



NEW HAVEN PUBLIC SCHOOLS  
**AGREEMENT COVER SHEET**

**Cover Sheet is an Internal Document for Business Office Use**

**Please Type**

Contractor full name: Eli Whitney Museum

Doing Business As, if applicable

Business Address: 915 Whitney Ave, Hamden CT 06517

Business Phone: 203-777-1833

Business email: [KZ@eliwhitney.org](mailto:KZ@eliwhitney.org)

Funding Source & Acct # including location code:

ARP ESSER III C/O

- ARP ESSER III C/O
  - o 2553-6399-56694-0444 (Barnard - \$15,180)
  - o 2553-6399-56694-0444 (Celentano - \$23,805.00)
  - o 2553-6399-56694-0444 (Wexler Grant - \$18,630.00)

Principal or Supervisor: Gemma Joseph Lumpkin

Agreement Effective Dates: From 11/14/2023. To 06/30/2024.

Hourly rate or per session rate or per day rate. \$345.00 per session x 167

Total amount: \$57,615.00

Description of Service: Please provide a one or two sentence description of the service.

- The contractor shall provide a school-based afterschool program focused on hands-on STEM for the students of Celentano, Wexler, and Barnard schools. STEM education creates critical thinkers and increases science literacy.

Submitted by: Gemma Joseph Lumpkin Phone: 475-220-1061



NEW HAVEN PUBLIC SCHOOLS

## Memorandum

**To:** New Haven Board of Education Finance and Operations Committee  
**From:** Gemma Joseph Lumpkin  
**Date:** 10/16/23  
**Re:** Eli Whitney Museum

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Please **answer all questions and attach any required documentation as indicated below**. Please have someone **ready to discuss** the details of each question during the Finance & Operations meeting or this proposal might not be advanced for consideration by the full Board of Education.

1. **Contractor Name:** Eli Whitney Museum
2. **Description of Service:** The contractor shall provide a school-based afterschool program focused on experimentation and design for the students of Celentano, Wexler, and Barnard schools. Sessions will be 1.5 hours in length and serve up to 15 students per session per site. Eli Whitney Museum activities will engage all students in purposeful, supportive, and meaningful hands-on learning experiences that coherently support and challenge students to imagine and create projects that promote and stimulate creativity and problem-solving opportunities. The program promotes participants' development in the STEM areas, which aligns with and supports the district priorities. In the event, that social distance mandates require the activity offered via a virtual platform such as Google Meets/classrooms. The virtual content will be presented live as well as recorded sessions available for students and families. The recorded sessions will be updated weekly with relevant information. In the event of schools reopening after mandated closures, the program will commence programming at Celentano, Wexler, and Barnard.
3. **Amount** of Agreement and hourly or session cost: 57,615.00 (\$345.00 per session x 167)
4. **Funding Source** and account number:
  - a. ARP ESSER III C/O
    - i. 2553-6399-56694-0444 (Barnard - \$15,180)
    - ii. 2553-6399-56694-0444 (Celentano - \$23,805.00)
    - iii. 2553-6399-56694-0444 (Wexler Grant - \$18,630.00)
5. Approximate number of staff served through this program or service: 0
6. Approximate number of students served through this program or service: 45
7. **Continuation/renewal or new Agreement?** Continuation

**Answer all questions:**

- a. If continuation/renewal, has the cost increased?
  - i. No cost increases

- b. What would an alternative contractor cost:
  - i. \$300 - \$450 per hr.
- c. If this is a continuation, when was the last time alternative quotes were requested?
  - i. Alternative quotes are requested annually through the NHPS Request for Qualifications (RFQ) process
- d. For new or continuation: is this a service existing staff could provide. If no, why not?
  - i. Eli Whitney staff provide specific STEM programming through the Eli Whitney curriculum design, through hands-on activities that provide opportunities for participants to create, fix, gain, and apply knowledge of science, technology, engineering, and math.

**8. Type of Service:**

**Answer all questions:**

- a. Professional Development?
  - i. No
  - ii. If this is a professional development program, can the service be provided by existing staff? If no, why not? N/A
- b. After School or Extended Hours Program?
  - i. After School
- c. School Readiness or Head Start Programs?
  - i. No
- d. Other: (Please describe)

**9. Contractor Classification:**

**Answer all questions:**

- a. Is the Contractor a Minority or Women Owned Business?
  - i. No
- b. Is the Contractor Local?
  - i. Yes
- c. Is the Contractor a Not-for-Profit Organization? If yes, is it local or national?
  - i. Local
- d. Is the Contractor a public corporation?
  - i. No
- e. Is this a renewal/continuation Agreement or a new service?
  - i. Continuation
- f. If it is a renewal/continuation has cost increased? If yes, by how much?
  - i. No
- g. Will the output of this Agreement contribute to building internal capabilities? If yes, please explain:
  - i. No

**10. Contractor Selection: In this section, please describe the selection process, including other sources considered and the rationale for selecting the contractor. Please answer all questions:**

- a. What specific skill set does this contractor bring to the project?
  - i. Eli Whitney Museum has worked with New Haven's students and as part of several evaluated school programs. Rigorous evaluations by the 21st Century

after-school program have continuously validated this program. Eli Whitney Museum has demonstrated an ability to engage and encourage our students in meaningful and engaging activities.

