report focuses on the preparatory 21<sup>st</sup> CCLC program, referred to as Prep21, at:

- Gaskill Preparatory School (Gaskill) and
- LaSalle Preparatory School (LaSalle).



## Program Information

Prep21 is a dual-site 21<sup>st</sup> CCLC program operating in a diverse, multicultural, and high-need public school district. Prep21 program sites (Gaskill and LaSalle) serve students in grades 7 and 8.

Gaskill and LaSalle are both preparatory schools. The vast majority of the student population at each school is classified as economically disadvantaged. The table below provides school-wide demographic information, by school.

Table 1.

### 2018-2019 School-Wide Student Demographic Information, by School

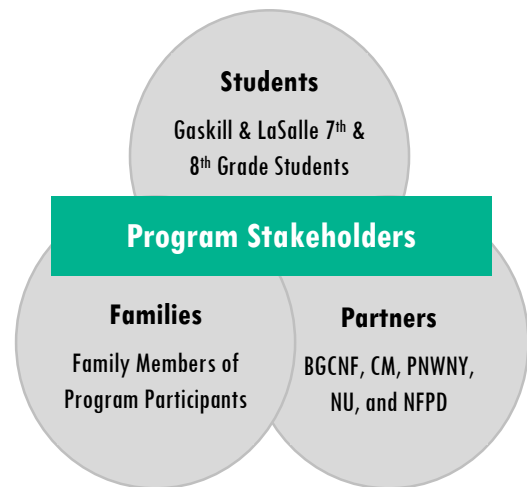
Demographic Indicator	Gaskill	LaSalle
<b>Total Students</b>	527	512
<b>Grade Levels</b>	7-8	7-8
<b>Students with a Disability</b>	19%	20%
<b>Economically Disadvantaged</b>	86%	75%
<b>Limited English Proficient</b>	<1%	3%

At each site, Prep21 provided academic, enrichment, and recreation programming to students in the summer and during the school year to grades 7-8 students. Some school-day counseling was provided to Prep21 students. Students, their family members, and community partners are the key stakeholders in this project (see Figure 1 to the right).

Partners include: Boys and Girls Club of Niagara Falls (BGCNF), Community Missions of Niagara Frontier (CM), Parent Network of Western New York (PNWNY), Niagara University (NU), and the Niagara Falls Police Department (NFPD).

Figure 1:

### Prep21 Program Stakeholders





## Program Goals and Activities

The mission of the Prep21 program is “to reverse the negative academic and social-emotional trends among NFCS D students while supporting their parents and families to improve the future outcomes of all for a stronger, safer, and healthier community.” Gaskill and LaSalle were chosen as Prep21 sites based on a variety of factors, including low academic achievement and chronic absenteeism.

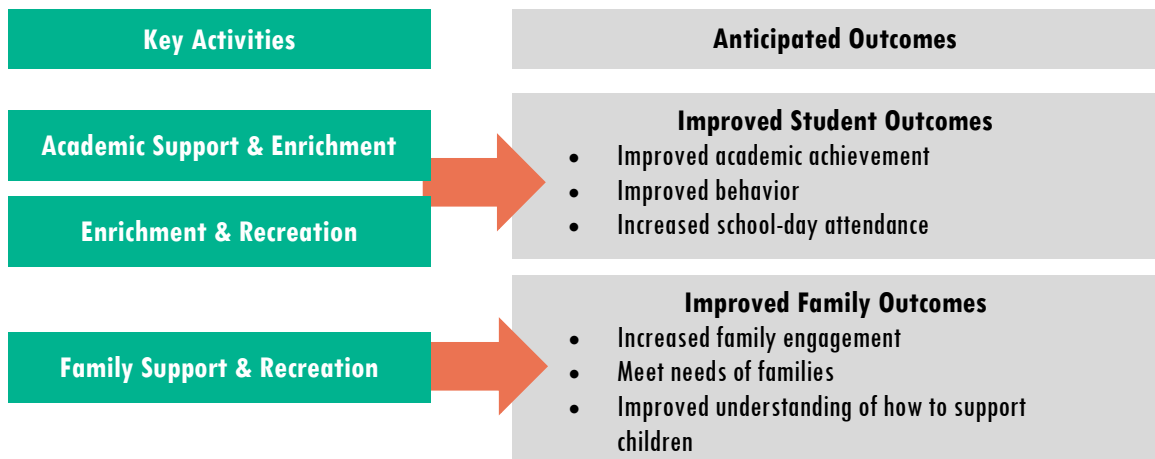
All academic and behavior objectives were written to support student growth in these areas, while aligning to the program’s mission and capacity. The objectives and performance indicators were written in cooperation with the evaluator during the application process to ensure alignment to state and federal objectives.

**Program Theory of Change and Logic Model.** It is anticipated that Prep21 can improve the academic achievement and behavior of participating students by offering a variety of high-quality academic support, enrichment, and recreation activities.

In addition, family support activities are intended to increase family engagement, meet the needs of families, and help family members improve their understanding of how to support their children in school. The figure below summarizes key activities and outcomes from the program logic model.

Figure 2:

### Key Program Activities and Outcomes



The complete program logic model is included as Appendix A. The program logic model was created by the evaluator in cooperation with program staff and stakeholders at the beginning of the program year. The logic model includes a variety of outputs and outcomes. To stay within the evaluation budget, only the items in bold are measured by the external evaluator for the project.



As seen in the attached logic model, academic, behavioral, and family engagement outcomes are expected to result from a variety of high-quality academic, enrichment, and recreation activities. The quality of these activities was assessed through site visits and ongoing discussions between the evaluator and program staff. The specific program goals and indicators are listed in the Evaluation Framework and Plan section.



## Evaluation Framework & Plan

NFCSD selected Via Evaluation (VIA) as the project evaluator for this grant. VIA has worked with NFCSD since 1999 and has extensive experience evaluating 21<sup>st</sup> CCLC and other programs in New York State. The assigned evaluator for this project, Amy Puca, M.A., M.S., had primary responsibility for the evaluation, and was supported by research associates, data entry staff, and other evaluators in completion of the project.

### Evaluation Approach

VIA takes a utilization-focused approach to evaluation. This approach emphasizes the involvement of stakeholders in the project development and evaluation process to enhance the usefulness of evaluation. To this end, VIA worked with staff and program stakeholders to:

- create and review the evaluation plan and logic model;
- discuss progress toward objectives;
- create and revise templates for data collection;
- create and review surveys and results;
- compile and analyze program data as soon as available;
- request and analyze district data; and
- generally advise program staff and stakeholders about evaluation, collecting high-quality data, and project outcomes.

VIA and NFCSD district staff collaborated during the application process to write objectives and performance indicators.

The evaluation team participated in quarterly Advisory Council meetings (in person and virtually), conducted site observations twice during the program year, and assisted the program with survey administration and analysis. They also completed all required elements in the 21<sup>st</sup> CCLC Evaluation Manual in addition to providing ongoing consultation; assisting with Annual Performance Report (APR) completion; requesting data from NFCSD; retrieving data from the district; compiling and transforming the data for local, APR, and Annual Evaluation Report (AER) reporting; and conducting appropriate analyses of data.

The evaluation plan was created at the beginning of the project to detail the data to be collected, by date needed and person responsible. The evaluation plan was created to minimize interference with program activities while ensuring sufficient data were collected. It is attached as Appendix B. The evaluation plan was reviewed and agreed upon at the first Advisory Council meeting with stakeholders this year.

The methods of data collection, transformation, and analysis are reported under Sources and Methods, at the end of this section. This report is intended to inform project staff and stakeholders about fidelity of implementation and progress toward project objectives.

The table on the following page details the program objectives and performance indicators. The performance indicators are measured annually for the project.





Table 2.

## Prep21 Objectives and Performance Indicators

Objective	Performance Indicator
<p><b>High-quality academic enrichment, with a focus on math and ELA skill development will be provided by certified teachers each afterschool and summer Prep21 program day.</b></p>	<p><b>Program Offerings</b></p>
	<p>Each site will offer 1 or more hours of academic enrichment afterschool during the school year each program day.</p>
	<p>Each site will offer 2 or more hours of academic enrichment during the summer each program day.</p>
<p><b>Engaging and diverse enrichment and recreation activities, inclusive of youth development will be provided each day of the afterschool and summer Prep21 program.</b></p>	<p>The Site Coordinator/Education Liaison (SC/EL) will provide each afterschool teacher with an instructional alignment plan each year.</p>
	<p>Each site will offer 1 or more hours of enrichment or recreation activities after school during the school year each program day.</p>
	<p>Each site will offer 2 or more hours of enrichment or recreation during the summer each program day.</p>
<p><b>Both Prep21 sites will offer an average of 7.5 hours of services to 100% of targeted students &amp; 2 hours of services to their parents after school during the school year, and 30 hours of services to 100% of targeted students &amp; 2 hours of services for their parents over the summer, per week.</b></p>	<p>The Prep21 Program will survey students annually about activity preferences.</p>
	<p>Afterschool academic and enrichment programming will be provided between 1 to 2.5 hours per day, 4 days per week, for 30 weeks at each program site.</p> <p>Academic, enrichment, and recreation programming will be provided 6 hours per day, 5 days per week, for 6 weeks over the summer at each program site.</p>
<p style="text-align: center;"><b>Community Involvement</b></p>	
<p><b>NFCSD Prep21 staff will actively engage with program partners and vendors, families, and community members and organizations to increase collaboration opportunities and stakeholders in program planning, implementation, and sustainability, and continuous improvement.</b></p>	<p>The District Advisory Committee (DAC) will meet quarterly with core Prep21 members.</p>
	<p>The Prep21 Advisory Committee (AC) will meet quarterly.</p>
	<p>The project team will meet monthly.</p>
	<p>The Prep21 will conduct annual surveys of parents and stakeholders.</p>



## Objective

## Performance Indicator

### Services to Parents and Other Adult Community Members

**Parents of students who participate in Prep21 will be offered programming, at each site, that are designed to meet their needs as well as help them meet the needs of their child(ren).**

Prep21 will offer a minimum of 60 hours of parent/family programming each year.

Annually, 75% of parent/family members completing surveys will respond programs they attended met their needs.

### Academic Achievement

**Students who consistently participate in the Prep21 program who scored below a 3 on the prior year's NYS assessment will increase their Math and ELA scores, and students who scored above a 2 on the prior year's NYS or ELA Math assessment will maintain or increase their Math and ELA proficiency.**

Annually, 10% of regular attendees who scored a 1 or 2 on the previous year's Math exam will score a 3 or a 4.

Annually, 90% of regular attendees who scored a 3 or 4 on the previous year's Math exam will maintain or improve their score.

Annually, 10% of regular attendees who scored a 1 or 2 on the previous year's ELA exam will score a 3 or a 4.

Annually, 90% of regular attendees who scored a 3 or 4 on the previous year's ELA exam will maintain or improve their score.

### Behavior Change

**Students who consistently participate in the Prep21 program will demonstrate increased engagement in school evidenced by improved school-day attendance and a reduction in ODRs.**

Annually, 25% of regular attendees who were chronically absent the previous school year will exit chronically absent status in the current school year.

Annually, 25% of regular attendees who had ODRs the previous school year will have fewer ODRs in the current school year.

Annually, 90% of students who complete the survey will indicate the afterschool program was engaging.



## Sources & Methods

This section presents data collection and analysis methods for each type of objective/performance indicator, as well as surveys and site visits.

### **Program Attendance and Demographic Information**

Attendance recorded by site staff was used to calculate student dosage.

#### *Activity-Level Attendance*

Activity-level attendance recorded by site staff was used to calculate student dosage. The evaluator calculated final program attendance by adding together the total number of hours of program attendance from all program activities.

#### *Demographics*

NFCSD provided participant demographic information [e.g., special education status (students with an Individualized Education Plan), economically disadvantaged status, Limited English Proficiency (LEP) status]. Minimal student demographic data was missing.

### **Program Offerings**

To measure the amount of time the program offered activities, VIA reviewed the program schedule and calendar and discussed them with the project director. At site visits, VIA observed the timing and quality of the activities. If any inconsistencies were noted, VIA discussed them with the project team for clarification.

### **Community Involvement**

VIA participated in advisory meetings, and sign-in sheets were collected to monitor stakeholder involvement in meetings. Prep21 program staff participated in district-level planning and Prep21 staff meetings; they provided dates and meeting minutes to the evaluator.

### **Services to Families and Other Community Members**

The Project Director provided the evaluator with the date, title, and number of hours of each family event offered.

### **Academic Achievement & Behavior Change**

Due to COVID-19 closures, NYS assessments were not conducted this school year. School-day attendance, disciplinary information, and survey results were intended to be used to measure behavior change among program participants. Due to COVID-19 closures in March 2020, attendance and discipline data for this year are not comparable to the prior academic year.



## Surveys

Prep21 participants and families completed surveys at the end of the program year to assess program satisfaction, gather information about program impact, and gather suggestions for improvement. Multiple surveys were created, including a family survey and a grades 3-8 participant survey. The evaluation team at VIA designed the surveys using best practices in survey design, particularly for youth in out-of-school-time settings. Surveys were aligned to program goals and the language was carefully chosen and simplified for readability based on the age groups.

Prep21 administered student and family member surveys in Spring 2020. Student and family surveys were hosted online by VIA and emailed to families and students by district administration. All 790 students who participated in the program were provided an opportunity to complete the student survey, even if they did not reach the 30-hour minimum participation requirement. A total of 10 students responded to the student survey (8 from Gaskill and 2 from LaSalle). Additionally, 5 families completed the family member survey (1 from Gaskill and 4 from LaSalle). With so few surveys completed, results are likely not be representative of overall attitudes or needs of students and families.

For survey analyses presented in this report, multiple response scales were coded into favorable and unfavorable responses (summarized in the table below).

Table 3.

### Summarized Survey Response Options, by Response Scale

Response Scales	Favorable Responses		Unfavorable Responses	
<b>Student Agreement</b>	Yes	Kind Of	Not Really	
<b>Family Agreement</b>	Strongly Agree	Agree	Disagree	Strongly Disagree
<b>Family Frequency</b>	Usually	Sometimes	Rarely	Never

Overall student and family survey results for the current program year are included in Appendix C.

## Site Visits

VIA conducted two site visits of each Prep21 program. The first visit, as required by the evaluation manual, was a check of evaluability and fidelity of implementation. The program schedule, attendance collection methods, and school-day alignment were reviewed and discussed.

The second visit was completed using a modified version of the 2008 Validated Out-of-School Time Observation Instrument. A variety of activities were observed and rated for quality. Written reports with recommendations from both visits were provided and reviewed with the Project Director, Site Coordinators, and the Advisory Committee.



