



NEW HAVEN PUBLIC SCHOOLS
AGREEMENT COVER SHEET

Cover Sheet is an Internal Document for Business Office Use

Please Type

Contractor full name: Marcella Monk Flake

Doing Business As, if applicable: The Monk Center for Academic Enrichment and Performing Arts

Business Address: 150 Fountain Terrace, New Haven, CT 06515

Business Phone: (203) 675-3155

Business email: monkcenter2015@gmail.com

Funding Source & Acct # including location code:

- ARP ESSER III C/O
 - o 2553-6399-56694-0444 (Barnard- \$9,600.00)

Principal or Supervisor: Gemma Joseph Lumpkin

Agreement Effective Dates: From 11/14/23. To 06/30/24.

Hourly rate or per session rate or per day rate.

- \$200 per one-hour session, 15 students a session, 48 total sessions

Total amount: **\$9,600.00**

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

- The Monk Center for Academic Enrichment and Performing Arts will provide after-school programming for up to (15) students at Barnard grades K-8 f from November 14, 2023 – June 30, 2024. Monk Center offerings will support NHPS students by offering STEM, reading support, as well as enrichment activities such as Visual and Performing Arts. All enrichment activities are designed to nurture and develop critical thinkers, creative problem solvers, and productive members of a pluralistic society. Students will be provided the opportunity to engage in Human anatomy and Physiology where they learn about the human body and its various functions, Choral Music where they will practice reading, listening, and social-emotional skills while participating in choral music, Pre-engineering and Coding will use various building sets and STEM toys such as, Think Fun Gravity Maze, Lego Chain Reaction, Huaker Magnetic Balls and Rods, Dominoes, and various coding robots to encourage critical thinking and creative problem solving. Literacy and Video Production where students will participate in book clubs and will re-write all or portions of books for adaptation to film, and dance where students will learn various genres of dance not limited to, but including Hip Hop.

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: 10/17/23
Re: The Monk Center for Academic Enrichment and Performing Arts

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:** The Monk Center for Academic Enrichment and Performing Arts
2. **Description of Service:** The Monk Center for Academic Enrichment and Performing Arts will provide after-school programming for up to (15) students at Barnard grades K-8 f from November 14, 2023 – June 30, 2024. Monk Center offerings will support NHPS students by offering STEM, reading support, as well as enrichment activities such as Visual and Performing Arts. All enrichment activities are designed to nurture and develop critical thinkers, creative problem solvers, and productive members of a pluralistic society. Students will be provided the opportunity to engage in Human anatomy and Physiology where they learn about the human body and its various functions, Choral Music where they will practice reading, listening, and social-emotional skills while participating in choral music, Pre-engineering and Coding will use various building sets and STEM toys such as, Think Fun Gravity Maze, Lego Chain Reaction, Huaker Magnetic Balls and Rods, Dominoes, and various coding robots to encourage critical thinking and creative problem solving. Literacy and Video Production where students will participate in book clubs and will re-write all or portions of books for adaptation to film, and dance where students will learn various genres of dance not limited to, but including Hip Hop.
3. **Amount** of Agreement and hourly or session cost: \$9,600
 - a. \$200 per one-hour session, 48 total sessions.
4. **Funding Source** and account number: ARP ESSER III C/O
 - a. 2553-6399-56694-0444 (Barnard- \$9,600.00)
5. Approximate number of staff served through this program or service: 0
6. Approximate number of students served through this program or service: 15
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 increase
- b. What would an alternative contractor cost:
 - i. Based on local vendors, providing similar services, the cost would range from approximately \$250-\$400 session
- c. If this is a continuation, when was the last time alternative quotes were requested?
 - i. Alternative quotes are solicited through the YFCE RFQ process on a yearly basis
- d. For new or continuation: is this a service existing staff could provide. If no, why not?
 - i. No, The Monk Center program offers specific enrichment activities, which require specific training(s) in areas such as music and dance

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. N/A
- d. Other: (Please describe)

9. Contractor Classification:

Answer all questions:

- a. Is the Contractor a Minority or Women Owned Business?
 - i. Yes, Owned by a minority contractor
- b. Is the Contractor Local?
 - i. Yes, New Haven.
- 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, stayed the same
- g. Will the output of this Agreement contribute to building internal capabilities? If yes, please explain:
- h. 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. Marcella Monk Flake is a retired NHPS teacher with thirty-seven years of experience, with nearly thirty of those teaching years in the Talented and Gifted Program. The Monk Center has worked with New Haven's students and continue to provide programming specific to the New Haven Public Schools. The Monk Center has demonstrated an ability to engage and encourage our students in meaningful and engaging activities. The summer program provides opportunities for students to participate in dance and music activities which allow them to express themselves and learn the historical content of the dance and music.
- 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
- c. Is the contractor the lowest bidder? If no, why? Why was this contractor selected?
 - i. Yes, the contractor provides an activities that usually are offered at high prices than the one proposed.
- d. Who were the members of the selection committee that scored bid applications?
 - i. Arthur Edwards, Lysie Rodriguez, Gemma Joseph Lumpkin, Christian Tabares, Dianne Stewart, Frankie Roman, Adrienne Douglas, Jose Camacho
- 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. The Monk Center will target academic and performing arts classes that contribute to the needs of each student's development. Expression through dance and arts will aid social-emotional development while literacy, STEM and technology courses target the academic needs of the students.
 - ii. 11. 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. The Monk Center activities engage all students in purposeful, supportive, and meaningful learning experiences that coherently support and challenge students to improve in academics and engage in positive enrichment activities.
12. Why do you believe this Agreement is fiscally sound?
- a. This agreement provides quality service from a reputable vendor at a reasonable cost. The costs associated with the program are in line with contractors providing similar services inclusive of literacy and enrichment activities such as dancing, music, arts and crafts, and creative writing.
13. What are the implications of not approving this Agreement?
- a. Students may not be able to attend an afterschool program that supports them and provides a safe and nurturing environment. Students will lack the academic assistance, which is provided on a daily basis, and the lack of enrichment activities may negatively affect students' academic experience.

Rev: 8/2021



NEW HAVEN PUBLIC SCHOOLS

AGREEMENT
By And Between
The New Haven Board of Education
AND

(The Monk Center for Academic Enrichment and Performing Arts)

FOR DEPARTMENT/PROGRAM:

(Youth Family and Community Engagement)

This Agreement entered into on the 17 day of October 2023, effective (*no sooner than the day after Board of Education Approval*), the 14 day of November 2023, by and between the New Haven Board of Education (herein referred to as the “Board” and, The Monk Center for Academic Enrichment and Performing Arts located at, 150 Fountain Terrace, New Haven, CT 06515 (herein referred to as the “Contractor”).

Compensation: The Board shall pay the contractor for satisfactory performance of services required the amount of \$200 per session, for a total of 48 sessions.

The maximum amount the contractor shall be paid under this agreement: Nine Thousand, Six Hundred Dollars (\$9,600). 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 November 14, 2023 to June 30, 2024

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

- The Monk Center for Academic Enrichment and Performing Arts will provide after-school programming for up to (15) students at Barnard grades K-8 f from November 14, 2023 – June 30, 2024. Monk Center offerings will support NHPS students by offering STEM, reading support, as well as enrichment activities such as Visual and Performing Arts. All enrichment activities are designed to nurture and develop critical thinkers, creative problem solvers, and productive members of a pluralistic society. Students will be provided the opportunity to engage in Human anatomy and Physiology where they learn about the human body and its various functions, Choral Music where they will practice reading, listening, and social-emotional skills while participating in choral music, Pre-engineering and Coding will use various building sets and STEM toys such as, Think Fun Gravity Maze, Lego Chain Reaction, Huaker Magnetic Balls and Rods, Dominoes, and various coding robots to encourage critical thinking and creative problem solving. Literacy and Video Production where students will participate in book clubs and will re-write all or portions of books for adaptation to film, and dance where students will learn various genres of dance not limited to, but including Hip Hop.

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

Marcella Monk Flake Executive Director/owner
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 to 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.



The Monk Center for Academic Enrichment and Performing Arts is proud to partner with the New Haven Public School System. Our dedicated staff welcomes the opportunity to bring fun and enriching experiences to area students.

PROPOSAL:

Fee: \$200.00 per hr. per 15 Students

The Monk Center will provide arts and academic enrichment modules two or more days per week at multiple area schools. During the month of September we brought arts and STEM instruction to students at Barnard, Wexler/Grant and Davis. We are currently staffed to support up to four schools and are prepared to provide instruction to several groups of students simultaneously. Groups will be limited to fifteen students and will be grade level specific.

Curriculum Module Menu:

• **Literacy, Technology, and Film Production:**

(Grades 3-8)

Students will use iPads, and other devices to enhance creativity and social-emotional development. Students will read group novels and adapt creative ideas presented in literature to short films. Students will work in small groups to write scripts, block scenes, act, direct, shoot, and edit movies. Students will use iMovie to film movie trailers and/or short films. At the module's completion, students will receive a copy of their group's movie. (A Film Premiere is a possibility.)

• **Dance: (Grades K-8)**

Students will develop kinesthetic intelligence, learn to express themselves, and learn to communicate within the constraints of the medium of the body. Students will learn various genres of dance including HBCU Style, Hip Hop, Ballet, Modern, and/or Jazz.