- b. How was the Contractor selected?
  - i. RFQ
- c. Is the contractor the lowest bidder? If no, why? Why was this contractor selected?
  - i. N/A: The Celentano, Barnard and Wexler Leadership teams interviewed and selected the Eli Whitney Museum as a partner for their after-school programs. The organization submitted a Proposal Memo and Request for Qualifications forms which are included in the selection process.
- d. Who were the members of the selection committee that scored bid applications?
  - i. Christian Tabares, Arthur Edwards, Dianne Stewart, Adrienne Douglas, Lysie Rodriguez, Jose Camacho, Frankie Roman
- e. If the contractor is Sole Source, please attach a copy of the Sole Source designation letter from the City of New Haven Purchasing Department.
  - i. N/A

## 11. Evidence of Effectiveness & Evaluation

### Answer all questions

- a. What specific need will this contractor address and how will the contractor's performance be measured and monitored to ensure that the need is met?
  - i. Eli Whitney Museum activities engage all students in purposeful, supportive and meaningful learning experiences that coherently support and challenge students to academic development in support of district priorities.
  - i. The program will be evaluated based on the grantor provided assessment tool. The APT tool indicates whether students are engaged in meaningful enrichment activities and that program staff appropriately interacted with students in an effective manner. The observers rate areas such as:
    - 1. Are staffs greeting students and families
    - 2. Transitioning of students
    - 3. Does the space provide appropriate room for all youth and staff?
    - 4. The ability of staffs to communication with youth and/or their families in their language(s).
    - 5. The support staff provide in assisting youth with organizing and preparing themselves to do their homework.
    - 6. Staffs adjustments and accommodations for students based on their experiences and needs and that
    - 7. Staffs use of simple reminders and redirection to support positive behaviors.
    - 8. Dismissal Process
- b. If this is a renewal/continuation service attach a copy of the evaluation or archival data that demonstrates effectiveness.
- c. How is this service aligned to the District Continuous Improvement Plan?
  - i. Eli Whitney Museum activities engage all students in purposeful, supportive, and meaningful learning experiences that coherently support and challenge students to academic development in support of district priorities.

12. Why do you believe this Agreement is fiscally sound?
  - a. The Eli Whitney program provides a locally developed STEM curriculum, which will engage up to 45 NHPS students. The students participate in activities based on increasing their knowledge in the areas of STEM that stimulate their respective interests. The program encourages students to engage in high-quality hands-on activities.
  
13. What are the implications of not approving this Agreement?
  - a. Students will not benefit from the unique hands-on experience provided by the Eli Whitney Museum. The program provides an opportunity for NHPS students to engage in STEM activities, which stimulate critical thinking and promote creativity. The students will not be involved in a program that offers the opportunity to support their development in the areas of STEM.

**Rev: 8/2021**



NEW HAVEN PUBLIC SCHOOLS

**AGREEMENT**  
**By And Between**  
**The New Haven Board of Education**  
**AND**  
**(Eli Whitney Museum)**

FOR DEPARTMENT/PROGRAM:

***(Youth, Family and Community Engagement)***

This Agreement entered into on the 17th day of October 2023, effective (no sooner than the day after Board of Education Approval), the 14th day of November, 2023, by and between the New Haven Board of Education (herein referred to as the “Board” and, Eli Whitney Museum located at, 915 Whitney Avenue, Hamden, CT 06517 (herein referred to as the “Contractor.”

**Compensation:** The Board shall pay the contractor for satisfactory performance of services required the amount of \$345.00 per session, for a total of 167 sessions; 69 sessions at Celentano (\$23,805.00), 54 sessions at Wexler (\$18,630.00), and 44 sessions at Barnard (\$15,180.00).

The maximum amount the contractor shall be paid under this agreement: Fifty-Seven thousand, six-hundred- Fifteen dollars and no cents (\$57,615.00). Compensation will be made upon submission of an itemized invoice which includes a detailed description of work performed and date of service

**Fiscal support** for this Agreement shall be by the ARP ESSER III C/O Grant Program of the New Haven Board of Education,

- o 2553-6399-56694-0444 (Barnard - \$15,180)
- o 2553-6399-56694-0444 (Celentano - \$23,805.00)
- o 2553-6399-56694-0444 (Wexler Grant - \$18,630.00)

This agreement shall remain in effect from November 14, 2023 to June 30, 2024.

