



NEW HAVEN PUBLIC SCHOOLS
AGREEMENT COVER SHEET

Cover Sheet is an Internal Document for Business Office Use

Please Type

Contractor full name: Grace Fixins, LLC

Doing Business As, if applicable:

Business Address: 432 Eastern St, Apt. 2B, New Haven, CT, 06513

Business Phone: 203-892-9085

Business email: gracefixins@gmail.com

Funding Source & Acct # including location code:

- ARP ESSER III C/O- 2553-6399-56694-0444 (Celentano)

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.

- \$180 a session for a total of 76 sessions

Total amount: \$13,680.00

Description of Service: Please provide a one or two sentence description of the service. *Please do not write "see attached."*

- Grace Fixins, LLC will provide after-school programming to (20) students from Celentano school. Grace Fixins will be servicing youth (3) times a week for a total of 76 sessions from November 14, 2023, to June 30, 2024. The contractor's Little Creatives Program will provide enrolled youth and their families with life skills training and cooking classes. Sessions will consist of activities that teach students multitasking, home care essentials, cooking fundamentals, and the promotion of healthy habits. Grace Fixins programming aims to support students by enhancing character and development, as well as exposing them to new skills and talents they are able to apply within their homes.

Submitted by: Gemma Joseph Lumpkin Phone: 475-220-1060



NEW HAVEN PUBLIC SCHOOLS

Memorandum

To: New Haven Board of Education Finance and Operations Committee
From: Gemma Joseph Lumpkin
Date: 10/17/23
Re: Grace Fixins, LLC

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:** Grace Fixins, LLC
2. **Description of Service:**
 - a. Grace Fixins, LLC will provide after-school programming to (20) students from Celentano school. Grace Fixins will be servicing youth (3) times a week for a total of 76 sessions from November 14, 2023, to June 30, 2024 The contractor's Little Creatives Program will provide enrolled youth and their families with life skills training and cooking classes. Sessions will consist of activities that teach students multitasking, home care essentials, cooking fundamentals, and the promotion of healthy habits. Grace Fixins programming aims to support students by enhancing character and development, as well as exposing them to new skills and talents they are able to apply within their homes.
3. **Amount of Agreement and hourly or session cost:** \$13,680.00
 - a. \$180 a session for a total of 76 sessions
4. **Funding Source and account number:**
 - a. ARP ESSER III C/O- 2553-6399-56694-0444 (Celentano)
5. Approximate number of staff served through this program or service: 0
6. Approximate number of students served through this program or service: 20
7. **Continuation/renewal or new Agreement?**

Answer all questions:

 - a. If continuation/renewal, has the cost increased? If yes, by how much?
 - i. Renewal, no cost increase
 - b. What would an alternative contractor cost:
 - i. Based on local vendors, similar services range approximately from \$250-\$350 a session.

- c. If this is a continuation, when was the last time alternative quotes were requested?
 - i. 2023 RFQ submission
- d. For new or continuation: is this a service existing staff could provide. If no, why not?
 - i. No, Grace Fixins programming provides specific culinary skills and other home care training that exposes our youth to unique learning opportunities.

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?
- b. After School or Extended Hours Program?
 - i. After School
- c. School Readiness or Head Start Programs?
 - i. None
- d. Other: (Please describe)

9. Contractor Classification:

Answer all questions:

- a. Is the Contractor a Minority or Women Owned Business?
 - i. Yes
- b. Is the Contractor Local?
 - i. Yes, New Haven Based
- c. Is the Contractor a Not-for-Profit Organization? If yes, is it local or national?
 - i. Yes, local
- d. Is the Contractor a public corporation?
 - i. No
- e. Is this a renewal/continuation Agreement or a new service?
 - i. Renewal
- 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? Please attach a copy of the contractor's resume if an individual or link to contractor website if a company:
 - i. Grace Fixins programming provides specific culinary skills and other home care training that exposes our youth to unique learning opportunities. The aim of their programming is to enhance students' character and teach new skills students can apply outside of after-school time.