• **Pre-Engineering: (Grades K-8)**

Using play as a learning medium, students will have fun learning basic engineering concepts. They will explore and create while building various structures, both large and small. Students will use higher order thinking skills while collaborating with peers on the construction of marble raceways, simple machines, large creative structures, tents made from ball and rod sets, and

remote-controlled Lego vehicles. Students will enjoy other construction and STEM activities, as well.

• **Future Physicians: (Grades K-8)**

Students will utilize human anatomy aprons, human anatomy models, research skills, online games, working stethoscopes, blood pressure cuffs, blood oxygen oximeters, books, videos, and more to learn about the human body, its systems, and their functions.

• **Chess: (Grades 2-8)**

Students will learn to strategize, concentrate, think logically, overcome obstacles, identify patterns, and categorize information while playing chess. Students will develop problem-solving skills while improving patience, focus, and self-discipline.

• **Creative Writing and Spoken Word: (Grades 4-8)**

Students will learn to express their world through spoken word poetry. Students will have the opportunity to process and express their world as they know it, and to reflect upon its issues and ills through creative writing and spoken word.

Constitutional Law and Mock Trial: Grades (4-8)

Students will learn the basics of civil and criminal law. Students will argue assault and battery, larceny from a person, larceny from a building, vandalism, and other civil cases. Students will role play plaintiffs, defendants, witnesses, jurors, and attorneys.

Qualifications:

Marcella Monk Flake

CT State Professional Educator Teacher's Certificate,

BA, Childhood Development

MA, Holistic Thinking

Sixth Year Degree: Educational Leadership and Policy Studies

37 Years of Teaching Experience NHPS

25+ Years: NHPS Talented and Gifted (TAG) Program

Owner/Director: The Monk Center for Academic Enrichment and Performance Arts, LLC

Executive Director: Monk Youth Jazz and STEAM Collective, Inc.

Thank you for your time and consideration.

Sincerely,

Marcella Monk Flake

203-675-3155

Sent from Marcella Monk Flake

Monk Center

Arrival Time

Site ID: Davis
 Start Time: 8:30
 End Time: 3:00

Observer ID: Douglas
 Minimum observation duration: 10 minutes

Date: 7/14/2023

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

- Classroom
- Cafeteria
- Gym
- Outdoors
- Library
- Other (please describe)
music room / performance space

Observed Number of staff 11
 Number of youth 37
 Start of arrival End of arrival
 (check all that apply)

Brief Description of Arrival Time
Smooth everyone knew the routine

Did Arrival Time include a snack?

- Yes No

Arrival Time Items	Rating
1 Staff greet/acknowledge youth as they arrive.* (Ex: Staff stand at entrance and greet each youth with a hello, high five, "how's it going?" refer to youth by name.) <i>1=Staff acknowledge very few/no youth as they arrive. (Ex: Staff are busy doing other things; don't seem to notice arriving youth.)</i>	1 2 3 <u>4</u> N/A
2 Youth seem to know the arrival routine and follow it with gentle reminders.* (Ex: On their own, youth put their backpacks away and go get snack.) <i>1=(Ex: Arrival time is chaotic. Youth don't seem to know what to do and need constant explanations, reminders and direction from staff.)</i>	1 2 3 <u>4</u> N/A
3 Activities are available for youth to become engaged in as soon as they arrive (may include snack). A variety of activities/choices are available. <i>1=No activities are available for arriving youth. (Ex: Youth must sit at tables for an extended time, with nothing to do.)</i>	1 2 3 <u>4</u> N/A
4 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.) <i>1=Staff do not have friendly exchanges with any youth. Staff communication is primarily directional or informational. (Ex: Staff remind youth to hang up his/her coat.)</i>	1 2 3 <u>4</u>

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

Field Notes:

Staff greeted parents and everyone with good morning and a smile.
 Parents signed student in

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

Arrival Time

Site ID: Davis

Notes:

Observer ID: Adrienne Doups Date: 7/14/2023

Everyone entered through the performance space door. Students sat quietly waiting for instructions. Staff greeted students and parents with a smile. Students then walked to cafe to get breakfast. Everyone knew the routine.