**SCOPE OF SERVICE:** *In the space below, please provide brief summary of service.*

- The contractor shall provide a school-based afterschool program focused on experimentation and design for the students of Celentano, Wexler, and Barnard schools. Sessions will be 1.5 hours in length and serve up to 15 students per session per site. Eli Whitney Museum activities will engage all students in purposeful, supportive, and meaningful hands-on learning experiences that coherently support and challenge students to imagine and create projects that promote and stimulate creativity and problem-solving opportunities. The program promotes participants' development in the STEM areas, which aligns with and supports the district's priorities. In the event, that social distance mandates require the activity offered via a virtual platform such as Google Meets/classrooms. The virtual content will be presented live as well as recorded sessions available for students and families. The recorded sessions will be updated weekly with relevant information. In the event of schools reopening after mandated closures, the program will commence programming at Celentano, Wexler, and Barnard.

**Exhibit A: Scope of Service:** Please attach contractor's detailed **Scope of Service** on contractor letterhead with all costs for services including travel and supplies, if applicable.


**Exhibit B: Student Data Privacy** - attached

**Exhibit C: Contractor's Declaration Attesting to Compliance with Executive Order No. 13G** – form must be completed by the contractor. See attached form for contractors who are working with students or staff in school or in after school programs, regardless of location.

**APPROVAL:** This Agreement must be approved by the New Haven Board of Education **prior to service start date**. Contractors **may begin service no sooner than the day after Board of Education approval.**

**HOLD HARMLESS:** The Contractor shall insure and/or indemnify the Board and its members, employees and agents against all claims, suits, and expenses, including reasonable attorney's fees, in connection with loss of life, bodily injury or property damage arising from any neglect act or omission of the Contractor or its employees or agents. Further, the Contractor covenants and agrees that it shall hold the Board and its members, employees and agents harmless against any and all claims, suits judgments of any description whatsoever caused by the Contractor's breach of this agreement or based upon the conduct of the Contractor, or its agents or its employees or arising out of in connection with their activities under this agreement.

**TERMINATION:** The Board may cancel this agreement for any reason upon thirty (30) days' written notice sent to the Contractor by certified U.S. mail, return receipt requested; provided however, that the Board shall be responsible to the Contractor for all services rendered by the Contractor through the last day of thirty (30) day notice period, as long as the Agreement was approved by the Board prior to the start date of service.

  
\_\_\_\_\_  
Contractor Signature

\_\_\_\_\_  
President  
New Haven Board of Education

10/17/23  
\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

Kiran Zaman, Director of Programming  
Contractor Printed Name & Title, Eli Whitney Museum



NEW HAVEN PUBLIC SCHOOLS

## EXHIBIT B

### STUDENT DATA PRIVACY AGREEMENT SPECIAL TERMS AND CONDITIONS

For the purposes of this Exhibit B "directory information," "de-identified student information," "school purposes," "student information," "student records," "student-generated content," and "targeted advertising" shall be as defined by Conn. Gen. Stat. §10-234aa.

1. All student records, student information, and student-generated content (collectively, "student data") provided or accessed pursuant this Agreement or any other services agreement between the Parties are not the property of, or under the control of, the Contractor.
2. The Board shall have access to and the ability to delete student data in the possession of the Contractor except in instances where such data is (A) otherwise prohibited from deletion or required to be retained under state or federal law, or (B) stored as a copy as part of a disaster recovery storage system and that is (i) inaccessible to the public, and (ii) unable to be used in the normal course of business by the Contractor. The Board may request the deletion of any such student information, student records or student-generated content if such copy has been used by the operator to repopulate accessible data following a disaster recovery. The Board may request the deletion of student data by the contractor within two (2) business days of receiving such a request and provide to the Board confirmation via electronic mail that the student data has been deleted in accordance with the request, the date of its deletion, and the manner in which it has been deleted. The confirmation shall contain a written assurance from the Contractor that proper disposal of the data has occurred in order to prevent the unauthorized access or use of student data and that deletion has occurred in accordance with industry standards/practices/protocols.
3. The Contractor shall not use student data for any purposes other than those authorized pursuant to this Agreement.
4. A student, parent or legal guardian of a student may review personally identifiable information contained in student data and correct any erroneous information, if any, in such student data. If the Contractor receives a request to review student data in the Contractor's possession directly from a student, parent, or guardian, the Contractor agrees to refer that individual to the Board and to notify the Board within two (2) business days of receiving such a request. The Contractor agrees to work cooperatively with the Board to permit a student, parent, or guardian to review personally identifiable information in student data that has been shared with the Contractor, and correct any erroneous information therein.