## Evaluation Findings

This section includes evaluation findings related to:

- program implementation and
- participant academic and behavior change.

### Program Implementation

In general, Prep21 operated as designed in the grant application and according to the program logic model. Program sites partnered with local community-based organizations to offer academic, enrichment, and recreation activities to students each day of program.

Program staff marketed Prep21 to all students at participating sites. Students were also recruited to the program through teacher recommendations.

Site coordinators reported that stronger academic activities were offered to students and that academic activities were aligned to school day curriculum. School closures related to the COVID-19 pandemic became the greatest challenge for the Prep21 program and had a strong negative impact on program participation.

### Program Quality

#### *Site Visits*

As mentioned earlier in this report, VIA conducted two site visits of each Prep21 program. Site visits generally confirmed that the program was operating as intended. The visits highlighted strong relationships between the Prep21 staff and students.

The observed activities aligned with 21<sup>st</sup> CCLC objectives, though there was a scheduling issue at both sites that meant only two or three activities could be observed. The second site visit reports from each site for Year 3 are included in Appendix D.

### Student and Family Feedback

In Year 3, the majority of student survey respondents indicated overall satisfaction with the program. As mentioned earlier in this report, student survey results for the current program year are included in Appendix C.

#### *Student*

Survey respondents indicated overall satisfaction with the program. All indicated activities are fun (100%), they like the program (100%), want to come back next year (90%), and feel that program staff care about and help them (100%).

Only 40% of survey respondents reported that they liked the food (30% said “kind of”). A summary of qualitative student feedback is provided in the figure on the next page.



Figure 3:

### Prep21 Student Feedback Summary

What Students Like Best	Student Recommendations
<ul style="list-style-type: none"><li>• Making new memories with friends and making new friends</li><li>• Increased opportunities for sports, arts, and performance that are not offered during school hours</li><li>• Kind and supportive teachers and staff</li></ul>	<ul style="list-style-type: none"><li>• More choices in activities</li><li>• More days and longer programming</li></ul>

#### *Family*

Only a few family surveys were completed this year. Overall, families who responded to the survey thought the program was good for their child (100%), believe the schedule meets the needs of their family (100%), and would recommend the program to friends who have children (100%).

Only 40% of survey respondents stated that they attend after-school family programs, where the other 60% said they never attend.



## Program Attendance

Prep21 aimed to serve 400 students each year of program—200 at each site. According to NYSED program guidelines, only students who participated in at least 30 hours of program are considered program participants. Regular participants attended 90 or more hours of program. Program participants who attended between 30 and 89 hours of program were defined as “not regular” participants.

In Year 3, 790 students attended at least one Prep21 activity. Among the 790 students, 234 (30%) met the NYSED 30-hour participation requirement, significantly lower than the goal of 400 participants defined in the grant proposal. Due to the COVID-19 pandemic this year, and the uniqueness of the year, many students fell short of the requirements.

This year, 146 students had 15-29 hours, and an additional 410 had 1-14 hours of programming. In total, there were 380 students (48%) who attended 15 hours or more of programming, which is meaningful this year as NYSED altered the participation requirement to include participants with 15 or more hours of participation to meet participation funding requirements. Among the 234 participants who met the 30-hour participation requirement, 37 (16%) were regular participants (see Figure 4 below).

Figure 4:

### Regular and Total Attendees, Overall and by Site, 2019-2020

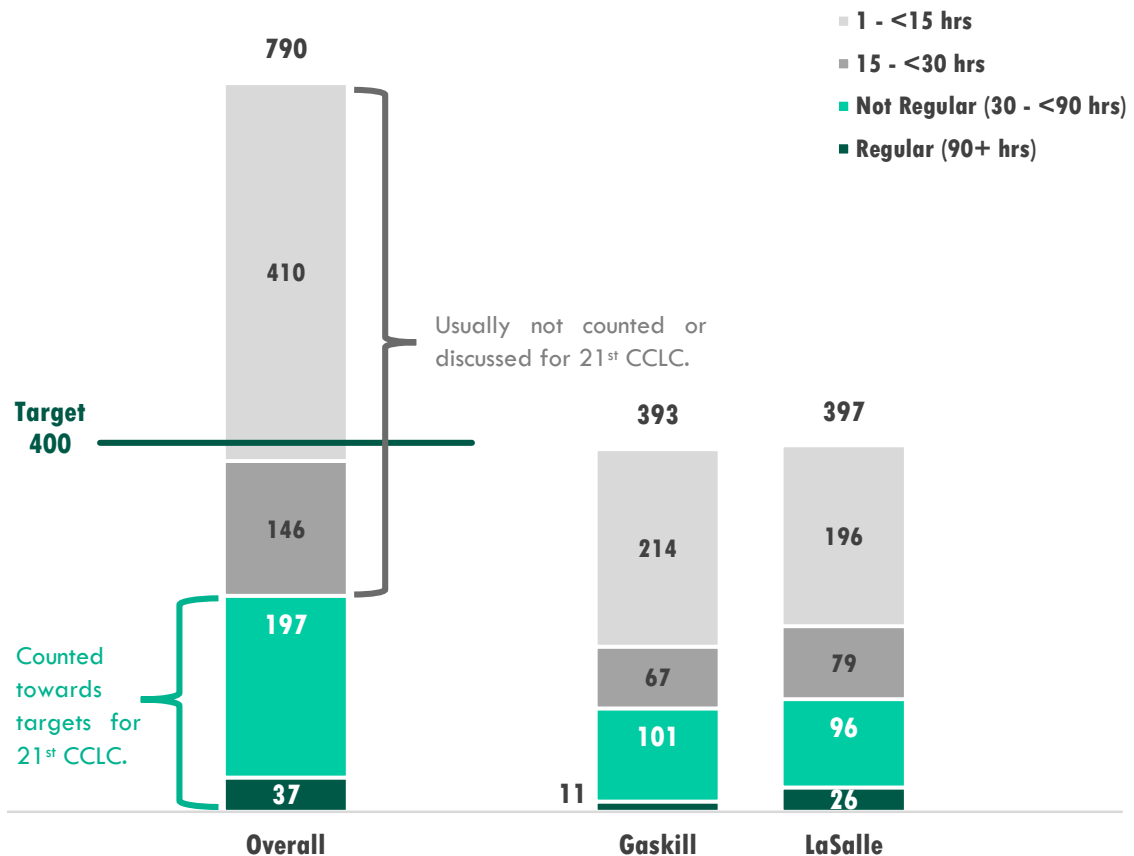


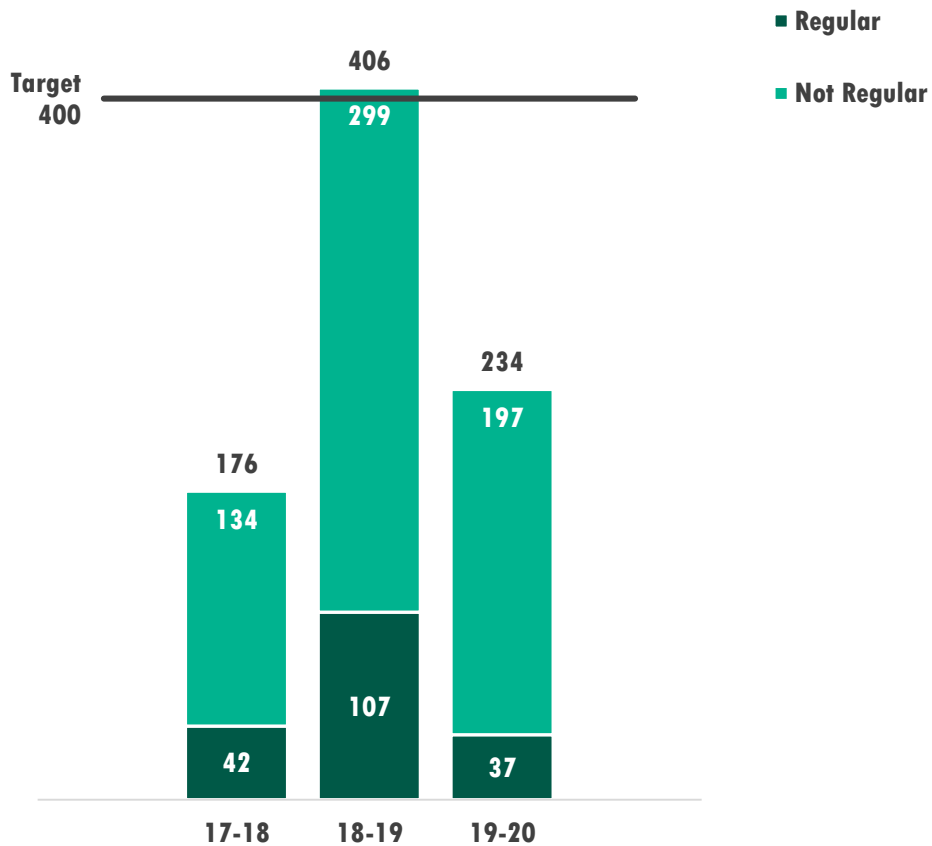


Figure 4 also shows program attendance by site. Participation was split evenly across sites (112 at Gaskill, 122 at LaSalle). Of the 37 overall regular participants, 11 attended Gaskill and 26 attended LaSalle.

Program was offered from September 10, 2019-March 12, 2020 before schools were closed due to the COVID-19 pandemic. The number of regular and overall participants drastically fell from Year 2 to Year 3, but as previously stated, this is likely due to the COVID-19 pandemic and the early closure of schools (see Figure 5 below).

Figure 5:

### Prep21 Program Participation, 2017-2020







## Participant Demographics

Only participants who met the 30-hour participation threshold were included in the demographics section of this report.

### Grade Levels

At each site, students participated from grade levels 7 and 8. Overall, slightly more participants were 8<sup>th</sup> grade students, though this varied by site. Participation by grade level and site is presented in the table below.

Table 4.

### Participant Grade Level, Overall and by Site

Grade Level	Gaskill	LaSalle	Overall
Grade 7	41%	55%	48%
Grade 8	59%	45%	52%
<b>Total Participants</b>	112	122	234

### Gender

As shown in the table below, female students represented 46% (106) of the program participants and males represented 54% (124). Gender and other demographic information was missing for 5 participants (4 from Gaskill and 1 from LaSalle).

Table 5.

### Participant Gender, Overall and by Site

Grade Level	Gaskill	LaSalle	Overall
Female	46%	46%	46%
Male	54%	54%	54%
<b>Total Participants with Data</b>	109	121	230



*Special Classifications*

As shown in the figure and table below, of the 230 program participants with available data, 16% (36) were classified by NFCSD as Special Education. Students classified as Economically Disadvantaged represented 75% (175) of program participants; 2% (4) were classified as Limited English Proficient students.

Figure 6:

**Participants with Special Classifications**

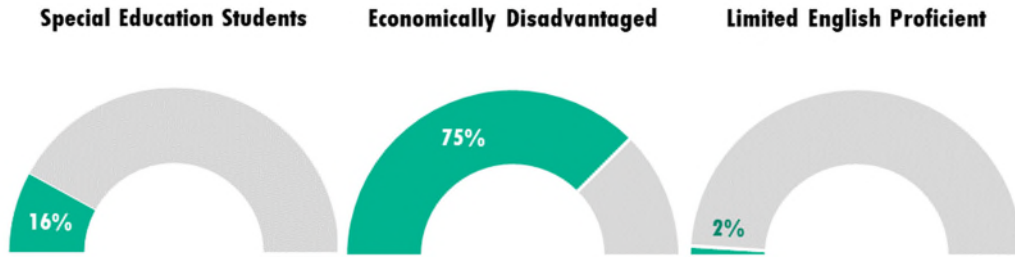


Table 6.

**Participants with Special Classifications, Overall and by Site**

Special Classification	Gaskill	LaSalle	Overall
Special Education	12%	19%	16%
Economically Disadvantaged	79%	72%	75%
Limited English Proficient	-	3%	2%
<b>Total Participants with Data</b>	<b>112</b>	<b>121</b>	<b>233</b>



### Program Implementation Performance Indicator Progress

The table below summarizes Prep21 program implementation-related performance indicators, and the status of progress toward meeting each this year. The status is presented in a circle of a corresponding color. The status options are:

- Met**
- Did not meet, but progressed**
- Did not meet**
- Unable to Measure**

Table 7.

#### Performance Indicator Status

Status	Performance Indicator
<b>Program Offerings</b>	
<span style="display: inline-block; width: 15px; height: 15px; background-color: #008080; border-radius: 50%;"></span>	Each site will offer 1 or more hours of academic enrichment afterschool during the school year each program day.
<span style="display: inline-block; width: 15px; height: 15px; background-color: #008080; border-radius: 50%;"></span>	Each site will offer 2 or more hours of academic enrichment during the summer each program day.
<span style="display: inline-block; width: 15px; height: 15px; background-color: #C0504D; border-radius: 50%;"></span>	The Site Coordinator/Education Liaison (SC/EL) will provide each afterschool teacher with an instructional alignment plan each year.
<span style="display: inline-block; width: 15px; height: 15px; background-color: #008080; border-radius: 50%;"></span>	Each site will offer 1 or more hours of enrichment or recreation activities after school during the school year each program day.
<span style="display: inline-block; width: 15px; height: 15px; background-color: #008080; border-radius: 50%;"></span>	Each site will offer 2 or more hours of enrichment or recreation during the summer each program day.
<span style="display: inline-block; width: 15px; height: 15px; background-color: #008080; border-radius: 50%;"></span>	The Prep21 Program will survey students annually about activity preferences.
<span style="display: inline-block; width: 15px; height: 15px; background-color: #FFD700; border-radius: 50%;"></span>	Afterschool academic and enrichment programming will be provided between 1 to 2.5 hours per day, 4 days per week, for 30 weeks at each program site.
<span style="display: inline-block; width: 15px; height: 15px; background-color: #FFD700; border-radius: 50%;"></span>	Academic, enrichment, and recreation programming will be provided 6 hours per day, 5 days per week, for 6 weeks over the summer at each program site.
<b>Community Involvement</b>	
<span style="display: inline-block; width: 15px; height: 15px; background-color: #008080; border-radius: 50%;"></span>	The District Advisory Committee (DAC) will meet quarterly with core Prep21 members.
<span style="display: inline-block; width: 15px; height: 15px; background-color: #008080; border-radius: 50%;"></span>	The Prep21 Advisory Committee (AC) will meet quarterly.
<span style="display: inline-block; width: 15px; height: 15px; background-color: #C0504D; border-radius: 50%;"></span>	The project team will meet monthly.
<span style="display: inline-block; width: 15px; height: 15px; background-color: #008080; border-radius: 50%;"></span>	The Prep21 will conduct annual surveys of parents and stakeholders.