- b. How was the Contractor selected? Quotes, RFP/RFQ, Sealed Bid or Sole Source designation from the City of New Haven Purchasing Department?
 - i. RFQ process
- c. Is the contractor the lowest bidder? If no, why? Why was this contractor selected?
 - i. Yes. The contractor was identified by Celentano's Principal and After School building lead to support the needs of the students enrolled in programming.
- d. Who were the members of the selection committee that scored bid applications?
 - i. Christian Tabares, Arthur Edwards, Lysie Rodriguez, Jose Camacho, Dianne Stewart, 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.

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. The contractor will address the need to enhance character development and fundamental culinary skills to ensure students are able to apply this information outside of school hours.
 - ii. Services will be monitored using the APT tool, which assesses the overall quality of the program's staffing, staff's engagement with students and families, collaboration with NHPS staff, transitioning of students, and activities offered. The evaluation team consists of the Building Leader with a team, which may consist of other NHPS staff, parents, and community members. APT raters observe and score staff interactions (manner, affect, and tone of voice) with youth and families. 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.
 - i. Attached
- c. How is this service aligned to the District Continuous Improvement Plan?

- i. Students will engage in programming that will improve critical thinking skills while learning cooking fundamental skills. Opportunities that are important to the child's development. Programs like these are especially important in urban areas where children do not have the same access, exposure, and experiences as their suburban peers.

12. Why do you believe this Agreement is fiscally sound?

- a. This agreement provides students and families the opportunity to engage in programming while learning new skills that will enhance their development. At a price of \$180 a session, this agreement provides tremendous values to the needs of students at Celentano at an affordable price.

13. What are the implications of not approving this Agreement?

- a. Students at Celentano will not be granted the opportunity to participate in activities that build important developmental factors. Without these types of opportunities, we are limiting the activities we provide to our youth. Lack of support could lead to increased risk of youth engaging in negative activities outside of their parents/guardian's supervision.

Rev: 8/2021



NEW HAVEN PUBLIC SCHOOLS

AGREEMENT
By And Between
The New Haven Board of Education
AND

(Grace Fixins, LLC)

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, Grace Fixins, LLC located at, 432 Eastern St, Apt. 2B, New Haven, CT, 06513 (herein referred to as the “Contractor”).

Compensation: The Board shall pay the contractor for satisfactory performance of services required the amount of \$ 180.00 per session, for a total of 76 sessions.

The maximum amount the contractor shall be paid under this agreement: Thirteen Thousand, Six Hundred and Eighty Dollars (\$13,860.00). 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 ARP ESSER III C/O **Program** of the New Haven Board of Education, **Account Number:** 2553-6399-56694 **Location Code:** 0444

This agreement shall remain in effect from 11/14/2023 to 06/30/2024

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

- Grace Fixins, LLC will provide after-school programming to (20) students from Celentano school. Grace Fixins will be servicing youth (3) times a week for a total of 76 sessions from November 14, 2023, to June 30, 2024. The contractor's Little Creatives Program will provide enrolled youth and their families with life skills training and cooking classes. Sessions will consist of activities that teach students multitasking, home care essentials, cooking fundamentals, and the promotion of healthy habits. Grace Fixins programming aims to support students by enhancing character and development, as well as exposing them to new skills and talents they are able to apply within their homes.

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' 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

Ruthann Lowers / Director

Contractor Printed Name & Title



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.



GRACED FIXINS LLC

- **Scope of work being offered-**

Graced Fixins LLC is a program that offers life skills classes to children and families. Graced Fixins LLC has a Little Creatives Program that is for children ages 9-15. Little Creatives serves the community with cooking classes. During these sessions children will learn; multitasking, time management, home care and healthy habits. Our goal is to enhance character and create new talents.

- **Number of sessions-60**
- **Number of students being served -20**
- **Budget (per session) \$180 per session/ \$540 (3 days a week)**
- **Location of work- Celentano Cafe**
- **Other important information regarding students or scope of work.**

Our mission is to enhance the character and creative talents of our community. Grace Fixins LLCs goal is to provide hands-on resources to our community. Our Little creatives program is designed to build a better community

	<p>ENHANCING CHARACTER AND CREATIVE TALENT +1 (203) 892-9085</p>	
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WHO ARE

WE?