5. The Contractor shall take actions designed to ensure the security and confidentiality of student data.
6. The Contractor will notify the Board, in accordance with Conn. Gen. Stat. § 10-234dd, when there has been an unauthorized release, disclosure or acquisition of student data. Such notification will include the following steps:

Upon discovery by the Contractor of a breach of student data, the Contractor shall conduct an investigation and restore the integrity of its data systems and, without unreasonable delay, but not more than thirty (30) days after such discovery, shall provide the Board with a more detailed notice of the breach, including but not limited to the date and time of the breach; name(s) of the student(s) whose student data was released, disclosed or acquired; nature of and extent of the breach; and measures taken to ensure that such a breach does not occur in the future.

7. Student data shall not be retained or available to the Contractor upon expiration of the contract between the Contractor and Board, except a student, parent or legal guardian of a student may choose independently to establish or maintain an electronic account with the Contractor after the expiration of such contract for the purpose of storing student- generated content.
8. The Contractor and Board shall each ensure their own compliance with the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g, as amended from time to time.
9. The Contractor acknowledges and agrees to comply with the above and all other applicable aspects of Connecticut's Student Data Privacy law according to Connecticut General Statutes §§ 10-234aa through 10-234dd.
10. The Parties agree that this Agreement controls over any inconsistent terms or conditions contained within any other agreement entered into by the Parties concerning student data.



April 18, 2023

### **Scope of Services for New Haven Public Schools After School Programs:**

We are a Workshop: we build things. We are in name, a Museum: we collect things. We collect essential experiments. We also collect the materials that experiments require. We collect tools and clever ways of building.

Experiments are a way of learning things. They require self-guided trial and error, active exploration, and testing by all the senses. Experiments begin with important questions, questions that make you think or that inspire you to create. So perhaps it's questions that we collect.

Essential Experiments are lessons you are much more likely to find in a workshop or a studio than in a classroom. Experiments can be messy, noisy, and time-consuming. The color and sound and feel of their learning is essential. In our Workshop, we educate your senses to be prepared to understand... to really understand... the ideas you encounter in a classroom and in the world.

With each of the experiments we bring to New Haven Public Schools after school students, materials are handed out and instructions given to construct and understand the goal and topic of the day. Time is given to explore and build and test.

For example, One of the experiments we might offer is the Rubber band Car. Inspired by a spring car design of Leonardo da Vinci, students are given materials to construct a simple car: a chassis, 2 axles, 4 screw eyes, rubberbands, and four wheels. Everyone has exactly the same materials. But why, when we begin to test the cars, does everyone's car perform differently? Some go straight ahead, some veer to the right or left, some go forward and then yo-yo back towards the experimenter.

This is the first test. Do you see what's wrong? It's the first step in design thinking. Why does my car not work as well as my friend's car? The solution requires a child to really look, observe, and discern any difference in construction (or design) between their car and one that runs more accurately, or faster or further...

Then comes the second test. How do I correct this? This next step is one that must be repeated over and over until the problem they have found is solved. Design thinking is a process that requires patience, procedure and persistence.

This process is valid for every age group and every project we offer. With additional time for elaboration – a personal artistic component – every student has the opportunity to learn, have fun doing it, and own it.

***Offerings and Pricing:***

**We will work with groups of up to 15 students for 1- 1.5 hour segments. We will provide sessions at New Haven Public Schools for 15 students a session for \$345/session.**

The schools we have worked with in the past for After School are: Davis Street, Wexler, Celentano, and Brennan Rogers.

We are happy to work with any/all New Haven Schools and are not limited to only the ones we have worked with in the past.

<https://www.eliwhitney.org/7/workshop/school-programs>

***Contact for bookings and questions:***

Kiran Zaman

Director of Programming, The Eli Whitney Museum, 915 Whitney Ave, Hamden, CT 06517

# Activity Time

Site ID: Davis Observer ID: Douglas  
 Activity Name: Eli Whitney  
 Activity #: Woodwork

Date: March 14, 2023

Start Time: 4:00 Minimum observation duration  
 End Time: 5:00 30 minutes or see Site Visit Plan

- Location of Arrival Time (check location(s) that apply)
- Classroom
  - Library
  - Cafeteria
  - Off-Site (please explain)
  - Gym
  - Other (please describe)
  - Outdoors

Observed Number of staff: 3  
 Number of youth: 40  
 Start of activity  End of activity  
(check all that apply)

### Type of Activity (check all that apply)

- Recreation/Choice
- Sports/Active Games
- Performing Arts/Music
- Games & Computer
- Academic Enrichment
- Arts & Crafts
- Tutoring/Targeted Skill-Building
- Community Service
- Skills Training
- Vocational Training
- Other (please describe) \_\_\_\_\_

### Brief Description of Activity Time

Children made a variety of projects working with wood.