Status	Performance Indicator
<b>Services to Families and Other Community Members</b>	
	Prep21 will offer a minimum of 60 hours of parent/family programming each year.
	Annually, 75% of parent/family members completing surveys will respond programs they attended met their needs.

### Program Offerings

Prep21 did not meet all performance indicators related to program offerings but made progress in Year 3 before the program ended in March 2020 due to the COVID-19 pandemic.

#### *Summer Program*

During the summer, the Prep21 program offered services to participants 6 hours per day, 4 days a week, for 4 weeks.

The academic portion of the program ran in the morning from 9am-12pm and included 90 minutes of math followed by 90 minutes of Reading and Writing. Enrichment activities ran in the afternoon from 12-3pm and included activities such as: Boy Scouts, Intro to Spanish, Soccer, and Yoga to name a few.

#### *School-Year Program*

During the school year, the Prep21 program offered services to participants approximately 4 days per week, 2.5 hours a day (Monday through Thursday 2:30-5:00pm).

Academic enrichment and enrichment or recreation activities were offered each day of program for at least one hour. The after-school program schedule is provided in the figure below.

Figure 7:

### Daily School Year After-School Program Schedule

Prep 21 Daily Program Schedule
<b>Block 1:</b> 2:30-3:30pm (Academics/Enrichment)
<b>Block 2:</b> 3:30-5:00pm (BGCNF Enrichment)



Prep21 offered a variety of academic support and enrichment or recreation activities to participants. A sampling of program activities is provided below.

Figure 8:

### Prep21 After-School Program Activities

Academic		Enrichment or Recreation	
• Algebra I	• Reflective Writing	• Board Games	• Sewing
• Book Club	• Robotics	• Healthy cooking	• Student council
• ELA Club	• Technology Club	• Intramural Sports	• Weightlifting
• Library	• Young Authors	• Ladies of Leadership	• Yoga
• Math			
• Newspaper			

Niagara University, a program partner, provided some additional academic enrichment activities, including Literacy/STEM activities and a book club.

Students were also surveyed in Year 3 about activity preferences at Gaskill. Few student surveys were collected from both LaSalle (4) and Gaskill (1). Student feedback was discussed earlier in this report.

#### COVID-19 Closure

After the closure of NFCSD in March 2020 due to the COVID-19 pandemic, some SEL support was offered to Prep21 participants. Counselors called their caseload of students each week and provided a variety of social-emotional support services. However, other virtual ASP activities did not continue.

#### Afterschool Instructional Alignment Plans

Instructional alignment plans were not created in Year 3. According to program staff, instructional alignment plans will be created in Year 4. While formal instructional alignment plans were not created, activities were aligned to the school day and provided students with fun opportunities designed to enrich school-day content.

#### Youth Development Activities

BGCNF and Community Missions (CM), program partners, provided Prep21 students with opportunities for personal and social growth through student-led groups. These groups focused on preventing at-risk behaviors (SMART Moves); counteracting gang activity and violence (Street SMART); promoting positive perceptions of, and behaviors in, young men (Passport to Manhood); teaching principles of justice, freedom, and democracy (Torch Club); understanding diversity and combating prejudice (Youth for Unity); and promoting positivity and self-confidence in young women (One Circle Girls' Group).

#### Social Emotional Supports

According to the Project Director, Prep21 implemented Check & Connect as a system for monitoring the behavior, academics, and attendance of students who required additional supports. Students who required individualized supports worked with psychologists from



Living Wellness of Niagara, who specialize in providing social-emotional and trauma-informed support to youth. The psychologists assessed student need and made specialized referrals as needed.

### Community Involvement

Prep21 did not meet all performance indicators related to community involvement but made progress in Year 3.

#### *Advisory Committee Meetings*

The Advisory Committee included key stakeholders and met quarterly (see the table below). The Advisory Committee included Prep21 and PrePrep21 (the elementary 21<sup>st</sup> CCLC program) stakeholders, including district staff, Project Directors for both programs, Site Coordinators, students, and family members. According to the Project Director, joint meetings were held to facilitate information sharing between the elementary and preparatory programs.

Table 8.

#### Quarterly Advisory Committee Meetings

Quarter	Meeting Date
Quarter 1	8/28/19
Quarter 2	12/17/19
Quarter 3	3/10/20
Quarter 4	6/16/20 (virtual)

There were four Advisory Committee (AC) meetings in total in Year 3. No Prep21 students attended the advisory meetings. One Prep21 parent attended the advisory meetings, but she also worked as a provider for Prep21. The Site Coordinators present all commented that they were having trouble recruiting more families to attend the advisory meetings.

The evaluator attended all but one advisory meeting and provided necessary data updates for each meeting in person, over the phone, and through email.

In June 2019, NYSED released a memo to 21<sup>st</sup> CCLC grantees to clarify advisory meeting requirements. According to the memo, advisory meetings should be held in July/August, November/December, February/March, and May/June annually. NYSED also provided guidance related to advisory meeting membership:

**“Program and partnering administrative staff, school and partnering agency representatives, students, parents and community members should be represented on the program advisory committee and should have meaningful involvement in program design, planning and assessment. Included in the list of required Advisory Board members is the Local Evaluator.”**

Prep21 mostly met these requirements, although on a modified timeline and without all required stakeholders. In Year 4, Prep21 intends to meet these requirements.



#### *District Advisory Committee Meetings*

The District Advisory Committee (DAC) met quarterly with core Prep21 members, including the Project Director, Superintendent, and other key staff, as appropriate.

#### *Project Team Meetings*

The Project Director indicated that informal meetings occurred with staff, but they did not have formal monthly meetings.

According to the Project Director, because site coordinators are school-day teachers, it is difficult to hold formal meetings. Due to this challenge, the Prep21 project team finds email and document sharing tools to be the most effective forms of communication.

#### *Annual Family Surveys*

Prep21 did distribute annual surveys for families, though few responses were received. Improving survey response rates will be a focus in Year 4.



## Services to Families and Other Community Members

Prep21 did not meet the performance indicators related to the family offerings. According to the Project Director, family offerings will be a focus in Year 4.

### *Family Offerings*

Prep21 offered 9 hour of family event in Year 3, not meeting the goal of 60 hours or more (see the table below). However, progress was made from offering 1 hour of family events in Year 2.

Table 9.

### Family Event Offerings

Site	Event Name	Date of Event	Total Event Hours
LaSalle	7 <sup>th</sup> Grade Orientation	9/3/2019	1.5
Gaskill	Open House	9/19/2019	2.5
Gaskill	Girls Circle Graduation	12/10/2019	1
LaSalle	Girls Circle Graduation	12/10/2019	1
Gaskill	GPS Celebration	12/13/2019	2.5
<b>Overall</b>		<b>6 events</b>	<b>9 hours</b>

### *Satisfaction with Family Offerings*

The following student survey item was used to measure whether or not the Prep21 family programs they attended met their needs.:

- “The after-school family programs are worthwhile.”

Among the 5 Prep21 family members who completed the survey, 80% (4) responded that they like coming to the program, exceeding the goal of 75%. However, this response rate is very low and may not be reflective of overall opinions.





## Academic Achievement & Behavior Change

Student outcomes are related to improved academic achievement and behavior change. Student outcome-related performance indicators for Prep21 are summarized in the table below with the status of progress toward meeting each this year.

Due to COVID-19 closures, limited data were available to measure academic achievement and behavior change. NYS assessments were not conducted this school year, and attendance and discipline data for this year are not be comparable to the prior academic year.

Table 10.

### Performance Indicator Status

Status	Performance Indicator
<b>Academic Achievement</b>	
●	Annually, 10% of regular attendees who scored a 1 or 2 on the previous year's Math exam will score a 3 or a 4.
●	Annually, 90% of regular attendees who scored a 3 or 4 on the previous year's Math exam will maintain or improve their score.
●	Annually, 10% of regular attendees who scored a 1 or 2 on the previous year's ELA exam will score a 3 or a 4.
●	Annually, 90% of regular attendees who scored a 3 or 4 on the previous year's ELA exam will maintain or improve their score.
<b>Behavior Change</b>	
●	Annually, 25% of regular attendees who were chronically absent the previous school year will exit chronically absent status in the current school year.
●	Annually, 25% of regular attendees who had ODRs the previous school year will have fewer ODRs in the current school year.
●	Annually, 90% of students who complete the survey will indicate the afterschool program was engaging.

### Academic Achievement

#### *NYS Math Assessment Performance*

Due to the COVID-19 pandemic, NYS exams were not administered this year.

#### *NYS ELA Assessment Performance*

Due to the COVID-19 pandemic, NYS exams were not administered this year.



## **Behavior Change**

### *School-Day Attendance*

This year's school-day attendance could not be reliably compared to last year's attendance due to the early closure of schools from the COVID-19 pandemic.

### *School-Day Discipline*

Disciplinary referrals could not be reliably measured this year due to the early closure of schools from the COVID-19 pandemic.

### *Student Engagement*

The following student survey item was used to measure whether the Prep21 program was engaging:

- "I like coming to this program."

Among the 10 Prep21 students who completed the survey, 70% (7) responded that they like coming to the program, less than the goal of 90%. The response rate was very low, though, and may not reflect overall opinions.



## Conclusions and Recommendations

### Summary of Successes and Lessons Learned

Prep21 operated mostly as designed in the grant application and according to the program logic model. Prep21 provided programming to students in grades 7-8. Overall, the program at each site operated for approximately 2.5 hours each day, with a blend of academic and enrichment/youth development activities. Summer programming was offered to students at each site.

Some social-emotional support was provided by Community Missions' Girls Circle, Young Men's Club, and from psychologists through Living Wellness of Niagara. Boys and Girls Club of Niagara Falls provided daily recreational enrichment programming and Community Missions facilitated Girls Circles at all Prep21 sites or at the 17<sup>th</sup> Street Boys and Girls Club site.

Prep21 staff used evaluation data to inform program decisions and participated in ongoing internal quality monitoring. Program staff communicated regularly to review program implementation, address concerns, and plan program activities. Prep21 program staff attended 21<sup>st</sup> CCLC conferences.

Site visits generally confirmed that the program was operating as intended as a 21<sup>st</sup> CCLC program aligned to state and federal goals and that program quality improved since Year 1. Visits highlighted positive, respectful relationships between the Prep21 staff and students. The majority of student survey respondents indicated overall satisfaction with the program, in alignment with site visit findings.

Other successes from Year 3 include: strong program partnerships, increased teacher interest in the program, increased family event offerings from the previous program year, and high student engagement while program was offered. SEL support was also offered to select students during COVID-19 school closures.

Prep21 also experienced a variety of challenges in Year 3. While family event offerings increased from 1 hour in Year 2 to 9 hours in Year 3, this is still far lower than the target of 60 hours. There is still a general lack of family participation in advisory meetings and the family feedback survey.

The impact of the COVID-19 pandemic was the greatest Prep21 challenge. With all of the uncertainty, Prep21 was unable to continue providing academic and enrichment activities after schools closed in March 2020. NFCSD prioritized the implementation of virtual learning for all students in the district. In Year 4, Prep21 will need to begin implementing virtual program activities, as necessary, if the COVID-19 pandemic continues for a large portion of the program year.



## Recommendations

The following recommendations are provided to inform decisions about Year 4 of programming. These recommendations will be discussed with program stakeholders at the first Advisory Committee meeting and can be reviewed and discussed as appropriate throughout the program year.

### **Focus on program recruitment and retention in Year 4.**

The target of 400 program participants has been a challenge for the Prep21 program since Year 1. Due to the added challenge of decreased participation due to the COVID-19 pandemic, program staff should focus on the recruitment and retention of program participants in Year 4. Virtual program activities should be explored and offered to Prep21 students and families.

### **Continue efforts to increase family involvement.**

Progress was made from Year 2 to Year 3 related to family involvement. However, more progress needs to be made to meet the goals of the program. Program staff should continue to communicate with family members of participants to identify activities of interest and offer those activities to Prep21 family members. Families should also have the opportunity to provide feedback about interest in virtual Prep21 activities.

Program staff should also collaborate with the Parent Network of Western New York, a program partner, to offer activities to families. Program staff should also work to encourage more responses to family feedback surveys at both sites.

### **Create an instructional alignment plan and continue to work with schools to improve student academic performance.**

Afterschool teachers should be provided with an instructional alignment plan, as stated in the program's performance indicators. Program staff should continue to provide program activities that will help to improve student performance on NYS Assessment exams. Instructional alignment plans should also include guidance for virtual program activities.