Graced Fixins LLC is a program that offers life skills classes to children and families. Graced Fixins LLC has a Little Creatives Program that is for children ages 9-15. Little Creatives serves the community with cooking classes. During this service children will learned; multitasking, time management, home care and healthy habits. Our goal is to enhance character and create new talents.

LET'S TALK LIFE SKILLS



CLEANLINESS

SUBJECTIVE

MULTITASKING



MISSION

Our mission is to enhance the character and creative talents of our community. Graced Fixins LLC's goal is to provide hands-on resources to our community. Our Little Creatives program is designed to build a better community.

GOALS

1. Our goal is to enhance the skill of children that have a culinary interest.
2. Build the character of children to have strong leadership skills.

CONTACT US

 203-892-9085

 gracedfixins@gmail.com



**ENROLL
TODAY**



LET'S

MAKE

CREATIVE

FOOD

ENHANCING CHARACTER
AND

STEM Activity Time

Site ID: Celentano Observer ID: Dianna Stewart Date: 3-20-23

Activity Name: cooking - Graced Fixins

Activity # cooking - burgers

Start Time 3:30

Minimum observation duration:

End Time 4:00pm

30 minutes or see Site Visit Plan

Observed Number of staff 1

Number of youth 6

Start of activity End of activity
(check all that apply)

Brief Description of STEM Activity Time

Making burger / seasoning / veg-nut
choices + after cooking - the students
taste each other's food -

Instructional Approach (check up to 3)

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

Location of Activity Time (check location(s) that apply)

- Classroom Science room/Lab
 Cafeteria Library
 Gym Off-Site (please explain)
 Outdoors Other (please describe)
Kitchen

Focus of STEM Activity (check all that apply)

- Life science/biology
 Environmental science
 Math
 Chemistry
 Physics
 Engineering/Design
 Computer science
 Coding
 Robotics
 Vocational Skills/Training
 Other (please describe) cooking

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.

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

3

STEM Activity Time

Site ID: *Celentano*

Observer ID: *Dianne Stewart*

Date: *3/20/23*

A. Organization of STEM Activity	Rating
1 Activities begin promptly. (Ex: Youth wait less than 2-3 minutes.) <i>1=Extended delay; youth are not engaged while they wait. (Ex: Youth wait 8-10 minutes with nothing to do while staff prepare programming)</i>	1 2 3 4 N/A
2 There are enough materials and supplies for the number of youth participating. <i>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.)</i>	1 2 3 4
3 Activity time is free from interruptions/distractions. <i>1=Youth are being constantly interrupted by noise or intrusions. (Ex: There is another noisy activity being held in the same space.)</i>	1 2 3 4
4 Staff create adjustments and accommodations for youth based on their experiences and needs. (Ex: Youth with special needs, or English Language Learners are fully included) <i>1= Youth are excluded from activity if they are not able to conform to the group dynamic.</i>	1 2 3 4 N/A
5 There is an appropriate amount of time allotted for the STEM activity. (Ex: Youth do not appear rushed or bored; most youth finish activities or activity comes to a logical stopping point if an ongoing project). <i>1=Many youth rush in an attempt to finish or many youth finish early and are bored.</i>	1 2 3 4
6 Staff explain the activity clearly. (Ex: Purpose and sequence of activity are clear to observer; most youth do not ask for further explanation). <i>1= Many youth appear confused about what to do.</i>	1 2 3 4
7 Activity is open-ended with no predetermined answer or solution. Activity requires youth to use problem solving skills, STEM knowledge, creativity, and trial and error to reach a conclusion or solution. (Ex. Build the tallest structure with the materials provided. Find the best route to x,z,y if you were a bird; now if you were a cat.) <i>1= Youth follow step-by-step instructions.</i>	1 2 3 4
8 Activity includes clear instructions on how to safely use STEM tools, equipment, and materials. (Ex: Safety glasses are used if necessary). Rate as NA - not applicable - if STEM tools/equipment are not used. <i>1=No discussion of safety precautions and procedures for using STEM tools.</i>	1 2 3 4 N/A