### Instructional Approach (check up to 3)

- Adult Led
- Pairs
- Youth Led
- Youth Work Independently
- Groups/Teams
- Other (please describe) \_\_\_\_\_

### Important Note:

Programs that have activities that focus on academic enrichment are encouraged – but not required – to use the Academic Skill-Building section in conjunction with the Activity Time section.

A. Organization of Activity	Rating
<b>1 Activities begin promptly.</b> (Ex: Youth wait less than 2-3 minutes ) 1=Extended delay, youth are not engaged while they wait. (Ex: Youth wait 8-10 minutes with nothing to do while staff prepare programming)	1 2 3 <b>4</b> N/A
<b>2 There are enough materials and supplies for the number of youth participating.</b> 1=Many youth cannot fully participate due to a lack of supplies. (Ex: Youth must wait for a very long time for their turn with materials.)	1 2 3 <b>4</b>
<b>3 Activity time is free from interruptions/distractions.</b> 1=Youth are being constantly interrupted by noise or intrusions. (Ex: There is another noisy activity being held in the same space)	1 2 <b>3</b> 4
<b>4 Staff create adjustments and accommodations for youth based on their experiences and needs.</b> (Ex: Youth with special needs, or English Language Learners are fully included) 1= Youth are excluded from activity if they are not able to conform to the group dynamic.	1 2 3 <b>4</b> N/A

Field Notes:

### Item Format

**Bold:** Anchor and/or (Example) of a "4" rating  
 1= Anchor and/or (Example) of a "1" rating

### Rating Scale:

1-Not True 2-Somewhat True  
 3-Mostly True 4-Very True

# Activity Time

Site ID: Davis Observer ID: Douglas  
 Activity Name: Eli Whitney  
 Activity #: Woodwork

Date: March 14, 2023

Start Time: 4:00 Minimum observation duration  
 End Time: 5:00 30 minutes or see Site Visit Plan

- Location of Arrival Time (check location(s) that apply)
- Classroom
  - Library
  - Cafeteria
  - Off-Site (please explain)
  - Gym
  - Other (please describe)
  - Outdoors

Observed Number of staff: 3  
 Number of youth: 40  
 Start of activity  End of activity  
(check all that apply)

- Type of Activity (check all that apply)
- Recreation/Choice
  - Sports/Active Games
  - Performing Arts/Music
  - Games & Computer
  - Academic Enrichment
  - Arts & Crafts
  - Tutoring/Targeted Skill-Building
  - Community Service
  - Skills Training
  - Vocational Training
  - Other (please describe) \_\_\_\_\_

Brief Description of Activity Time  
Children made a variety of projects working with wood.

- Instructional Approach (check up to 3)
- Adult Led
  - Pairs
  - Youth Led
  - Youth Work Independently
  - Groups/Teams
  - Other (please describe) \_\_\_\_\_

**Important Note:**  
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<b>4 Staff create adjustments and accommodations for youth based on their experiences and needs.</b> (Ex: Youth with special needs, or English Language Learners are fully included) 1= Youth are excluded from activity if they are not able to conform to the group dynamic.	1 2 3 <u>4</u> N/A

Field Notes:

Item Format

**Bold:** Anchor and/or (Example) of a "4" rating  
 1= Anchor and/or (Example) of a "1" rating

**Rating Scale:**

1-Not True 2-Somewhat True  
 3-Mostly True 4-Very True

Activity Time

Site ID: Davis

Observer ID:

Douglas

Date:

March 14, 2023

Eli Whitney has a great challenging program.

Student had enough material and space.

The nature of the project was an ongoing project.

The activity offered youth choice and decision making. Staff supported students and

promoted students interest. The Instructor

very energetic and had positive energy great

Program.

# Activity Time

Site ID: Davis

Observer ID: Douglas

Date: 3/14/2023

## Important Note:

Observers should rate **all Nature of Activity Items** (i.e. do not rate as N/A simply because you believe an item is not desired or appropriate for a particular activity)