**2019 – 2020**

**Niagara Falls City School District-Prep**

**Annual Evaluation Report Appendices**

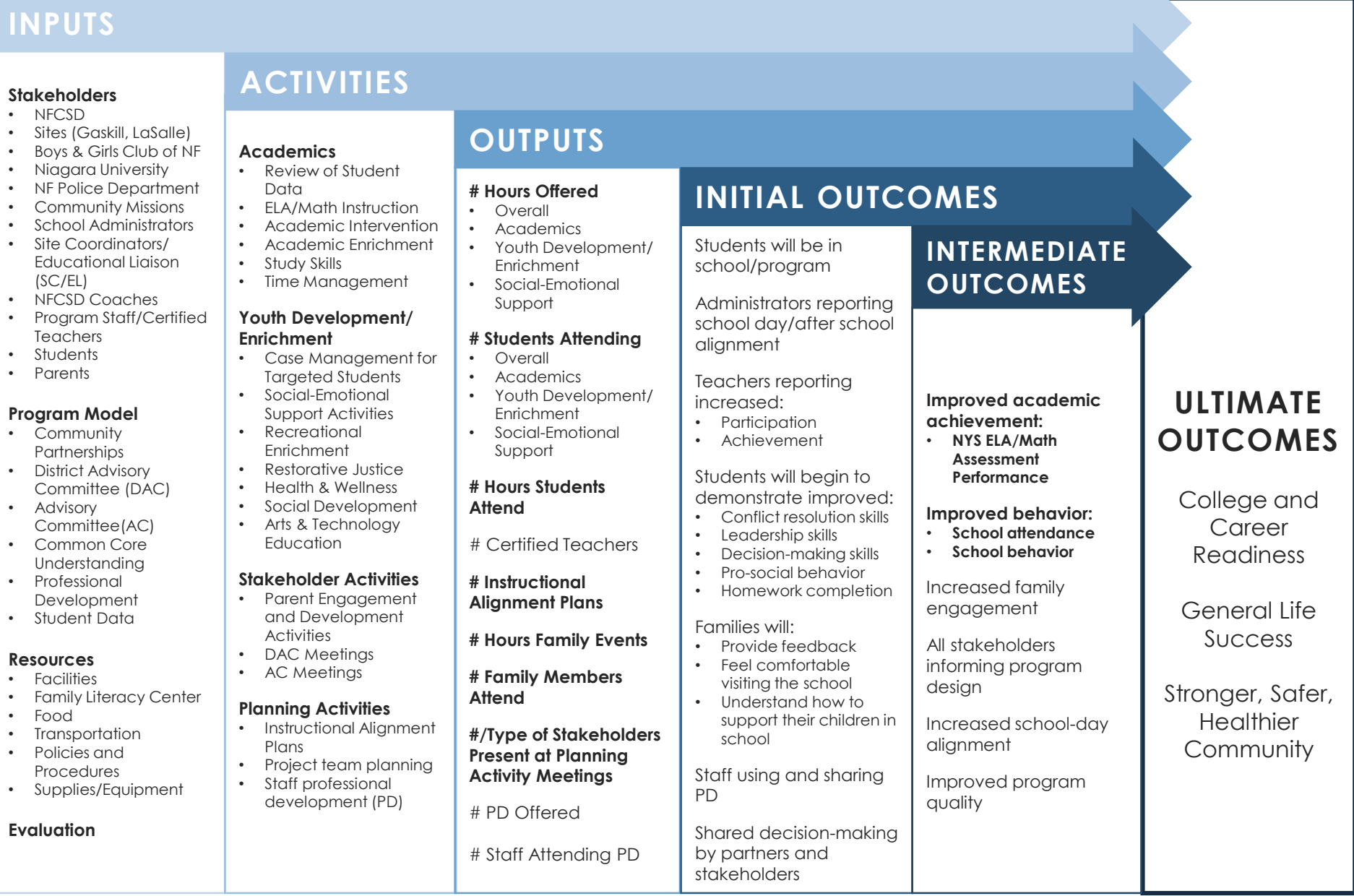
**2019 – 2020**

**Niagara Falls City School District-Prep**

**Appendix A: Logic Model**

# Niagara Falls City School District-Prep21 Program (Prep Schools)

## 21<sup>st</sup> Century Community Learning Centers Round 7 Logic Model



Prepared by Via Evaluation. Items in bold will be measured annually by the evaluator.

**2019 – 2020**

**Niagara Falls City School District-Prep**

**Appendix B: Evaluation Plan**



PrePrep21 (Elementary) and Prep21 (Preparatory) Programs  
Niagara Falls City School District, 21<sup>st</sup> Century Community Learning Centers, Round 7 Evaluation Plan

Evaluation Activities (Person Responsible: Amy Puca)	Program/Client Responsibilities (Tom Fisher, John Briglio)	JUL/AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL/AUG
Update the program logic model, as necessary	Review and provide feedback on program logic model	<input type="checkbox"/>											
Regular check-in on activities and data review/analysis (as available)	Provide available <b>program data</b> to Via Evaluation (see next page)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attend Advisory Council (AC) meetings (as necessary)	Facilitate quarterly AC meetings		<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>	
Complete the Fall Site Visit and provide visit summary to program staff	Facilitate the completion of the site visit by providing blackout dates and other information to Via Evaluation (program schedule)			<input type="checkbox"/>									
Complete mid-year check-in report and review with stakeholders	Provide available <b>program data</b> for mid-year check-in to Via Evaluation; Complete interim evaluation report							<input type="checkbox"/>					
Complete the Spring site visit and provide report to program staff	Facilitate the completion of the site visit by providing blackout dates to Via Evaluation									<input type="checkbox"/>			
Prepare, analyze, and provide reports for program surveys	Administer electronic family and student program surveys										<input type="checkbox"/>		
Facilitate district data request and collect data from NFCSD	<i>Via Evaluation will submit the NFCSD data request on behalf of program staff</i>									<input type="checkbox"/>			
Complete the third-party Local Evaluation Reports (PrePrep21 and Prep21)	Provide available <b>program data</b> for end-of-year reporting; review the Annual Evaluation Report and submit to NYSED											<input type="checkbox"/>	<input type="checkbox"/>
Complete the third-party Annual Evaluation Reports (PrePrep21 and Prep21)	Provide available <b>program data</b> for end-of-year reporting; review the Local Report											<input type="checkbox"/>	<input type="checkbox"/>
Complete Quick Facts Reports (PrePrep21 and Prep21)	Review the Quick Facts Reports												<input type="checkbox"/>

The following **program data** and **district data** must be provided to Via Evaluation for the evaluator to complete evaluation activities for both the PrePrep21 and Prep21 programs:

### Program Data

- 1 Program schedule and calendar, summer and school year
- 2 Program roster with student ID and demographic information
- 3 Monthly, electronic, activity-level attendance data
- 4 Site Coordinator/Education Liaison instructional alignment plans (general, one per site)
- 5 District Advisory Committee meeting minutes and sign-in sheets
- 6 PrePrep21 Advisory Committee meeting minutes and sign-in sheets
- 7 Project Team meeting minutes and sign-in sheets
- 8 Event information from parent and family-focused activities (name of event, date, time, and location)

### District Data

- 1 NYS ELA Assessment Scores, by student ID
- 2 NYS Math Assessment Scores, by student ID
- 3 School Attendance (total absences and total membership days), by student ID
- 4 School Discipline, by student ID

I have reviewed the evaluation plan with my evaluator, and we have agreed to meet our responsibilities outlined in the plan. I am aware that this evaluation plan will be appended to the contract my organization has with Via Evaluation. Any changes to the plan will be discussed and agreed upon in writing by both parties. I understand that the program is responsible for collecting and retaining written parent permissions for evaluation activities.

Elementary Project Director Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Prep Project Director Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Evaluator Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**2019 – 2020**

**Niagara Falls City School District-Prep**

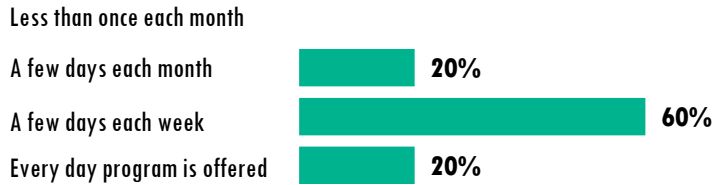
**Appendix C: Survey Reports**

# 2019-2020 21st Century Family Feedback Survey Report

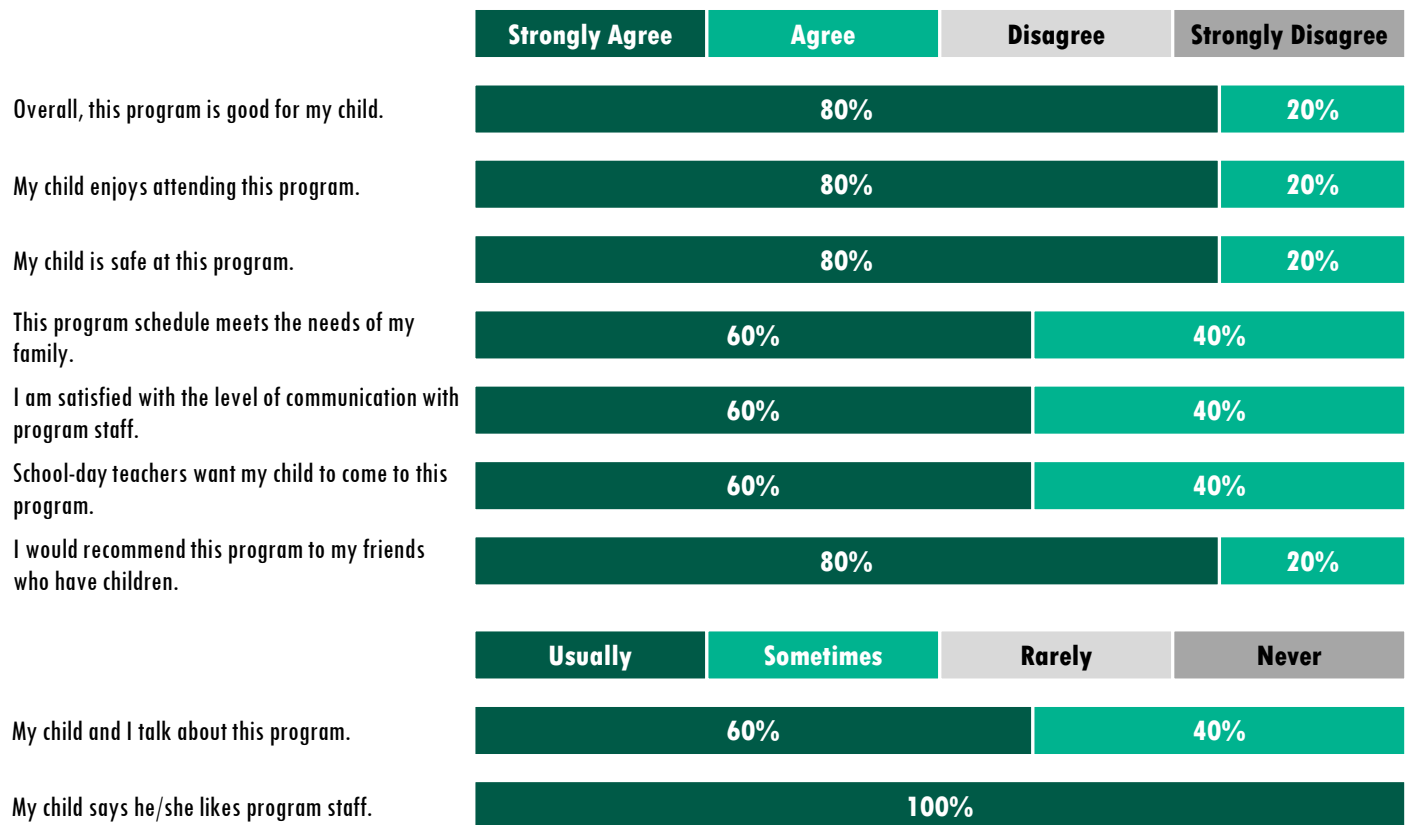
21st Century Program at Gaskill Preparatory School and LaSalle Preparatory School

**Number of Respondents**      **5 Overall**      **1 at Gaskill, 4 at LaSalle**

## How often do survey respondents' children attend the program?



## What do families think of the program?



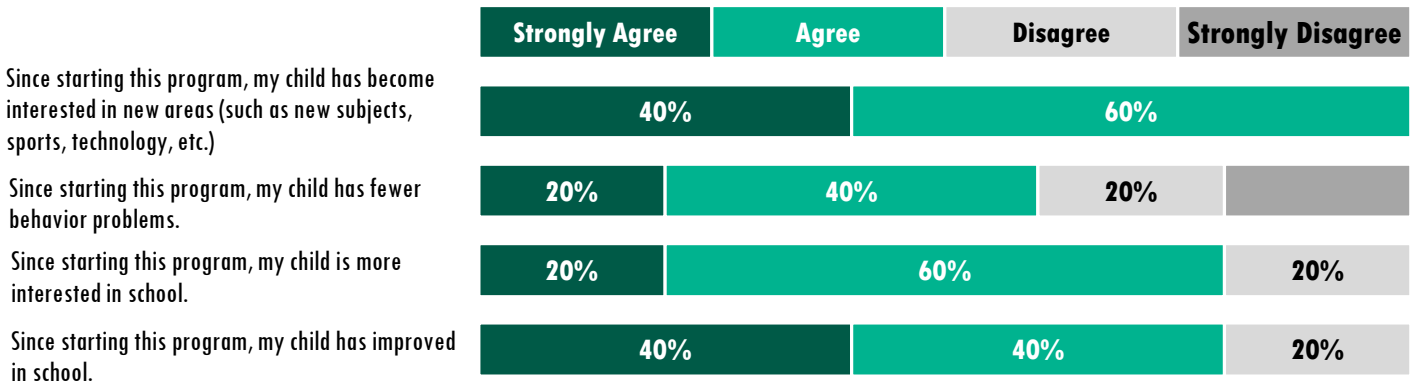
## What do families think of the after-school family programs?



# 2019-2020 21st Century Family Feedback Survey Report

21st Century Program at Gaskill Preparatory School and LaSalle Preparatory School

## What impact did the program have?



Themes from qualitative responses are summarized below.

## Why do families send their children to the program?

Student is interested in activities

Student needs assistance in a particular subject

Parent is not yet out of work

## What would make the program better?

Offering before-school programming

Teachers encouraging students to seek academic assistance

## What family programs would be most helpful?

Student testing information

Typing classes

Math help

## What else did families share about the program?

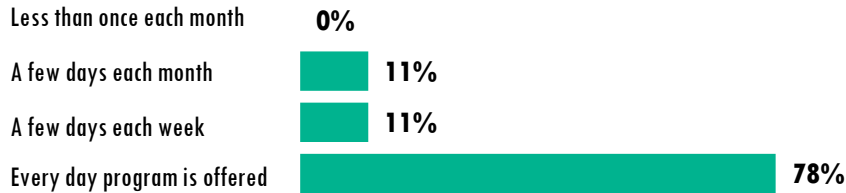
Parents did explore this option much, but those who did said that the advisors are "awesome" and that the program is "fantastic."