- giving choice

staff explained directions

Field Notes: *Students wear gloves,*

Recommended that the students wear hair nets -

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

STEM Activity Time

Site ID: *Celentano*

Observer ID: *Dianne Stewart*

Date: *3/20/23*

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 STEM Activity	Rating
<p>1 The activity is part of an ongoing project, activity series or curricular unit designed to promote STEM skills/concepts over time. (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 4</p>
<p>2 Activity is appropriately challenging and stimulates youth thinking. Activity requires that youth learn/apply skills, solve problems, use strategy, focus and concentrate, most of the time in order to participate. (Ex: Activity is not too easy nor too hard.) <i>1= Activity is not at all challenging. (Ex: Appears very easy, youth appear bored, finish quickly/effortlessly).</i></p>	<p>1 2 3 4</p>
<p>3 Activity offers youth choice and decision-making. 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. (Ex: Youth chose which specific endangered animal to study or which way to present findings to group). <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 4</p>
<p>4 Activity offers youth opportunities to work collaboratively in pairs, groups or as part of a team to achieve a shared goal. 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 4</p>
<p>5 The STEM-related question(s) to be addressed by activity is evident to youth (understood, acted upon, can repeat it). (Ex: How do large ships float? What species inhabit a salt marsh? How tall is the flag pole in front of the school?) <i>1= Youth appear confused about the goal of the activity.</i></p>	<p>1 2 3 4</p>
<p>6 Elements of the scientific process or engineering design theory are evident to youth (understood, acted upon, can repeat it). (Ex: Youth define a problem, research a topic, brainstorm hypotheses or solutions, plan and design a solution, test it, and improve upon the design). <i>1= STEM processes are not required to complete task.</i></p>	<p>1 2 3 4</p>

Survey the students - what they want to learn and students have established individual goals as to what they want to accomplish through this experience

What would happen if you add too much salt

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

5

STEM Activity, Spring 2020 v0

STEM Activity Time

Site ID: *Celenfano*

Observer ID: *Dianne Stewart*

Date: *3/28/23*

B. Nature of STEM Activity (con't)	Rating
<p>7 Activity includes youth using tools of the STEM fields. (Ex: Youth use calculator, magnifying glass, microscope, recorder, log, computer programs for data analysis, design and/or presentation software.) <i>1= Youth do not use any STEM tools.</i></p>	<p>1 2 3 4</p>
<p>8 The activity culminates (or will culminate) in tangible products or presentation/performances that reflect ideas or designs of youth. (Ex: Group presentations, sharing times, recognition celebrations, exhibitions, performances are a planned part of the activity.) <i>1= Activity is one time experiment unrelated to ongoing curriculum or theme.</i></p>	<p>1 2 3 4</p>

measuring ingredients

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

STEM Activity Time

Site ID: *Celentano*

Observer ID: *Dianne Stewart*

Date: *3-20-23*

C. Staff Promote Youth Engagement & Stimulate Thinking	Rating
<p>1 Staff are energetic, enthusiastic, and/or upbeat STEM topics and activities. 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>	1 2 3 4
<p>2 Staff help spark and sustain youth's interest/curiosity throughout the activity. (Ex: Staff ask youth a series of questions to prompt ongoing curiosity and wonder. Staff encourage youth to experiment with the materials and try new approaches.) <i>1=Staff do not spark or sustain youth's interest (Ex: Give directions without discussion, or any expression of enthusiasm.)</i></p>	1 2 3 4
<p>3 Staff are actively engaged in STEM activities with youth. (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>	1 2 3 4
<p>4 Staff encourage youth to share control, responsibility, and decision-making. 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>	1 2 3 4
<p>5 When providing assistance to youth, staff help youth think through problems and/or questions themselves rather than offering answers. 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>	1 2 3 4 N/A
<p>6 Staff ask open-ended questions. Staff guide, probe and extend youth's thinking, help youth make connections, encourage youth to focus on and share what they are learning, and help them develop problem-solving skills. (Ex: Staff ask "How?," "Why?," and/or "What-if?" questions, and/or help youth brainstorm potential solutions.) <i>1= Staff do not ask youth any questions to focus their thinking on the activity.</i></p>	1 2 3 4
<p>7 Staff engage youth in a structured time for feedback and reflection on the activity. 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>	1 2 3 4