B. Nature of Activity	Rating
<p><b>1 The activity is part of an ongoing project, activity series or curricular unit designed to promote specific skills/concepts over time.</b>                      (Ex: Staff explain link with prior activities, emphasize key skills and concepts youth have been learning )  <i>1=Activity is clearly not connected to any ongoing theme, topic, project, curricular unit, or plan for youth's learning over time. (Ex: Youth have free time outside )</i></p>	<p>1 2 3 <u>4</u></p>
<p><b>2 Activity is challenging, stimulates thinking.</b>                      Activity requires that youth learn/apply skills, solve problems, use strategy, focus and concentrate, most of the time in order to participate. (Ex: Youth are learning their lines for a play or a new kicking technique in soccer; youth have to try several times before they are successful.)  <i>1= Activity is not at all challenging. (Ex: Appears very easy, requires limited skills or concentration, such as games based only on luck.)</i></p>	<p>1 2 3 <u>4</u></p>
<p><b>3 Activity offers youth choice and decision-making.</b>                      Within a structure youth are able to make many choices/decisions about what they will do and/or how they will do it; shape the activity to reflect their interests, ideas, and preferences  <i>1= No youth choice or decision-making. (Ex: Activity requires that youth follow adults' specific step-by-step instructions to produce a pre-determined product, or youth simply take in/ give back information.)</i></p>	<p>1 2 3 <u>4</u></p>
<p><b>4 Activity offers youth opportunities to work collaboratively in pairs, groups or as part of a team.</b>                      Youth are actively engaged in group collaboration for more than half of the time. (Ex: Youth negotiate, compromise, clarify roles, make joint decisions.)  <i>1=Youth have little or no opportunity to interact with peers during the activity. (Ex: Staff provide direct instruction while youth sit at desks and take notes.)</i></p>	<p>1 2 3 <u>4</u></p>

Field Notes:

*The activity promoted skills and concepts. There were positive outcomes. Students were very happy about what they designed.*

Item Format

**Bold:** Anchor and/or (Example) of a "4" rating  
*1=:* Anchor and/or (Example) of a "1" rating

**Rating Scale:**

1-Not True 2-Somewhat True  
 3-Mostly True 4-Very True



# Activity Time

Site ID: *Davis*

Observer ID: *Douglas*

Date: *3/14/2023*

C. Staff Promote Youth Engagement & Stimulate Thinking	Rating
<p><b>1 Staff are energetic, enthusiastic, and/or upbeat.</b> All staff show consistent positive energy and enthusiasm <i>1=All staff appear low energy, disinterested, bored or flat in their demeanor the entire time.</i></p>	<p>1 2 3 <b>4</b></p>
<p><b>2 Staff help spark and sustain youth's interest and curiosity throughout the activity.</b> (Ex: Throughout the activity, staff ask open-ended questions, pose challenges, encourage youth to experiment, try something new.) <i>1=Staff do not spark or sustain youth's interest (Ex: Give directions without discussion, or any expression of enthusiasm.)</i></p>	<p>1 2 3 <b>4</b></p>
<p><b>3 Staff are actively engaged in activities with youth.</b> (Ex: Show interest in the activity, provide ongoing facilitation, participate with youth ) Note: Staff may rotate through group giving youth time just with peers or by themselves <i>1=Staff do not engage/interact with youth, show little interest in the activity (Ex: Chat with other staff, busy doing their own activity.)</i></p>	<p>1 2 3 <b>4</b></p>
<p><b>4 Staff encourage youth to share control, responsibility, and decision-making.</b> Staff want youth to play an active role in organizing, leading and/or making important decisions about the activity. <i>1=Staff resist youth input and involvement. (Ex: When youth make suggestions, staff dismiss youth's ideas. Staff make it clear that they are in charge, making all the decisions.)</i></p>	<p>1 2 3 <b>4</b></p>
<p><b>5 When providing assistance to youth, staff help youth think through problems and/or questions themselves rather than offering answers.</b> Staff guide youth's thinking and help them develop problem solving skills. (Ex: Ask "how", "why", "what-if" questions, help youth brainstorm potential solutions.) <i>1=Staff provide answers to youth, rather than helping them to figure it out on their own.</i></p>	<p>1 2 3 <b>4</b> N/A</p>
<p><b>6 Staff ask open-ended questions to facilitate youth reflection during the activity.</b> Staff probe and extend youth's thinking, help youth make connections, encourage youth to focus on and share what they are learning. <i>1= Staff do not ask youth any questions to focus their thinking on the activity.</i></p>	<p>1 2 3 <b>4</b></p>
<p><b>7 At the end of the activity period, staff engage youth in a structured time for feedback and reflection on the activity.</b> Staff engage youth in an extended discussion (or individual reflection time) about the activity, their feedback, and/or what they learned. <i>1=Staff do not solicit feedback from youth or engage youth in reflection about the activity.</i></p>	<p>1 2 3 <b>4</b> N/A</p>

Field Notes:

*The instructor was phenomenal. Her energy was great and it reflected the children*

Item Format

**Anchor and/or (Example) of a "4" rating**  
*1= Anchor and/or (Example) of a "1" rating*

Rating Scale:

1-Not True 2-Somewhat True  
3-Mostly True 4-Very True



# Activity Time

Site ID: *Davis*

Observer ID: *Douglas*

Date: *3/14/2023*

D. Staff Positively Guide Youth Behavior	Rating
<b>1 Staff closely supervise youth and activities.</b> Staff are watching youth all the time, prevent unsafe or address disruptive behavior <i>1=Staff are not watching youth or do not respond to events or interactions that are unsafe or disruptive.</i>	1 2 3 <b>4</b>
<b>2 Staff interactions with youth (manner, affect, tone) are positive and supportive.</b> <i>1=Staff use a negative, punitive, irritable, or harsh tone of voice most of the time.</i>	1 2 3 <b>4</b>
<b>3 Staff treat youth respectfully and assume best intentions.</b> (Ex: Staff pull youth aside to discuss their behavior in private, hear youth's point of view ) <i>1=Staff constantly correct, criticize, or reprimand youth.</i>	1 2 3 <b>4</b>
<b>4 Staff are able to quickly and positively gain youth's attention and cooperation when needed.</b> <i>1=Staff's repeated attempts to control group are negative and/or are ineffective, or staff allows group to become chaotic and out of control.</i>	1 2 3 <b>4</b>
<b>5 Staff are flexible in their management of youth.</b> (Ex: Staff appear comfortable as youth move freely, use equipment, leave the area to get water, use the bathroom ) <i>1=Staff over-control youth (Ex: Staff expect children/youth to sit quietly, obtain permission before getting up, always raise hand before speaking )</i>	1 2 3 <b>4</b>
<b>6 Staff use simple reminders and redirection to support positive behavior.</b> Staff are always calm and straightforward. (Ex: Let youth know what is inappropriate and remind them of rules and behavioral expectations.) <i>1=Staff always over-react to youth's behavior. (Ex: Staff are visibly short-fused "How many times do I have to tell you not to....?")</i>	1 2 3 <b>4</b>
<b>7 When addressing behavioral issues, staff use strategies which are developmentally appropriate.*</b> <i>1=Time-out, loss of privileges is a primary behavior management strategy, consequences are completely out of proportion with youth's infractions. (Ex: Time out for minor behavioral infractions or youth that have not received other warnings.)</i>	1 2 3 <b>4</b> N/A

Field Notes:

*Instructor worked very well engaging with the students. She used positive tones and feedback. Calm reminders when getting children back on task.*

Item Format

**Bold:** Anchor and/or (Example) of a "4" rating  
**1=:** Anchor and/or (Example) of a "1" rating

**Rating Scale:**

1-Not True 2-Somewhat True  
 3-Mostly True 4-Very True

# Activity Time

Site ID: Davis

Observer ID: Douglas

Date: 3/14/23

E. Staff Build Relationships & Support Individual Youth	Rating
<p><b>1 Staff engage in friendly exchanges (chats) with youth.</b>                      Staff show interest in youth as individuals (Ex: Staff make a point of connecting with all youth--inquire about youth's interests, solicit youth's thoughts and opinions on a topic, ask about youth's day or something they made.)                      1=Staff do not have friendly exchanges with any youth, communication is primarily directional or informational. (Ex: Staff remind youth to hang up coat.)</p>	<p>1 2 3 <u>4</u></p>
<p><b>2 Staff encourage individual youth.</b>                      (Ex: "I like your thinking," "I noticed that you are really taking your time on this project" "You can do it--give it another try.")                      1=Staff do not offer encouraging remarks to any individual or groups of youth.</p>	<p>1 2 3 <u>4</u></p>
<p><b>3 Staff exhibit appropriate, professional conduct around youth.</b>                      1=Staff behavior is inappropriate to their role with youth. (Ex: Staff, react "personally" to youth criticisms, exhibit behavior not allowed in program, such as talking on their cell phones.)</p>	<p>1 2 3 <u>4</u></p>
<p><b>4 Staff listen (focus, pay attention) actively, attentively, and patiently to youth during activity time.</b>                      (Ex: focus on youth when speaking, give youth time and accommodations to express themselves, summarize back what they heard youth saying.)                      1=(Ex: Staff ignore, dismiss and/or interrupt youth when they are trying to speak to staff.)</p>	<p>1 2 3 <u>4</u></p>
<p><b>5 When youth need or ask for help, staff provide individualized assistance to youth.</b>                      Staff take the time to really understand and focus on individual youth needs (Ex: Answer questions, explain how to do something)                      1= Staff do not help youth. (Ex: Staff tell youth they will help them later.)</p>	<p>1 2 3 <u>4</u> N/A</p>
<p><b>6 When an individual youth is having a problem or is upset, staff pay attention and try to help them*.</b>                      (Ex: When a youth has accidentally broken their project and is upset, staff offer comfort; stay and help youth calm down.)                      1= (Ex: Staff ignore or dismiss a youth who is crying.)</p>	<p>1 2 3 <u>4</u> N/A</p>

(Note # of youth who have extended, 1 1 conversations with staff (i.e. each person has minimum of 2-3 turns.)