# 2019-2020 21st Century Student Feedback Survey Report (Grades 7 & 8)

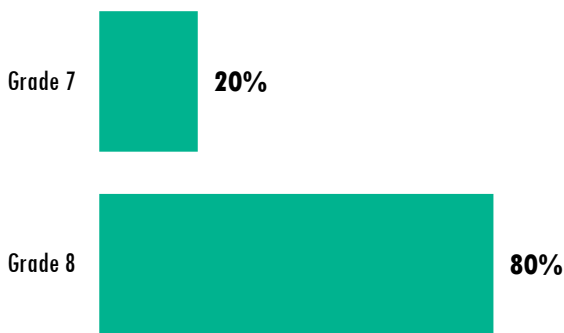
21st Century Program at Gaskill Preparatory and LaSalle Preparatory Schools

**Number of Respondents**      **10 Overall**      **8 at Gaskill and 2 at LaSalle**

## How often do survey respondents attend the program?



## Grade Level of Respondents



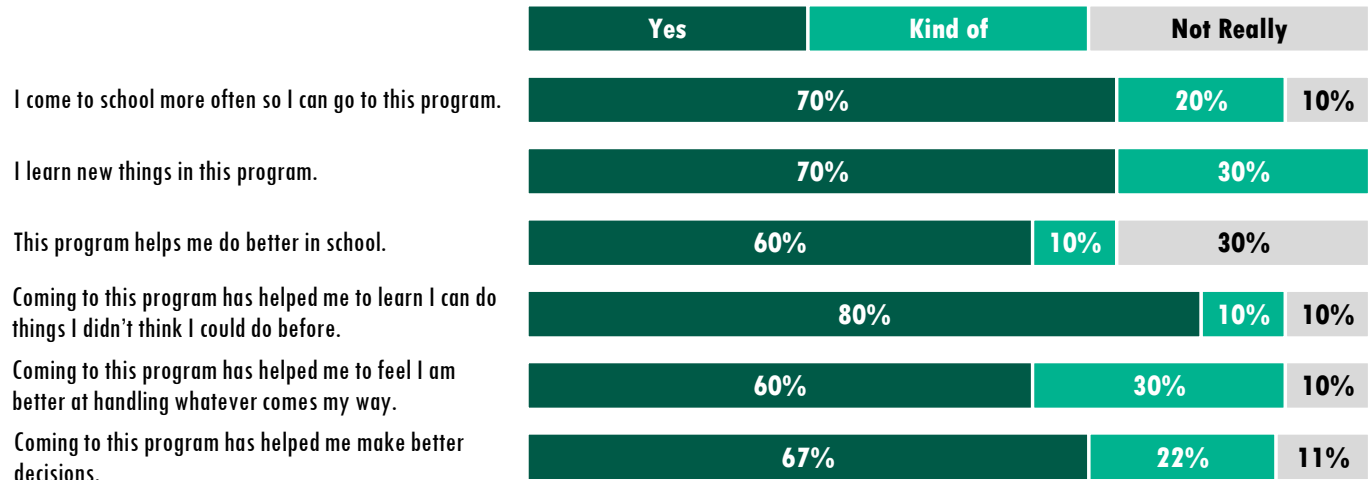
## What do students think of the program?

	Yes	Kind of	Not Really
I like coming to this program.	70%	30%	
I tell my friends to come to this program.	90%	10%	
Staff at this program care about me.	90%	10%	
Staff at this program listen to me.	70%	30%	
I feel safe at this program.	90%	10%	
Students in this program are nice to each other.	60%	40%	
Activities in this program are fun.	50%	50%	
I can exercise or do sports activities in this program.	50%	50%	
I like the food in this program.	40%	30%	30%
Staff at the program treat me well.	100%		
Staff at the program help me.	100%		
If I can, I want to come back to this program next year.	80%	10%	10%

# 2019-2020 21st Century Student Feedback Survey Report (Grades 7 & 8)

21st Century Program at Gaskill Preparatory and LaSalle Preparatory Schools

## What impact did the program have?



Themes from qualitative responses are summarized below. Complete survey comments are included at the end of this report.

## What do students like best about the program?

Making new memories with friends and making new friends

Increased opportunities for sports, art and performance that are not offered during regular school hours

Kind and supportive teachers and staff

## What would make the program better?

More activities to choose from

More days and longer times for programming

## What would students do after school if they didn't attend the program?

Go home and be idle

Play sports or work out

Finish schoolwork

## What else did students share about the program?

Students raved that "drama club is amazing," and "enjoyed getting to go to different afterschool programs!"

**2019 – 2020**

**Niagara Falls City School District-Prep**

**Appendix D: Program Quality Site Visit Reports**



# SITE VISIT REPORT

MODIFIED OUT-OF-SCHOOL TIME OBSERVATION INSTRUMENT

## Gaskill Preparatory School

**Provider:** Niagara Falls City School District

**Date:** 3/4/2020

**Time:** 2:55-4:00pm

### Activities Observed:

- STEM (Grades 7-8)
- Drama (Grades 7-8)
- Social Studies (Grades 7-8)

## Observation Summary

Upon arrival, the observers were greeted by one of the site coordinators. During the visit, the observers were notified by one of the teachers that there was a sports meeting being held for all students who wanted to participate in a Spring sport. Therefore, many of the activities had a lower number of participants than they normally do.

- The climate of the program appeared to be structured, positive, and inviting for students.
- Staff appeared to be knowledgeable and involved with the students across all observed activities.
- Students were engaged and having a good time with the material in each activity.
- Staff and students appeared to have a good rapport with each other.
- Due to a misunderstanding in the schedule, only three activities were observed. Some activities ended before the scheduled end time. Because of this, the observers were only able to observe two academic and one enrichment activity.
- Even though Cooking class was not observed, the observers were able to talk to one of the students who participated in the class. The student stated that they really enjoyed the cooking class, specifically that everything they cooked was vegan. The student was even able to describe the different ways they learned how to cook broccoli.

## Recommendations

### Offer more activities that are aligned with 21<sup>st</sup> Century.

While only two academic activities were observed, only one activity was strongly aligned to 21<sup>st</sup> CCLC. Additionally, as required by the grant, ensure that all students are offered at least 1 hour of academics each day. On the day of the visit, only two academic activities were being offered compared to five enrichment activities.

### Make sure the weekly schedule is updated and accurate.

When the observers arrived, they were given two schedules; 1 for the month and another for the week. Upon attempting to observe the first class, the observers realized the classroom had changed. Ensure that the weekly schedule is accurate and up-to-date.

## Observation Instrument Summary Page: STEM

Location: Gaskill Preparatory School	Observer: Gregg Byrne	Observation #: 1	Room Number: 105	Date: 3/4/2020	Start Time: 3:15 pm	End Time: 3:30 pm
---	--------------------------	---------------------	---------------------	-------------------	------------------------	----------------------

Activity Type	✓ata	Type of space	✓one	Total participants	#					
Homework Help/Test Prep		Classroom		Total Number of Participants	8					
Tutoring		Gym								
Academics Activities (not homework)	✓	Computer Lab		Grade Levels (ata are shaded)						
Story reading/listening		Library		K	1	2	3	4	5	6
Visual Arts		Cafeteria		7	8	9	10	11	12	
Dance		Auditorium		Participation type					✓one	
Music		Art Room		By age or grade						
Drama		Music Room		By interest (child's choice)					✓	
Crafts		Hallway		All attendees (in the program)						
Sports: practicing/learning a skill		Outside Playground		Skill development					✓one	
Sports: playing competitive or non-compet. physical games		Other: _____ Tech room _____	✓	Skill-building					✓	
Open, unstructured time (e.g., table games, internet, free play)		<b>Total Staff</b>	<b>#</b>	Skill practice/reinforcement						
Staff-assigned learning games (dominos, chess, etc.)		High School Student		Neither						
Community service		College Student/Young Adult		This is a homework activity						
College/Career Preparation		Certified Teacher	4							
Cultural awareness clubs/projects		Specialist/Other Professional								
Other: _____		Other Adult								

**Primary Skill targeted, if skill-building ✓one**

Physical/athletic		Decision-making/problem solving	
Artistic		Interpersonal communication	
Math/numeracy		Other: _____ Science/Engineering _____	✓
Reading/writing/literacy			

Symbol Key:

- ✓+ = activity was observed and is above standard
- ✓ = activity was observed and is at standard
- ✓- = activity was observed and is below standard
- N/O = activity was not observed
- N/A = ratings for this item are not applicable

### Relationship Building: YOUTH...

- ✓ **Are friendly and relaxed with one another.** Youth socialize informally. They are relaxed in their interactions with each other. They appear to enjoy one another's company.
- ✓ **Respect one another.** Youth refrain from causing disruptions that interfere with others accomplishing their own tasks. When working together, they consider one another's viewpoints. They refrain from derogatory comments or actions about an individual person and the work s/he is doing; if disagreements occur, they are handled constructively.
- ✓ **Show positive affect to staff.** Youth interact with the staff, and these interactions are generally friendly interactions. For example, they may smile at staff, laugh with them, and/or share good-natured jokes.
- ✓ **Assist one another.** One or more youth formally or informally reach out to help/mentor peers and help them think about and figure out how to complete a task. This item refers to assistance that is intentional and prolonged, going beyond answering an incidental question. May include assisting one another with drama, dance, step, or sports techniques/moves.
- ✓+ **Are collaborative.** Youth work together/share materials to accomplish tasks. Youth are equal partners in the work. This item includes strategizing how to complete a product and includes planning a cohesive product or performance (e.g., a dance, a play, or a musical event) or winning a game. This item is different from the item above, in that it involves a joint intellectual effort.

### Participation: YOUTH...

- ✓ **Are on-task.** Youth are focused, attentive, and not easily distracted from the task/project. They follow along with the staff and/or follow directions to carry on an individual or group task. Noise level and youth interactions can be high if youth are engaged in the expected task(s).
- ✓ **Listen actively and attentively to peers and staff.** Youth listen and respond to each other and staff. They appear interested in what others have to say. They look at peers and/or staff when they speak, and they provide concrete and constructive feedback about ideas or actions.
- N/A **Contribute opinions, ideas and/or concerns to discussions.** Youth discuss/express their ideas and respond to staff questions and/or spontaneously share connections they've made. This item goes beyond basic Q&A and refers to sharing that is part of the activity and within the class norms. Calling out – or disruptively talking out of turn – is not part of this item.
- ✓ **Have opportunities to make meaningful choices.** Within this activity, youth choose what they do, how they do it, and/or with whom they collaborate, and they experience the consequences of their choices. This item refers to genuine options, not simple choices such as choosing between two types of games, or two sets of homework pages.
- ✓ **Take leadership responsibility/roles.** Youth have meaningful responsibility for directing, mentoring or assisting one another to achieve an outcome; they lead some part of the activity by organizing a task or a whole activity, or by leading a group of youth within the activity.

## RELATIONSHIP BUILDING: STAFF...

- ✓ **Use positive behavior management techniques** that allow for youth to accomplish the activity's objectives. Staff set consistent limits and clear behavioral standards, and these are appropriate to the age of the youth and the activity type. If it is necessary to discipline, staff do so in a firm manner, without unnecessary accusations, threats, or anger and there is no evidence of disciplinary problems.
- ✓ **Encourage the participation of all.** Regardless of gender, race, language ability, or other evident differences among students, staff try to engage students who appear isolated; they do not favor (or ignore) a particular student or small cluster of students.
- ✓ **Show positive affect toward youth.** Staff tone is caring and friendly; they use positive language, smile, laugh, or share good-natured jokes. They refrain from threats, cutting sarcasm, or harsh criticism. If no verbal interaction is necessary, staff demonstrate a positive and caring affect toward youth.
- ✓ **Attentively listen to and/or observe youth.** Staff look at youth when they speak and acknowledge what youth have said by responding and/or reacting verbally and nonverbally. They pay attention to youth as they complete tasks and appear interested in what youth are saying/doing.
- N/A **Encourage youth to share their ideas, opinions and concerns about the content of the activity.** Staff actively elicit youth ideas, opinions, and concerns through discussion and/or writing. This item goes beyond basic Q&A to fully engage with youth's ideas and thinking.
- ✓ **Engage personally with youth.** Staff show a personal interest in youth as individuals, ask about their interests, and engage about events in their lives. This goes beyond content-based discussions to include personal interest and demonstrate caring by the adults.
- N/A **Guide for positive peer interactions.** The lesson structure/content explicitly encourages positive relationships/interactions and/or teaches interpersonal skills. May involve staff explaining, or through planned activity content, why negative behavior (e.g., bullying, teasing, etc.) is unacceptable and offering constructive behavioral alternatives. However, This item does not refer to behavior management, as described above.

## INSTRUCTIONAL STRATEGIES: STAFF...

- ✓ **Communicate goals, purpose, expectations.** Staff make clear the value and purpose of what youth are doing and/or what they expect them to accomplish. Activity goals/expectations may also be implicit if students are clearly on task without staff direction. This item goes beyond how youth are expected to behave (which would be captured above).
- ✓ **Verbally recognize youth's efforts and accomplishments.** Staff explicitly acknowledge youth's participation and progress to motivate them using praise, encouragement, and/or constructive guidance/modeling. (Must involve verbal statements not just implied affirmation.)
- ✓ **Assist youth without taking control.** Staff refrain from taking over a task or doing the work for the youth. They coach, demonstrate, or employ scaffolding techniques that help youth to gain a better understanding of a concept or complete an action on their own. This assistance goes beyond checking that work is completed.
- N/A **Ask youth to expand upon their answers and ideas.** Staff encourage youth to explain their answers, to give evidence, or suggest conclusions. They ask youth 'why', 'how' and 'if' questions to get them to expand, explore, better clarify, articulate, or concretize their thoughts/ideas. This item goes beyond basic Q&A.
- N/A **Challenge youth to move beyond their current level of competency.** Staff give constructive feedback that is designed motivate youth, to set a higher standard, and meant to help youth gauge their progress. Staff help youth determine ways to push themselves intellectually, creatively, and/or physically.
- N/A **Employ varied teaching strategies.** To engage students and/or reach those with different learning styles, staff use diverse instructional strategies, which may include: direct instruction, coaching, modeling, demonstrating, or others. Varied instructional strategies can occur simultaneously and/or sequentially within the observation period.
- ✓ **Plan for/ask youth to work together.** Staff structure activities so that youth work cooperatively to solve problems, and/or accomplish tasks. This item goes beyond staff-assigned teams for competitive games and sports. In the case of staff-assigned teams, staff actively encourage youth to collaborate, plan, devise strategies, etc.

## CONTENT AND STRUCTURE\*: ACTIVITY...

- ✓+ **Is well organized.** Activity has clear (implicitly or explicitly stated) goals/objectives; there is evidence of a clear lesson plan and process(es), and tasks can be conducted in the timeframe available. If special materials are needed, they are prepared and available.
- ✓+ **Challenges students intellectually, creatively, developmentally, and/or physically.** Activity's level of challenge is not so difficult that youth have trouble participating successfully and not so easy that youth complete tasks routinely, without thought, and become restless/disengaged.
- ✓+ **Involves the practice/a progression of skills.** Activity involves practicing skills needed to complete tasks. If a long-term project, youth's activity on the project provides the opportunity to apply or expand skills or techniques previously learned.
- ✓+ **Requires analytic thinking.** Activity calls on students to think about and solve meaningful problems and/or juggle multiple activities or strategies/dimensions to accomplish a task. For example, the activity requires youth to think about two or more ideas, and/or understand and apply sequencing or patterns. This can apply to complex dance, arts, theater, or sports moves, routines, or strategies.

\*The content and structure assessment is NOT completed for homework activities.