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

STEM Activity Time

Site ID: *Celentano*

Observer ID: *Dianne Stewart*

Date: *3/20/23*

C. Staff Promote Youth Engagement & Stimulate Thinking (Con't.)	Rating
<p>8 Staff encourage youth to be curious, and to use their creativity and imagination. Staff show appreciation for all ideas and support creative solutions (Ex: "I'm not sure if that will work. But let's give it a try.") <i>1=Staff discourage or ignore youth creative thinking and ideas.</i></p>	<p>1 2 3 4</p>
<p>9 Staff encourage youth to make predictions or hypotheses. (Ex: Staff ask, "How do you think it would be different if we added salt water instead of tap water?" "What other types of materials would work?" "Can you think of any other possible reasons/solutions?") <i>1= Staff do not ask youth any questions that require youth to make predictions.</i></p>	<p>1 2 3 4</p>
<p>10 Staff use STEM vocabulary appropriately. Staff use appropriate terms from science, technology, engineering, and math fields demonstrating an understanding of terms. (Ex: spreadsheet, graph, slope, axis or density, mass, volume.) <i>1= Staff do not use STEM vocabulary or use terms incorrectly.</i></p>	<p>1 2 3 4</p>
<p>11 Staff encourage youth to use STEM vocabulary Staff explain STEM vocabulary in age¹appropriate ways that youth can understand (Ex: "That 'cool light' you see is caused by a prism.", "Do you know the correct term for that?") <i>1= Staff do not use STEM vocabulary, use terms incorrectly.</i></p>	<p>1 2 3 4</p>
<p>12 Staff attribute youth success in STEM activities to effort and persistence. (Ex: "That's what engineers do too—when the first attempt does not work they go back and try again." "You all worked together to accomplish this. I'm proud of you all.") <i>1= Staff do not encourage youth's efforts.</i></p>	<p>1 2 3 4</p>
<p>13 Staff support youth in collecting and recording data, and/or making observations about events and natural phenomenon. Staff provide appropriate tools and clear instructions to enable youth to actively participate in the data collection. (Ex: staff help adjust binoculars to observe appropriately.) <i>1= Staff do not encourage or support youth's efforts/attempts at observation and/or data collection.</i></p>	<p>1 2 3 4</p>
<p>14 Staff encourage youth to use data (findings, observations, models) to draw conclusions. (Staff ask youth to use results to make a generalization. (Ex. "Pollution negatively impacts animal habitats" or "We measured water temperature for 6 weeks, what we can say about what we learned from this exercise?") <i>1= Staff do not require youth to draw conclusion from data.</i></p>	<p>1 2 3 4</p>
<p>15 Staff ask youth to provide evidence to support their ideas and conclusions. (Ex: "How do you know that is true? What information do you have to support this idea?") <i>1= Staff do not differentiate between opinion and facts.</i></p>	<p>1 2 3 4</p>

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

STEM Activity Time

Site ID: *Celentano*

Observer ID: *Dianne Stewart*

Date: *3-20-23*

D. Staff Positively Guide Youth Behavior	Rating
<p>1 Staff closely supervise youth and activities. 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></p>	<p>1 2 3 4</p>
<p>2 Staff interactions with youth (manner, affect, tone) are positive and supportive. <i>1=Staff use a negative, punitive, irritable, or harsh tone of voice most of the time.</i></p>	<p>1 2 3 4</p>
<p>3 Staff treat youth respectfully and assume best intentions. (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></p>	<p>1 2 3 4</p>
<p>4 Staff are able to quickly and positively gain youth's attention and cooperation when needed. <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></p>	<p>1 2 3 4</p>
<p>5 Staff are flexible in their management of youth. (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></p>	<p>1 2 3 4</p>
<p>6 Staff use simple reminders and redirection to support positive behavior. 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></p>	<p>1 2 3 4 N/A</p>
<p>7 When addressing behavioral issues, staff use strategies which are developmentally appropriate.* <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></p>	<p>1 2 3 4 N/A</p>