Field Notes:

*Very Supportive and encouraging to students.  
 Instructor focus on students needs.*

Item Format

**Bold:** Anchor and/or (Example) of a "4" rating

**1=** Anchor and/or (Example) of a "1" rating

**Rating Scale:**

1-Not True 2-Somewhat True

3-Mostly True 4-Very True

# Activity Time: Rating of Youth

Site ID: *Davis*

Observer ID: *Douglas*

Date: *3/14/23*

F. Youth Relations with Adults	Rating
<b>1 Youth show interest in staff; seek out positive contact/interactions.</b> (Ex Youth show staff something they made, initiate friendly interactions ) <i>1=Youth actively avoid or ignore staff.</i>	1 2 3 <b>4</b>
<b>2 Youth are cooperative with staff's requests or directions.</b> Youth comply or negotiate easily with staff. <i>1=(Ex: Youth are resistant, oppositional, refuse to comply, get into power struggles.)</i>	1 2 3 <b>4</b>
<b>3 Youth listen (focus, pay attention) to staff.</b> (Ex Youth focus, don't interrupt, get clarifications, or ask follow up questions ) <i>1=(Ex. Youth ignore, interrupt, or walk away from staff when they are speaking )</i>	1 2 3 <b>4</b>

Field Notes:

G. Youth Participation in Activity Time	Rating
<b>1 Youth are busy and engaged in conversation or activities.</b> All youth are included and constructively engaged throughout the activity. <i>1=Very few/no youth are constructively engaged (Ex: Youth refuse to participate, appear bored, engage in off-task behaviors )</i>	1 2 3 <b>4</b>
<b>2 Youth follow program rules and behavioral expectations.</b> <i>1=Very few/no youth follow rules on their own. (Ex: Youth need constant reminding about rules or expectations by staff/adults.)</i>	1 2 3 <b>4</b>
<b>3 Youth appear in control; they regulate their behavior and energy to the environment.</b> During academic learning times, or activities which require focus on a task, youth actions and affect are regulated to these activities <i>1=(Ex: If it is quiet reading time, most youth are wound up and out of control; excessively loud, disrupting other's participation or enjoyment of the activity )</i>	1 2 3 <b>4</b>
<b>4 Youth help select, lead or contribute to the running of the activity.</b> Youth led activity, and/or all youth contribute in some way to the nature and direction of activity time. (Ex: Help to choose, make decisions about the activity, make their own choices about how they will spend free time, offer ideas to staff for modifying the activity, help set up )  <i>1=Youth do not select, lead or contribute to the running of the activity. (Ex: Youth simply participate in activity as instructed by staff.)</i>	1 2 3 <b>4</b>
<b>5 Youth are cognitively engaged and/or focused on solving problems.</b> (Ex: The whole time, all youth are focused on solving activity-related challenges, answering questions, playing strategy-based games/sports ) <i>1= Very few or no youth appear cognitively engaged. (Ex: Youth watch a funny video or relax and listen to music )</i>	1 2 3 <b>4</b>

Field Notes:

Item Format

**Anchor and/or (Example) of a "4" rating**

*1= Anchor and/or (Example) of a "1" rating*

**Rating Scale:**

1-Not True 2-Somewhat True

3-Mostly True 4-Very True

# Activity Time: Rating of Youth

Site ID: *Davis*

Observer ID: *Douglas*

Date: *3/14/23*

H. Peer Relations		Rating			
1	<p><b>Peer interactions have a positive affective tone; youth appear to enjoy each other's company.</b>                      (Ex: Youth mix freely, lots of smiling, laughing, playful exchanges, include each other.)                      I=(Ex: Negative, tense social atmosphere. Many youth do not mix with youth from other groups. Evidence of social exclusion.)</p>	1	2	3	4
2	<p><b>Youth listen (focus, pay attention) to each other.</b>                      (Ex: Show interest, ask follow up questions.)                      I=(Ex: Youth ignore or interrupt peers when they are communicating.)</p>	1	2	3	4
3	<p><b>Youth cooperate with each other.</b>                      (Ex: Share materials/space, help each other, take turns, compromise, problem solve.)                      I=(Ex: Tension and competition amongst youth. Youth rarely share materials, take turns or compromise without arguing.)</p>	1	2	3	4

Field Notes:

*Students worked together sharing space and materials. Students worked very well together*

Item Format

**Anchor and/or (Example) of a "4" rating**

*I=(Example) of a "1" rating*

Rating Scale:

1-Not True 2-Somewhat True  
 3-Mostly True 4-Very True

Activity Time

Site ID: Davis

Observer ID:

Douglas

Date:

March 14, 2023

Eli Whitney has a great challenging program.

Student had enough material and space.

The nature of the project was an ongoing project.

The activity offered youth choice and decision making. Staff supported students and

promoted students interest. The Instructor

very energetic and had positive energy great

Program.