## ENVIRONMENTAL CONTEXT

1	Is the level of <b>adult supervision</b> appropriate to activity and age group? If no: → Why not?	Yes	No
2	Is the <b>work space</b> conducive to the activity? If no: → Why not?	Yes	No
3	Are <b>necessary materials</b> available and in sufficient supply? If no: → Why not?	Yes	No

## COMMENTS ON THIS ACTIVITY

This activity was in a different room than what was listed on the program schedule. It took a few minutes for a site coordinator to meet the observers and direct them to the correct room.

Upon arriving to the classroom, 1 staff member and a student were in the hallway working on flying a drone through an obstacle course. The student was trying to maneuver a flying drone through hula-hoops attached to traffic cones. Inside the classroom, students were working on a few different things. The main assignment for the students were to create a 3D design based off changing simple shapes. The students did this by using Tinkercad (an online 3D modeling program). The observer was able to listen and watch students as they manipulated shapes and object on the software to create their own designs. Most students sat at tables in small groups of 2-3 while sharing a laptop. Also, the staff explained that a few students created designs for a 3D-printed bracelets the day before, so some of them were being printed today. All students appeared to be enjoying the activity as they were observed having open conversations with both their fellow peers and all the staff members.

Though students were working on their personal designs, the activity was well-organized. There were directions and tips on a whiteboard about the Tinkercad activity. It mentioned things such as the importance of time management and the learning targets for the day.

## Observation Instrument Summary Page: Social Studies

Location: Gaskill Preparatory School	Observer: Gregg Byrne	Observation #: 2	Room Number: 202	Date: 3/4/2020	Start Time: 3:30 pm	End Time: 3:40 pm				
Activity Type	✓ata	Type of space	✓one	Total participants			#			
Homework Help/Test Prep		Classroom	✓	Total Number of Participants			1			
Tutoring		Gym								
Academics Activities (not homework)	✓	Computer Lab		Grade Levels (ata are shaded)						
Story reading/listening		Library		K	1	2	3	4	5	6
Visual Arts		Cafeteria		7	8	9	10	11	12	
Dance		Auditorium		Participation type						✓one
Music		Art Room		By age or grade						
Drama		Music Room		By interest (child's choice)						✓
Crafts		Hallway		All attendees (in the program)						
Sports: practicing/learning a skill		Outside Playground		Skill development						✓one
Sports: playing competitive or non-compet. physical games		Other: _____		Skill-building						
Open, unstructured time (e.g., table games, internet, free play)		Total Staff	#	Skill practice/reinforcement						
Staff-assigned learning games (dominos, chess, etc.)		High School Student		Neither						✓
Community service		College Student/Young Adult		This is a homework activity						
College/Career Preparation		Certified Teacher	1							
Cultural awareness clubs/projects		Specialist/Other Professional								
Other: _____		Other Adult								
Primary Skill targeted, if skill-building ✓one										
Physical/athletic				Decision-making/problem solving						
Artistic				Interpersonal communication						
Math/numeracy				Other: _____						
Reading/writing/literacy										

Symbol Key:

- ✓+ = activity was observed and is above standard
- ✓ = activity was observed and is at standard
- ✓- = activity was observed and is below standard
- N/O = activity was not observed
- N/A = ratings for this item are not applicable

Relationship Building: YOUTH...	
N/A	<b>Are friendly and relaxed with one another.</b> Youth socialize informally. They are relaxed in their interactions with each other. They appear to enjoy one another's company.
N/A	<b>Respect one another.</b> Youth refrain from causing disruptions that interfere with others accomplishing their own tasks. When working together, they consider one another's viewpoints. They refrain from derogatory comments or actions about an individual person and the work s/he is doing; if disagreements occur, they are handled constructively.
✓	<b>Show positive affect to staff.</b> Youth interact with the staff, and these interactions are generally friendly interactions. For example, they may smile at staff, laugh with them, and/or share good-natured jokes.
N/A	<b>Assist one another.</b> One or more youth formally or informally reach out to help/mentor peers and help them think about and figure out how to complete a task. This item refers to assistance that is intentional and prolonged, going beyond answering an incidental question. May include assisting one another with drama, dance, step, or sports techniques/moves.
N/A	<b>Are collaborative.</b> Youth work together/share materials to accomplish tasks. Youth are equal partners in the work. This item includes strategizing how to complete a product and includes planning a cohesive product or performance (e.g., a dance, a play, or a musical event) or winning a game. This item is different from the item above, in that it involves a joint intellectual effort.
Participation: YOUTH...	
✓	<b>Are on-task.</b> Youth are focused, attentive, and not easily distracted from the task/project. They follow along with the staff and/or follow directions to carry on an individual or group task. Noise level and youth interactions can be high if youth are engaged in the expected task(s).
N/A	<b>Listen actively and attentively to peers and staff.</b> Youth listen and respond to each other and staff. They appear interested in what others have to say. They look at peers and/or staff when they speak, and they provide concrete and constructive feedback about ideas or actions.
N/A	<b>Contribute opinions, ideas and/or concerns to discussions.</b> Youth discuss/express their ideas and respond to staff questions and/or spontaneously share connections they've made. This item goes beyond basic Q&A and refers to sharing that is part of the activity and within the class norms. Calling out – or disruptively talking out of turn – is not part of this item.
N/A	<b>Have opportunities to make meaningful choices.</b> Within this activity, youth choose what they do, how they do it, and/or with whom they collaborate, and they experience the consequences of their choices. This item refers to genuine options, not simple choices such as choosing between two types of games, or two sets of homework pages.
N/A	<b>Take leadership responsibility/roles.</b> Youth have meaningful responsibility for directing, mentoring or assisting one another to achieve an outcome; they lead some part of the activity by organizing a task or a whole activity, or by leading a group of youth within the activity.

## RELATIONSHIP BUILDING: STAFF...

N/A	<b>Use positive behavior management techniques</b> that allow for youth to accomplish the activity's objectives. Staff set consistent limits and clear behavioral standards, and these are appropriate to the age of the youth and the activity type. If it is necessary to discipline, staff do so in a firm manner, without unnecessary accusations, threats, or anger and there is no evidence of disciplinary problems.
N/A	<b>Encourage the participation of all.</b> Regardless of gender, race, language ability, or other evident differences among students, staff try to engage students who appear isolated; they do not favor (or ignore) a particular student or small cluster of students.
✓	<b>Show positive affect toward youth.</b> Staff tone is caring and friendly; they use positive language, smile, laugh, or share good-natured jokes. They refrain from threats, cutting sarcasm, or harsh criticism. If no verbal interaction is necessary, staff demonstrate a positive and caring affect toward youth.
✓	<b>Attentively listen to and/or observe youth.</b> Staff look at youth when they speak and acknowledge what youth have said by responding and/or reacting verbally and nonverbally. They pay attention to youth as they complete tasks and appear interested in what youth are saying/doing.
✓	<b>Encourage youth to share their ideas, opinions and concerns about the content of the activity.</b> Staff <u>actively elicit</u> youth ideas, opinions, and concerns through discussion and/or writing. This item goes beyond basic Q&A to fully engage with youth's ideas and thinking.
N/A	<b>Engage personally with youth.</b> Staff show a personal interest in youth as individuals, ask about their interests, and engage about events in their lives. This goes beyond content-based discussions to include personal interest and demonstrate caring by the adults.
N/A	<b>Guide for positive peer interactions.</b> The lesson structure/content explicitly encourages positive relationships/interactions and/or teaches interpersonal skills. May involve staff explaining, or through planned activity content, why negative behavior (e.g., bullying, teasing, etc.) is unacceptable and offering constructive behavioral alternatives. However, This item does not refer to behavior management, as described above.

## INSTRUCTIONAL STRATEGIES: STAFF...

✓	<b>Communicate goals, purpose, expectations.</b> Staff make clear the value and purpose of what youth are doing and/or what they expect them to accomplish. Activity goals/expectations may also be implicit if students are clearly on task without staff direction. This item goes beyond how youth are expected to behave (which would be captured above).
N/A	<b>Verbally recognize youth's efforts and accomplishments.</b> Staff explicitly acknowledge youth's participation and progress to motivate them using praise, encouragement, and/or constructive guidance/modeling. (Must involve verbal statements not just implied affirmation.)
✓	<b>Assist youth without taking control.</b> Staff refrain from taking over a task or doing the work for the youth. They coach, demonstrate, or employ scaffolding techniques that help youth to gain a better understanding of a concept or complete an action on their own. This assistance goes beyond checking that work is completed.
✓	<b>Ask youth to expand upon their answers and ideas.</b> Staff encourage youth to explain their answers, to give evidence, or suggest conclusions. They ask youth 'why', 'how' and 'if' questions to get them to expand, explore, better clarify, articulate, or concretize their thoughts/ideas. This item goes beyond basic Q&A.
N/A	<b>Challenge youth to move beyond their current level of competency.</b> Staff give constructive feedback that is designed motivate youth, to set a higher standard, and meant to help youth gauge their progress. Staff help youth determine ways to push themselves intellectually, creatively, and/or physically.
N/A	<b>Employ varied teaching strategies.</b> To engage students and/or reach those with different learning styles, staff use diverse instructional strategies, which may include: direct instruction, coaching, modeling, demonstrating, or others. Varied instructional strategies can occur simultaneously and/or sequentially within the observation period.
N/A	<b>Plan for/ask youth to work together.</b> Staff structure activities so that youth work cooperatively to solve problems, and/or accomplish tasks. This item goes beyond staff-assigned teams for competitive games and sports. In the case of staff-assigned teams, staff actively encourage youth to collaborate, plan, devise strategies, etc.



## CONTENT AND STRUCTURE\*: ACTIVITY...

✓	<b>Is well organized.</b> Activity has clear (implicitly or explicitly stated) goals/objectives; there is evidence of a clear lesson plan and process(es), and tasks can be conducted in the timeframe available. If special materials are needed, they are prepared and available.
N/A	<b>Challenges students intellectually, creatively, developmentally, and/or physically.</b> Activity's level of challenge is not so difficult that youth have trouble participating successfully and not so easy that youth complete tasks routinely, without thought, and become restless/disengaged.
N/A	<b>Involves the practice/a progression of skills.</b> Activity involves practicing skills needed to complete tasks. If a long-term project, youth's activity on the project provides the opportunity to apply or expand skills or techniques previously learned.
N/A	<b>Requires analytic thinking.</b> Activity calls on students to think about and solve meaningful problems and/or juggle multiple activities or strategies/dimensions to accomplish a task. For example, the activity requires youth to think about two or more ideas, and/or understand and apply sequencing or patterns. This can apply to complex dance, arts, theater, or sports moves, routines, or strategies.

\*The content and structure assessment is NOT completed for homework activities.

## ENVIRONMENTAL CONTEXT

1	Is the level of <b>adult supervision</b> appropriate to activity and age group? If no: → Why not?	Yes	No
2	Is the <b>work space</b> conducive to the activity? If no: → Why not?	Yes	No
3	Are <b>necessary materials</b> available and in sufficient supply? If no: → Why not?	Yes	No

## COMMENTS ON THIS ACTIVITY

At the beginning of the observation, there were two students in the class. After a few minutes, 1 student finished the activity and was allowed to leave. The activity was structured, with a list of topics on an interactive white board. The remaining student was working on an activity that focused on slavery and its history in the United States. The student was seated at a desk with a laptop while working on a worksheet. The worksheet had students draw pictures regarding different statements about slavery. Then the student was asked to explain the difference between a slave state and a non-slave state. At multiple times the student asked for help; the teacher was very responsive and was able to work one-on-one with the student to help them. The student finished his assignment around the end of the observation and put away his materials before leaving the room.

The teacher explained to the observers that normally the class size is about 10, with majority 7<sup>th</sup> graders and few 8<sup>th</sup> graders, and that Spring Sports that day was the reason for the low attendance.

## Observation Instrument Summary Page: Drama

Location: Gaskill Preparatory School	Observer: Gregg Byrne	Observation #: 3	Room Number: Auditorium	Date: 3/4/2020	Start Time: 3:45 pm	End Time: 4:00 pm				
Activity Type	✓ata	Type of space	✓one	Total participants				#		
Homework Help/Test Prep		Classroom		Total Number of Participants				≈40		
Tutoring		Gym								
Academics Activities (not homework)		Computer Lab		<b>Grade Levels (ata are shaded)</b>						
Story reading/listening		Library		K	1	2	3	4	5	6
Visual Arts		Cafeteria		7	8	9	10	11	12	
Dance		Auditorium	✓	<b>Participation type</b>					✓one	
Music		Art Room		By age or grade						
Drama	✓	Music Room		By interest (child's choice)					✓	
Crafts		Hallway		All attendees (in the program)						
Sports: practicing/learning a skill		Outside Playground		<b>Skill development</b>					✓one	
Sports: playing competitive or non-compet. physical games		Other: _____		Skill-building						
Open, unstructured time (e.g., table games, internet, free play)		<b>Total Staff</b>	#	Skill practice/reinforcement					✓	
Staff-assigned learning games (dominos, chess, etc.)		High School Student		Neither						
Community service		College Student/Young Adult		This is a homework activity						
College/Career Preparation		Certified Teacher	4							
Cultural awareness clubs/projects		Specialist/Other Professional								
Other: _____		Other Adult								
<b>Primary Skill targeted, if skill-building ✓one</b>										
Physical/athletic				Decision-making/problem solving						
Artistic				Interpersonal communication						
Math/numeracy				Other: _____						
Reading/writing/literacy										

Symbol Key:

- ✓+ = activity was observed and is above standard
- ✓ = activity was observed and is at standard
- ✓- = activity was observed and is below standard
- N/O = activity was not observed
- N/A = ratings for this item are not applicable

Relationship Building: YOUTH...	
✓	<b>Are friendly and relaxed with one another.</b> Youth socialize informally. They are relaxed in their interactions with each other. They appear to enjoy one another's company.
✓+	<b>Respect one another.</b> Youth refrain from causing disruptions that interfere with others accomplishing their own tasks. When working together, they consider one another's viewpoints. They refrain from derogatory comments or actions about an individual person and the work s/he is doing; if disagreements occur, they are handled constructively.
✓	<b>Show positive affect to staff.</b> Youth interact with the staff, and these interactions are generally friendly interactions. For example, they may smile at staff, laugh with them, and/or share good-natured jokes.
N/A	<b>Assist one another.</b> One or more youth formally or informally reach out to help/mentor peers and help them think about and figure out how to complete a task. This item refers to assistance that is intentional and prolonged, going beyond answering an incidental question. May include assisting one another with drama, dance, step, or sports techniques/moves.
N/A	<b>Are collaborative.</b> Youth work together/share materials to accomplish tasks. Youth are equal partners in the work. This item includes strategizing how to complete a product and includes planning a cohesive product or performance (e.g., a dance, a play, or a musical event) or winning a game. This item is different from the item above, in that it involves a joint intellectual effort.
Participation: YOUTH...	
✓	<b>Are on-task.</b> Youth are focused, attentive, and not easily distracted from the task/project. They follow along with the staff and/or follow directions to carry on an individual or group task. Noise level and youth interactions can be high if youth are engaged in the expected task(s).
✓	<b>Listen actively and attentively to peers and staff.</b> Youth listen and respond to each other and staff. They appear interested in what others have to say. They look at peers and/or staff when they speak, and they provide concrete and constructive feedback about ideas or actions.
N/A	<b>Contribute opinions, ideas and/or concerns to discussions.</b> Youth discuss/express their ideas and respond to staff questions and/or spontaneously share connections they've made. This item goes beyond basic Q&A and refers to sharing that is part of the activity and within the class norms. Calling out – or disruptively talking out of turn – is not part of this item.
N/A	<b>Have opportunities to make meaningful choices.</b> Within this activity, youth choose what they do, how they do it, and/or with whom they collaborate, and they experience the consequences of their choices. This item refers to genuine options, not simple choices such as choosing between two types of games, or two sets of homework pages.
N/A	<b>Take leadership responsibility/roles.</b> Youth have meaningful responsibility for directing, mentoring or assisting one another to achieve an outcome; they lead some part of the activity by organizing a task or a whole activity, or by leading a group of youth within the activity.