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

STEM Activity Time

Site ID: Colantano

Observer ID: Dianne Stewart

Date: 3/20/23

E. Staff Build Relationships & Support Individual Youth	Rating
<p>1 Staff engage in friendly exchanges (chats) with youth. 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 4</p>
<p>2 Staff encourage individual youth. (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 4</p>
<p>3 Staff exhibit appropriate, professional conduct around youth. 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 4</p>
<p>4 Staff listen (focus, pay attention) actively, attentively, and patiently to youth during activity time. (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 4</p>
<p>5 When youth need or ask for help, staff provide individualized assistance to youth. 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 4 N/A</p>
<p>6 When an individual youth is having a problem or is upset, staff pay attention and try to help them*. (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 4 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:

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

10

STEM Activity Time: Rating of Youth

Site ID: Celentano - Observer ID: Dianne Stewart Date: 3/20/23

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

Field Notes:

G. Youth Participation in STEM Activity	Rating
1 Youth are busy and engaged in STEM-related activities and/or conversations. Youth ask relevant, thoughtful questions demonstrating understanding and/or curiosity about STEM topic. (Ex: Youth are engaged in hands-on activities, raising hands to ask and answer questions, show enthusiasm and eagerness.) 1=Very few/no youth are constructively engaged (Ex: Youth are passive observer and/or listener, youth refuse to participate, appear bored, engage in off-task behaviors.)	1 2 3 <u>4</u>
2 Youth follow program rules and behavioral expectations. 1=Very few/no youth follow rules on their own. (Ex: Youth need constant reminding about rules or expectations by staff/adults.)	1 2 3 <u>4</u>
3 Youth appear in control; they regulate their behavior and energy to the environment. During academic learning times, or activities which require focus on a task, youth actions and affect are regulated to these activities. 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.)	1 2 3 <u>4</u>
4 Youth help select, lead or contribute to the running of the activity. 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.) 1=Youth do not select, lead or contribute to the running of the activity. (Ex: Youth simply participate in activity as instructed by staff.)	1 2 3 <u>4</u>

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

STEM Activity Time: Rating of Youth

Site ID: *Celestano*

Observer ID: *Dianne Stewart*

Date: *3/20/2023*

G. Youth Participation in STEM Activity (con't)	Rating
<p>5 Youth are cognitively engaged and/or focused on solving problems. (Ex: Youth are focused on solving activity-related challenges, answering questions, exploring ideas verbally or physically, questioning, hypothesizing, testing, and/or actively seeking information about mechanical or natural phenomena or objects.) 1= <i>Very few or no</i> youth appear cognitively engaged. (Ex: Youth watch a video or adult demonstration without facilitated Q & A.)</p>	1 2 3 4 <i>NA</i>
<p>6 Youth use STEM tools (Ex: Youth use calculator, magnifying glass, microscope, recorder, log, computer programs for data analysis, design, and/or presentation.) 1= Youth do not use STEM tools.</p>	1 2 3 4
<p>7 Youth use STEM vocabulary (Ex: Youth use proper terms for instruments such as microscope or magnifying glass instead of "thingy".) 1= Youth do not use STEM terminology or vocabulary.</p>	1 2 3 4
<p>8 Youth have the opportunity to share their ideas, describe what they are doing, and explain what they are thinking about to others. (Ex: Youth share either formally through presentations of findings or informal conversations where youth input is solicited, compare/contrast to other activities.) 1= Youth do not describe their activity, actions, or ideas with staff or peers.</p>	1 2 3 4
<p>9 Youth appear to enjoy the STEM activity Youth demonstrate curiosity, talk to each other about the activity, ask inquisitive questions during the activity, smile, etc. 1= Youth appear bored or disinterested in activity.</p>	1 2 3 4
<p>10 Youth collect data, measure, record data, and/or make observations about events and natural phenomenon. (Ex: Youth capture, count, and classify insects in a field; youth use rulers to measure length, thermometers to track daily water temperature.) 1= Youth do not participate in making observations or data collection.</p>	1 2 3 4
<p>11 Youth use observation to describe and or predict a pattern/problem. Youth use identification, naming to describe STEM principles. (Ex: Youth collect and identify insects using chart.) 1= Youth do not have opportunity to make observations or predictions.</p>	1 2 3 4
<p>12 Youth use strategic talk. Youth explain how to do/use something in order to better participate and/or understand the STEM activity/concept. 1= Youth do not have opportunity to describe their actions or thinking.</p>	1 2 3 4

measuring -

reflection -

Survey -
 - how they work well with each other
 - Any changes -
 - what they want to learn.

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

STEM Activity Time: Rating of Youth

Site ID:

Celentano

Observer ID:

Dianne Stewart

Date:

3/20/23

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

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

STEM Activity Time

Site ID: *Celestano*

Observer ID: *Dianne Stewart*

Date: *3/20/23*

I. STEM Connections	Rating
<p>1 Staff help youth connect current activity to previous STEM knowledge. Staff help youth make meaningful connections to STEM concepts. (Ex: "I know you've been studying this topic in life sciences." "How does this relate to the concept of ____?") <i>1= Staff do not make any connections between current STEM activity and previous STEM knowledge or concepts.</i></p>	<p>1 2 3 4</p>
<p>2 Staff help youth connect current activity to everyday activities and situations. Staff help youth make meaningful connections of STEM concepts to everyday situations. (Ex: "What does this remind you of? Something we all have a home..." "How could we use at home or in our community?" "How does the concept of buoyancy relate to swimming? Does it change in a pool, lake, the ocean?") <i>1= Staff do not make any connections between current STEM activity and everyday activities or situations.</i></p>	<p>1 2 3 4</p>
<p>3 Staff help youth connect current activity to STEM careers or job-related activities. (Ex: "There are a many kinds of engineers." "How do you think a worker in the medical field would use this knowledge or process?") <i>1= Staff do not make any connections between current STEM activity and STEM careers or job-related activities.</i></p>	<p>1 2 3 4</p>
<p>4 Staff help youth connect current activity to broader community and/or current events, societal issues, and/or problems. Staff prompt youth to actively contribute to conversations. (Ex: "How does our garden impact our school?" "How could it impact the larger community/neighborhood?" "What did we learn that could be useful to other gardeners?") <i>1= Staff do not encourage any connection to community or current events.</i></p>	<p>1 2 3 4</p>