## RELATIONSHIP BUILDING: STAFF...

- ✓ **Use positive behavior management techniques** that allow for youth to accomplish the activity's objectives. Staff set consistent limits and clear behavioral standards, and these are appropriate to the age of the youth and the activity type. If it is necessary to discipline, staff do so in a firm manner, without unnecessary accusations, threats, or anger and there is no evidence of disciplinary problems.
- ✓ **Encourage the participation of all.** Regardless of gender, race, language ability, or other evident differences among students, staff try to engage students who appear isolated; they do not favor (or ignore) a particular student or small cluster of students.
- ✓ **Show positive affect toward youth.** Staff tone is caring and friendly; they use positive language, smile, laugh, or share good-natured jokes. They refrain from threats, cutting sarcasm, or harsh criticism. If no verbal interaction is necessary, staff demonstrate a positive and caring affect toward youth.
- ✓ **Attentively listen to and/or observe youth.** Staff look at youth when they speak and acknowledge what youth have said by responding and/or reacting verbally and nonverbally. They pay attention to youth as they complete tasks and appear interested in what youth are saying/doing.
- N/A **Encourage youth to share their ideas, opinions and concerns about the content of the activity.** Staff actively elicit youth ideas, opinions, and concerns through discussion and/or writing. This item goes beyond basic Q&A to fully engage with youth's ideas and thinking.
- N/A **Engage personally with youth.** Staff show a personal interest in youth as individuals, ask about their interests, and engage about events in their lives. This goes beyond content-based discussions to include personal interest and demonstrate caring by the adults.
- N/A **Guide for positive peer interactions.** The lesson structure/content explicitly encourages positive relationships/interactions and/or teaches interpersonal skills. May involve staff explaining, or through planned activity content, why negative behavior (e.g., bullying, teasing, etc.) is unacceptable and offering constructive behavioral alternatives. However, This item does not refer to behavior management, as described above.

## INSTRUCTIONAL STRATEGIES: STAFF...

- ✓ **Communicate goals, purpose, expectations.** Staff make clear the value and purpose of what youth are doing and/or what they expect them to accomplish. Activity goals/expectations may also be implicit if students are clearly on task without staff direction. This item goes beyond how youth are expected to behave (which would be captured above).
- ✓ **Verbally recognize youth's efforts and accomplishments.** Staff explicitly acknowledge youth's participation and progress to motivate them using praise, encouragement, and/or constructive guidance/modeling. (Must involve verbal statements not just implied affirmation.)
- ✓ **Assist youth without taking control.** Staff refrain from taking over a task or doing the work for the youth. They coach, demonstrate, or employ scaffolding techniques that help youth to gain a better understanding of a concept or complete an action on their own. This assistance goes beyond checking that work is completed.
- N/A **Ask youth to expand upon their answers and ideas.** Staff encourage youth to explain their answers, to give evidence, or suggest conclusions. They ask youth 'why', 'how' and 'if' questions to get them to expand, explore, better clarify, articulate, or concretize their thoughts/ideas. This item goes beyond basic Q&A.
- N/A **Challenge youth to move beyond their current level of competency.** Staff give constructive feedback that is designed motivate youth, to set a higher standard, and meant to help youth gauge their progress. Staff help youth determine ways to push themselves intellectually, creatively, and/or physically.
- N/A **Employ varied teaching strategies.** To engage students and/or reach those with different learning styles, staff use diverse instructional strategies, which may include: direct instruction, coaching, modeling, demonstrating, or others. Varied instructional strategies can occur simultaneously and/or sequentially within the observation period.
- N/A **Plan for/ask youth to work together.** Staff structure activities so that youth work cooperatively to solve problems, and/or accomplish tasks. This item goes beyond staff-assigned teams for competitive games and sports. In the case of staff-assigned teams, staff actively encourage youth to collaborate, plan, devise strategies, etc.

## CONTENT AND STRUCTURE\*: ACTIVITY...

✓+	<b>Is well organized.</b> Activity has clear (implicitly or explicitly stated) goals/objectives; there is evidence of a clear lesson plan and process(es), and tasks can be conducted in the timeframe available. If special materials are needed, they are prepared and available.
✓	<b>Challenges students intellectually, creatively, developmentally, and/or physically.</b> Activity's level of challenge is not so difficult that youth have trouble participating successfully and not so easy that youth complete tasks routinely, without thought, and become restless/disengaged.
✓+	<b>Involves the practice/a progression of skills.</b> Activity involves practicing skills needed to complete tasks. If a long-term project, youth's activity on the project provides the opportunity to apply or expand skills or techniques previously learned.
N/A	<b>Requires analytic thinking.</b> Activity calls on students to think about and solve meaningful problems and/or juggle multiple activities or strategies/dimensions to accomplish a task. For example, the activity requires youth to think about two or more ideas, and/or understand and apply sequencing or patterns. This can apply to complex dance, arts, theater, or sports moves, routines, or strategies.

\*The content and structure assessment is NOT completed for homework activities.

## ENVIRONMENTAL CONTEXT

1	Is the level of <b>adult supervision</b> appropriate to activity and age group? If no: → Why not?	Yes	No
2	Is the <b>work space</b> conducive to the activity? If no: → Why not?	Yes	No
3	Are <b>necessary materials</b> available and in sufficient supply? If no: → Why not?	Yes	No

## COMMENTS ON THIS ACTIVITY

All Drama students were seated in chairs on the auditorium stage while staff sat in the front row (1 staff member was off to the side playing the piano). There were 2 students who predominately sang, but at different points all students were involved and singing. Students sat quietly with their music books while their fellow peers stood up and sang their part. At no point did staff have to ask students to be quiet or stay on task, which allowed them to get a lot of practice in. Staff were observed giving feedback to the students at the end of each song.

# SITE VISIT REPORT

MODIFIED OUT-OF-SCHOOL TIME OBSERVATION INSTRUMENT

## LaSalle Preparatory School

**Provider:** Niagara Falls City School District

**Date:** 3/5/2020

**Time:** 2:50-4:00pm

### Activities Observed:

- Algebra I
- Robotics

## Observation Summary

Upon arrival, the observer was greeted by the Principal of the school. He informed the observer that 5 out of the 7 programs for the day had been cancelled. Also, there was a band concert happening at the school later that evening so many students did not attend the after-school program. Currently, the structure of the LaSalle 21<sup>st</sup> Century program is moving in the right direction, but appears to be struggling to align to 21<sup>st</sup> CCLC standards.

- The climate of the program was positive and calm.
- Students appeared to enjoy participating in the program.
- Teachers redirected student behavior using positive behavior management techniques.
- Overall, 1 academic activity appeared to be homework completion.
- PRIDE students are being considered 21st Century program participants. The PRIDE program provides suspended students with academics from 2:30-5:00pm.
- Observed activities align to the goals of 21st Century programs. Activities were engaging, intentional, and promote academic growth.

## Recommendations

### Try and align academic activities to 21<sup>st</sup> CCLC standards.

Homework completion should not be the main objective of an academic activity. Try and ensure that academic activities being offered are aligned to and expand upon a student's school-day learning.

### Continue promoting student engagement through positive program climate.

Overall, the climate of the LaSalle program was positive, structured, and calm. Continue fostering a positive program climate by supporting staff in developing meaningful, personal relationships with students, promoting student engagement.

## Observation Instrument Summary Page: Algebra I

Location: LaSalle Preparatory School	Observer: Gregg Byrne	Observation #: 1	Room Number: 206	Date: 3/5/2020	Start Time: 3:00 pm	End Time: 3:20 pm				
Activity Type	✓ata	Type of space	✓one	Total participants				#		
Homework Help/Test Prep	✓	Classroom	✓	Total Number of Participants				13		
Tutoring	✓	Gym								
Academics Activities (not homework)		Computer Lab		Grade Levels (ata are shaded)						
Story reading/listening		Library		K	1	2	3	4	5	6
Visual Arts		Cafeteria		7	8	9	10	11	12	
Dance		Auditorium		Participation type					✓one	
Music		Art Room		By age or grade						
Drama		Music Room		By interest (child's choice)					✓	
Crafts		Hallway		All attendees (in the program)						
Sports: practicing/learning a skill		Outside Playground		Skill development					✓one	
Sports: playing competitive or non-compet. physical games		Other: _____		Skill-building						
Open, unstructured time (e.g., table games, internet, free play)		<b>Total Staff</b>	<b>#</b>	Skill practice/reinforcement						
Staff-assigned learning games (dominos, chess, etc.)		High School Student		Neither						
Community service		College Student/Young Adult		This is a homework activity					✓	
College/Career Preparation		Certified Teacher	1							
Cultural awareness clubs/projects		Specialist/Other Professional								
Other: _____		Other Adult								
<b>Primary Skill targeted, if skill-building ✓one</b>										
Physical/athletic		Decision-making/problem solving								
Artistic		Interpersonal communication								
Math/numeracy		Other: _____								
Reading/writing/literacy										

Symbol Key:

- ✓+ = activity was observed and is above standard
- ✓ = activity was observed and is at standard
- ✓- = activity was observed and is below standard
- N/O = activity was not observed
- N/A = ratings for this item are not applicable

### Relationship Building: YOUTH...

- ✓ **Are friendly and relaxed with one another.** Youth socialize informally. They are relaxed in their interactions with each other. They appear to enjoy one another's company.
- ✓ **Respect one another.** Youth refrain from causing disruptions that interfere with others accomplishing their own tasks. When working together, they consider one another's viewpoints. They refrain from derogatory comments or actions about an individual person and the work s/he is doing; if disagreements occur, they are handled constructively.
- ✓- **Show positive affect to staff.** Youth interact with the staff, and these interactions are generally friendly interactions. For example, they may smile at staff, laugh with them, and/or share good-natured jokes.
- ✓ **Assist one another.** One or more youth formally or informally reach out to help/mentor peers and help them think about and figure out how to complete a task. This item refers to assistance that is intentional and prolonged, going beyond answering an incidental question. May include assisting one another with drama, dance, step, or sports techniques/moves.
- N/A **Are collaborative.** Youth work together/share materials to accomplish tasks. Youth are equal partners in the work. This item includes strategizing how to complete a product and includes planning a cohesive product or performance (e.g., a dance, a play, or a musical event) or winning a game. This item is different from the item above, in that it involves a joint intellectual effort.

### Participation: YOUTH...

- ✓- **Are on-task.** Youth are focused, attentive, and not easily distracted from the task/project. They follow along with the staff and/or follow directions to carry on an individual or group task. Noise level and youth interactions can be high if youth are engaged in the expected task(s).
- ✓ **Listen actively and attentively to peers and staff.** Youth listen and respond to each other and staff. They appear interested in what others have to say. They look at peers and/or staff when they speak, and they provide concrete and constructive feedback about ideas or actions.
- N/A **Contribute opinions, ideas and/or concerns to discussions.** Youth discuss/express their ideas and respond to staff questions and/or spontaneously share connections they've made. This item goes beyond basic Q&A and refers to sharing that is part of the activity and within the class norms. Calling out – or disruptively talking out of turn – is not part of this item.
- N/A **Have opportunities to make meaningful choices.** Within this activity, youth choose what they do, how they do it, and/or with whom they collaborate, and they experience the consequences of their choices. This item refers to genuine options, not simple choices such as choosing between two types of games, or two sets of homework pages.
- N/A **Take leadership responsibility/roles.** Youth have meaningful responsibility for directing, mentoring or assisting one another to achieve an outcome; they lead some part of the activity by organizing a task or a whole activity, or by leading a group of youth within the activity.



## RELATIONSHIP BUILDING: STAFF...

- ✓ **Use positive behavior management techniques** that allow for youth to accomplish the activity's objectives. Staff set consistent limits and clear behavioral standards, and these are appropriate to the age of the youth and the activity type. If it is necessary to discipline, staff do so in a firm manner, without unnecessary accusations, threats, or anger and there is no evidence of disciplinary problems.
- ✓ **Encourage the participation of all.** Regardless of gender, race, language ability, or other evident differences among students, staff try to engage students who appear isolated; they do not favor (or ignore) a particular student or small cluster of students.
- ✓ **Show positive affect toward youth.** Staff tone is caring and friendly; they use positive language, smile, laugh, or share good-natured jokes. They refrain from threats, cutting sarcasm, or harsh criticism. If no verbal interaction is necessary, staff demonstrate a positive and caring affect toward youth.
- ✓ **Attentively listen to and/or observe youth.** Staff look at youth when they speak and acknowledge what youth have said by responding and/or reacting verbally and nonverbally. They pay attention to youth as they complete tasks and appear interested in what youth are saying/doing.
- N/A **Encourage youth to share their ideas, opinions and concerns about the content of the activity.** Staff actively elicit youth ideas, opinions, and concerns through discussion and/or writing. This item goes beyond basic Q&A to fully engage with youth's ideas and thinking.
- N/A **Engage personally with youth.** Staff show a personal interest in youth as individuals, ask about their interests, and engage about events in their lives. This goes beyond content-based discussions to include personal interest and demonstrate caring by the adults.
- N/A **Guide for positive peer interactions.** The lesson structure/content explicitly encourages positive relationships/interactions and/or teaches interpersonal skills. May involve staff explaining, or through planned activity content, why negative behavior (e.g., bullying, teasing, etc.) is unacceptable and offering constructive behavioral alternatives. However, This item does not refer to behavior management, as described above.