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

STEM Activity Time: Rating of Youth

Site ID: *Celentano*

Observer ID: *Dianne Stewart*

Date: *3/20/23*

J. Youth Demonstrate Mastery of STEM Skills	Rating
<p>1 Youth demonstrate self-confidence in STEM skills. Youth show belief in their ability to understand and engage in STEM, that STEM is accessible and useful to them. (Ex: Youth exhibit "I can do it, I will try again when necessary" attitude.) <i>1=Youth express negative attitude, make comments such as, "I can't" and/or refuse to try/participate.</i></p>	<p>1 2 3 4</p>
<p>2 Youth make and test predictions or hypotheses. Youth plan and/or carry out an investigation, and/or design a solution to a STEM problem. Students design ways to investigate research questions choosing appropriate variables, techniques, and tools to gather, record, and analyze data. (Ex: Students devise their own organizational schema for recording data.) <i>1= Students are passive participants. They do not make predictions or plans to test ideas.</i></p>	<p>1 2 3 4</p>
<p>3 Youth analyze and interpret data. (Ex: Youth use math and/or computation to solve problems. Students use math to transform, organize, and/or interpret data.) <i>1= Youth do not solve problems or use data to answer questions.</i></p>	<p>1 2 3 4</p>
<p>4 Youth develop and use models to demonstrate STEM understanding and concepts and theory. (Ex: Youth use pictures, diagrams, and story board, replica, flow charts, graphs, collage, and/or power point presentations.) <i>1= Youth do not manipulate materials. Youth are passive observers.</i></p>	<p>1 2 3 4</p>
<p>5 Youth provide evidence to support their ideas and conclusions. Youth construct an argument supported by evidence. Youth make live or multimedia fact-based presentation. (Ex: Youth use facts, data, observations, historic evidence.) <i>1= Youth do not differentiate between opinion and facts.</i></p>	<p>1 2 3 4</p>
<p>6 Students access and utilize secondary data and/or sources. Youth assess the reliability and/or validity of knowledge generated or information gathered by investigating and critiquing methodology and fidelity of sources. (Ex: Youth use multiple websites to confirm information and gather a full-picture of the topic/issue; can differentiate between opinion and facts.) <i>1= Youth use one source to complete task.</i></p>	<p>1 2 3 4</p>
<p>7 Youth help select, lead, or contribute to the running of the activity. Youth make important and meaningful choices that shape their learning. Students formulate strategies to investigate STEM problems (versus being told how to do something). (Ex: Youth make their own choices about which endangered species to study. Youth and/or peer teams work independently the majority of the time, with staff support as needed.) <i>1= Adults make all decision and resist youth input or ideas.</i></p>	<p>1 2 3 4</p>

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: *Celentano*

Observer ID: *Dianne Stewart*

Date: *3/20/23*

J. Youth Demonstrate Mastery of STEM Skills (con't)	Rating
<p>8 Youth demonstrate leadership and STEM skills. Youth have opportunities to demonstrate their skills and knowledge. (Ex: Youth have opportunities to mentor or assist others in doing STEM activities. Youth manage STEM projects with minimal staff support.) <i>1= Youth do not have opportunity to demonstrate leadership skills. Staff make all decisions and youth follow staff instructions as directed.</i></p>	<p>1 2 3 4</p>
<p>9 Youth engage in group-processing skills. Youth actively listen, contribute ideas and/or actions to the group, do a task with others, take responsibility for a part, negotiate, compromise, and/or make joint decisions. (Ex: Students evaluate and revise their explanations or predictions in light of alternative ideas posed by staff and/or peers.) <i>1 = Youth simply follow directions of staff. There is not opportunity for peer interactions or decision making.</i></p>	<p>1 2 3 4</p>
<p>10 Youths' comments, questions, and performance reflect an accurate uptake of STEM content/concepts. Youth's predictions make sense from a scientific standpoint. (Ex: Youth explain how and why things work to a peer. Youth ask thoughtful questions.) <i>1= Youth comments or questions show confusion, inaccurate information.</i></p>	<p>1 2 3 4</p>
<p>11 Youth demonstrate problem solving and higher-order thinking skills. Youth show the capacity to think logically, reflect, explain, and/or justify their strategies. (Ex: Youth use a variety of methods or use trial and error for working on and solving problems for activities that have no clear-cut answer.) <i>1= Youth follow and/or ask staff for step-by-step instructions to complete tasks. No original thought or problem solving is required by youth.</i></p>	<p>1 2 3 4</p>
<p>12 Youth employ a variety of skills and subject areas to complete and/or participate in STEM Activity. Youth use reading, writing, math, computation, and art in STEM activity. <i>1= Youth do no use any other academic skills or curriculum during STEM activity.</i></p>	<p>1 2 3 4</p>

Field Notes:

Item Format

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

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Rating Scale:

1-Not True 2-Somewhat True

3-Mostly True 4-Very True

STEM Activity Time

Site ID:

Observer ID:

Dianne

Date:

3/20/23

Recommendation -

Have students wear hairnet +

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

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STEM Activity, Spring 2020 v0