## INSTRUCTIONAL STRATEGIES: STAFF...

- ✓ **Communicate goals, purpose, expectations.** Staff make clear the value and purpose of what youth are doing and/or what they expect them to accomplish. Activity goals/expectations may also be implicit if students are clearly on task without staff direction. This item goes beyond how youth are expected to behave (which would be captured above).
- N/A **Verbally recognize youth's efforts and accomplishments.** Staff explicitly acknowledge youth's participation and progress to motivate them using praise, encouragement, and/or constructive guidance/modeling. (Must involve verbal statements not just implied affirmation.)
- ✓ **Assist youth without taking control.** Staff refrain from taking over a task or doing the work for the youth. They coach, demonstrate, or employ scaffolding techniques that help youth to gain a better understanding of a concept or complete an action on their own. This assistance goes beyond checking that work is completed.
- N/A **Ask youth to expand upon their answers and ideas.** Staff encourage youth to explain their answers, to give evidence, or suggest conclusions. They ask youth 'why', 'how' and 'if' questions to get them to expand, explore, better clarify, articulate, or concretize their thoughts/ideas. This item goes beyond basic Q&A.
- N/A **Challenge youth to move beyond their current level of competency.** Staff give constructive feedback that is designed motivate youth, to set a higher standard, and meant to help youth gauge their progress. Staff help youth determine ways to push themselves intellectually, creatively, and/or physically.
- N/A **Employ varied teaching strategies.** To engage students and/or reach those with different learning styles, staff use diverse instructional strategies, which may include: direct instruction, coaching, modeling, demonstrating, or others. Varied instructional strategies can occur simultaneously and/or sequentially within the observation period.
- N/A **Plan for/ask youth to work together.** Staff structure activities so that youth work cooperatively to solve problems, and/or accomplish tasks. This item goes beyond staff-assigned teams for competitive games and sports. In the case of staff-assigned teams, staff actively encourage youth to collaborate, plan, devise strategies, etc.

## CONTENT AND STRUCTURE\*: ACTIVITY...

N/A	<b>Is well organized.</b> Activity has clear (implicitly or explicitly stated) goals/objectives; there is evidence of a clear lesson plan and process(es), and tasks can be conducted in the timeframe available. If special materials are needed, they are prepared and available.
N/A	<b>Challenges students intellectually, creatively, developmentally, and/or physically.</b> Activity's level of challenge is not so difficult that youth have trouble participating successfully and not so easy that youth complete tasks routinely, without thought, and become restless/disengaged.
N/A	<b>Involves the practice/a progression of skills.</b> Activity involves practicing skills needed to complete tasks. If a long-term project, youth's activity on the project provides the opportunity to apply or expand skills or techniques previously learned.
N/A	<b>Requires analytic thinking.</b> Activity calls on students to think about and solve meaningful problems and/or juggle multiple activities or strategies/dimensions to accomplish a task. For example, the activity requires youth to think about two or more ideas, and/or understand and apply sequencing or patterns. This can apply to complex dance, arts, theater, or sports moves, routines, or strategies.

\*The content and structure assessment is NOT completed for homework activities.

## ENVIRONMENTAL CONTEXT

<b>1</b>	Is the level of <b>adult supervision</b> appropriate to activity and age group? If no: → Why not?	Yes	No
<b>2</b>	Is the <b>work space</b> conducive to the activity? If no: → Why not?	Yes	No
<b>3</b>	Are <b>necessary materials</b> available and in sufficient supply? If no: → Why not?	Yes	No

## COMMENTS ON THIS ACTIVITY

Students were seated at desks all around the room. At the beginning of the observation students were finishing up eating a snack. Some students had their Algebra test earlier in the day, so they were working on homework packets or other work they had to finish. Other students were studying for their test that was later in the week. A group of students were struggling to understand the concept of "FOIL" and the staff member was able to sit with the group and help them work through the problem. Students appeared to be very social, sometimes discussing their work, but at other times just talking about hobbies or interests. It got distracting for other students and the staff member had to ask students to stay on tasks a few times. A small group of students were working on a reading assessment (called "Reading Plus") on laptops, which students complete multiple times during the year to track their progression.

## Observation Instrument Summary Page: Robotics

Location: LaSalle Preparatory School	Observer: Gregg Byrne	Observation #: 2	Room Number: 119	Date: 3/5/2020	Start Time: 3:25 pm	End Time: 4:00 pm				
Activity Type	✓ata	Type of space	✓one	Total participants			#			
Homework Help/Test Prep		Classroom		Total Number of Participants			15			
Tutoring		Gym								
Academics Activities (not homework)	✓	Computer Lab		Grade Levels (ata are shaded)						
Story reading/listening		Library		K	1	2	3	4	5	6
Visual Arts		Cafeteria		7	8	9	10	11	12	
Dance		Auditorium		Participation type						✓one
Music		Art Room		By age or grade						
Drama		Music Room		By interest (child's choice)						✓
Crafts		Hallway		All attendees (in the program)						
Sports: practicing/learning a skill		Outside Playground		Skill development						✓one
Sports: playing competitive or non-compet. physical games		Other: _____ Tech Room _____	✓	Skill-building						✓
Open, unstructured time (e.g., table games, internet, free play)		<b>Total Staff</b>	<b>#</b>	Skill practice/reinforcement						
Staff-assigned learning games (dominos, chess, etc.)		High School Student		Neither						
Community service		College Student/Young Adult		This is a homework activity						
College/Career Preparation		Certified Teacher								
Cultural awareness clubs/projects		Specialist/Other Professional								
Other: _____		Other Adult								
<b>Primary Skill targeted, if skill-building ✓one</b>										
Physical/athletic		Decision-making/problem solving								
Artistic		Interpersonal communication								
Math/numeracy		Other: _____ Coding/Engineering _____						✓		
Reading/writing/literacy										

Symbol Key:

- ✓+ = activity was observed and is above standard
- ✓ = activity was observed and is at standard
- ✓- = activity was observed and is below standard
- N/O = activity was not observed
- N/A = ratings for this item are not applicable

### Relationship Building: YOUTH...

- ✓+ **Are friendly and relaxed with one another.** Youth socialize informally. They are relaxed in their interactions with each other. They appear to enjoy one another's company.
- ✓+ **Respect one another.** Youth refrain from causing disruptions that interfere with others accomplishing their own tasks. When working together, they consider one another's viewpoints. They refrain from derogatory comments or actions about an individual person and the work s/he is doing; if disagreements occur, they are handled constructively.
- ✓+ **Show positive affect to staff.** Youth interact with the staff, and these interactions are generally friendly interactions. For example, they may smile at staff, laugh with them, and/or share good-natured jokes.
- ✓+ **Assist one another.** One or more youth formally or informally reach out to help/mentor peers and help them think about and figure out how to complete a task. This item refers to assistance that is intentional and prolonged, going beyond answering an incidental question. May include assisting one another with drama, dance, step, or sports techniques/moves.
- ✓+ **Are collaborative.** Youth work together/share materials to accomplish tasks. Youth are equal partners in the work. This item includes strategizing how to complete a product and includes planning a cohesive product or performance (e.g., a dance, a play, or a musical event) or winning a game. This item is different from the item above, in that it involves a joint intellectual effort.

### Participation: YOUTH...

- ✓ **Are on-task.** Youth are focused, attentive, and not easily distracted from the task/project. They follow along with the staff and/or follow directions to carry on an individual or group task. Noise level and youth interactions can be high if youth are engaged in the expected task(s).
- ✓ **Listen actively and attentively to peers and staff.** Youth listen and respond to each other and staff. They appear interested in what others have to say. They look at peers and/or staff when they speak, and they provide concrete and constructive feedback about ideas or actions.
- ✓+ **Contribute opinions, ideas and/or concerns to discussions.** Youth discuss/express their ideas and respond to staff questions and/or spontaneously share connections they've made. This item goes beyond basic Q&A and refers to sharing that is part of the activity and within the class norms. Calling out – or disruptively talking out of turn – is not part of this item.
- ✓+ **Have opportunities to make meaningful choices.** Within this activity, youth choose what they do, how they do it, and/or with whom they collaborate, and they experience the consequences of their choices. This item refers to genuine options, not simple choices such as choosing between two types of games, or two sets of homework pages.
- ✓+ **Take leadership responsibility/roles.** Youth have meaningful responsibility for directing, mentoring or assisting one another to achieve an outcome; they lead some part of the activity by organizing a task or a whole activity, or by leading a group of youth within the activity.

## RELATIONSHIP BUILDING: STAFF...

- ✓ **Use positive behavior management techniques** that allow for youth to accomplish the activity's objectives. Staff set consistent limits and clear behavioral standards, and these are appropriate to the age of the youth and the activity type. If it is necessary to discipline, staff do so in a firm manner, without unnecessary accusations, threats, or anger and there is no evidence of disciplinary problems.
- ✓+ **Encourage the participation of all.** Regardless of gender, race, language ability, or other evident differences among students, staff try to engage students who appear isolated; they do not favor (or ignore) a particular student or small cluster of students.
- ✓+ **Show positive affect toward youth.** Staff tone is caring and friendly; they use positive language, smile, laugh, or share good-natured jokes. They refrain from threats, cutting sarcasm, or harsh criticism. If no verbal interaction is necessary, staff demonstrate a positive and caring affect toward youth.
- ✓ **Attentively listen to and/or observe youth.** Staff look at youth when they speak and acknowledge what youth have said by responding and/or reacting verbally and nonverbally. They pay attention to youth as they complete tasks and appear interested in what youth are saying/doing.
- ✓ **Encourage youth to share their ideas, opinions and concerns about the content of the activity.** Staff actively elicit youth ideas, opinions, and concerns through discussion and/or writing. This item goes beyond basic Q&A to fully engage with youth's ideas and thinking.
- ✓+ **Engage personally with youth.** Staff show a personal interest in youth as individuals, ask about their interests, and engage about events in their lives. This goes beyond content-based discussions to include personal interest and demonstrate caring by the adults.
- ✓ **Guide for positive peer interactions.** The lesson structure/content explicitly encourages positive relationships/interactions and/or teaches interpersonal skills. May involve staff explaining, or through planned activity content, why negative behavior (e.g., bullying, teasing, etc.) is unacceptable and offering constructive behavioral alternatives. However, this item does not refer to behavior management, as described above.

## INSTRUCTIONAL STRATEGIES: STAFF...

- ✓+ **Communicate goals, purpose, expectations.** Staff make clear the value and purpose of what youth are doing and/or what they expect them to accomplish. Activity goals/expectations may also be implicit if students are clearly on task without staff direction. This item goes beyond how youth are expected to behave (which would be captured above).
- ✓+ **Verbally recognize youth's efforts and accomplishments.** Staff explicitly acknowledge youth's participation and progress to motivate them using praise, encouragement, and/or constructive guidance/modeling. (Must involve verbal statements not just implied affirmation.)
- ✓ **Assist youth without taking control.** Staff refrain from taking over a task or doing the work for the youth. They coach, demonstrate, or employ scaffolding techniques that help youth to gain a better understanding of a concept or complete an action on their own. This assistance goes beyond checking that work is completed.
- ✓ **Ask youth to expand upon their answers and ideas.** Staff encourage youth to explain their answers, to give evidence, or suggest conclusions. They ask youth 'why', 'how' and 'if' questions to get them to expand, explore, better clarify, articulate, or concretize their thoughts/ideas. This item goes beyond basic Q&A.
- ✓+ **Challenge youth to move beyond their current level of competency.** Staff give constructive feedback that is designed motivate youth, to set a higher standard, and meant to help youth gauge their progress. Staff help youth determine ways to push themselves intellectually, creatively, and/or physically.
- N/A **Employ varied teaching strategies.** To engage students and/or reach those with different learning styles, staff use diverse instructional strategies, which may include: direct instruction, coaching, modeling, demonstrating, or others. Varied instructional strategies can occur simultaneously and/or sequentially within the observation period.
- ✓+ **Plan for/ask youth to work together.** Staff structure activities so that youth work cooperatively to solve problems, and/or accomplish tasks. This item goes beyond staff-assigned teams for competitive games and sports. In the case of staff-assigned teams, staff actively encourage youth to collaborate, plan, devise strategies, etc.

## CONTENT AND STRUCTURE\*: ACTIVITY...

- ✓+ **Is well organized.** Activity has clear (implicitly or explicitly stated) goals/objectives; there is evidence of a clear lesson plan and process(es), and tasks can be conducted in the timeframe available. If special materials are needed, they are prepared and available.
- ✓+ **Challenges students intellectually, creatively, developmentally, and/or physically.** Activity's level of challenge is not so difficult that youth have trouble participating successfully and not so easy that youth complete tasks routinely, without thought, and become restless/disengaged.
- ✓+ **Involves the practice/a progression of skills.** Activity involves practicing skills needed to complete tasks. If a long-term project, youth's activity on the project provides the opportunity to apply or expand skills or techniques previously learned.
- ✓+ **Requires analytic thinking.** Activity calls on students to think about and solve meaningful problems and/or juggle multiple activities or strategies/dimensions to accomplish a task. For example, the activity requires youth to think about two or more ideas, and/or understand and apply sequencing or patterns. This can apply to complex dance, arts, theater, or sports moves, routines, or strategies.

\*The content and structure assessment is NOT completed for homework activities.

## ENVIRONMENTAL CONTEXT

<b>1</b>	Is the level of <b>adult supervision</b> appropriate to activity and age group? If no: → Why not?	Yes	No
<b>2</b>	Is the <b>work space</b> conducive to the activity? If no: → Why not?	Yes	No
<b>3</b>	Are <b>necessary materials</b> available and in sufficient supply? If no: → Why not?	Yes	No

## COMMENTS ON THIS ACTIVITY

Some of the students were preparing for the Robotic World Championships coming up in Kentucky, while others were working on coding or preparing for next year's competition. Students had recently competed at the State championships, where 1 of the groups won. Thus, multiple groups were selected to compete at the World Championships. Students worked in groups (that they have been in all year) and collaborated with other groups to practice and improve their robots. Students showed the observer their notebooks where they track all ideas and concepts, as well as keep a track of everything they have done in the program. This book allows them to store different codes that may or may not have worked so that later in the year they can improve the code for the next year. Additionally, students shared stories with the observer about how robotics has helped them think of different careers they would like to pursue that they would not have known about if it was not for this program. Staff were observed helping the students in many different ways, including helping them time the practice competitions, assisting them with building the robots, or just sitting with them to bounce ideas back and forth. Overall the program appeared to be extremely beneficial for everyone involved. Both staff and students are incredibly committed to their program.