Transition Time

Site ID: Davis
 Start Time 9:00
 End Time 9:10

Observer ID: Douglas

Date: 7/14/2023

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

- Classroom
- Cafeteria
- Gym
- Outdoors
- Library
- Other (please describe)

Observed Number of staff 9
 Number of youth 36
 Entire transition time Yes No

Brief Description of Transition Time

Students break up into groups

Transition Time Items

Rating

- 1 Staff clearly communicate when it is time for a transition, and what they would like the youth to do.**
 Staff directions are clear and complete. (Ex: Where they will be going next and when, what they should do to prepare—clean up, get in line.)
 1=Staff provide little or no direction (when it is clearly needed).
- 2 Transitions run smoothly; youth know the routine.**
 1= No or very few youth appear to know what to do. (Ex: Youth need constant explanations, reminders and direction from staff.)
- 3 Transitions are handled quickly.**
 (Ex: Youth move to the next activity within 2-3 minutes).
 1=Extended delay; youth are not engaged while they wait (Ex: Youth wait in line with nothing to do for 8-10 minutes.)
- 4 Staff interactions (manner, affect, tone) with youth are positive and supportive.**
 1=Staff use a negative, punitive, irritable, or harsh tone most of the time.
- 5 Staff treat youth respectfully and assume best intentions.**
 (Ex: Staff pull youth aside to discuss their behavior in private and hear youth's point of view.)
 1=Staff constantly correct, criticize, or reprimand youth.
- 6 Staff use simple reminders and redirection to support positive behaviors.**
 Staff are always calm and straightforward; (Ex: Let youth know what is inappropriate and remind them of rules and behavioral expectations).
 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...?")
- 7 When addressing behavioral issues, staff use strategies that are developmentally appropriate.**
 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).

1 2 3 4 N/A
 1 2 3 4
 1 2 3 4
 1 2 3 4
 1 2 3 4
 1 2 3 4
 N/A
 1 2 3 4 N/A

- Didn't see staff redirecting campers

Field Notes:

Transition ran smoothly

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

7

Transition Time

Site ID: Davis

Observer ID: Douglas

Date: 7/14/2023

Notes:

Student broke up into 3 groups

Bugs of Promise (6 and under)

Juniors (7-9)

Seniors (10-up)

Campers transition to a different room.

Transition was smooth and everyone

knew their routine

Homework/Academic Support Time

Site ID: Davis
 Start Time: 9:10
 End Time: 9:30

Observer ID: Douglas
 Minimum observation duration:
 20 minutes

Date: 7/14/2023

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

- Classroom
- Cafeteria
- Gym
- Outdoors
- Library
- Other (please describe)

Observed Number of staff 3
 Number of youth 15
 Start of HW/AS End of HW/AS
 (check all that apply)

Brief Description of Homework/Academic Support Time

music room breakfast

Important Note:

Programs that provide Academic Support Time are encouraged – but not required – to use the Academic Skill Building section in conjunction with the Homework & Academic Support Time Section.

A. Homework/Academic Support Time Organization Items	Rating
1 There is appropriate and accessible physical space for youth to comfortably do work. 1=Space is completely inadequate for work (Ex: No writing surfaces, poor lighting, not enough space for all youth).	1 2 3 <u>4</u>
2 Homework/Academic Support time is free from interruptions/distractions. 1=Youth are being constantly interrupted by noise or intrusions (Ex: There is another noisy activity being held in the same space).	1 2 3 <u>4</u>

Field Notes:

This is a summer camp no homework.
 Space was adequate for campers.
 Comfortable

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

Homework/Academic Support Time

Site ID: *Davis*

Observer ID: *Douglas*

Date: *7/14/2023*

B. Youth Participation in Homework/Academic Support Time	Rating
<p>1 Youth are engaged, on-task and focused on their work, (or if finished with work, some other activity). All youth are constructively engaged throughout the homework/academic support time. 1=Very few/no youth are constructively engaged. (Ex: May be distracting others, engaging in off-task behaviors, overly silly or loud).</p>	1 2 3 4

Field Notes: *Campers*
Students were engaged and listening to directions

C. Staff Effectively Manage Homework/Academic Support Time	Rating
<p>1 Staff help youth get organized and prepared to do their homework. 1= Almost no youth/none receive help from staff in getting organized, despite appearances that they need help.</p>	1 2 3 4 <i>N/A</i>
<p>2 Staff interactions (manner, affect, tone) with youth are positive and supportive. 1=Staff interact in harsh, punitive, or irritable manner.</p>	1 2 3 4
<p>3 Staff treat youth respectfully and assume best intentions. (Ex: Staff pull youth aside to discuss their behavior in private and hear youth's point of view). 1=Staff constantly correct, criticize, or reprimand youth.</p>	1 2 3 4
<p>4 Staff use simple reminders and redirection to support positive behavior. Staff are always calm and straightforward; Let youth know what is inappropriate and remind them of rules and behavioral expectations. 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....?")</p>	1 2 3 4 <i>N/A</i>

- No homework

- No redirecting

Field Notes: *Campers*
Students were on task and staff was prepared and organized

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

Homework/Academic Support Time

Site ID: Davis

Observer ID: Douglas

Date: 7/14/2023

D. Staff Provide Individualized HW/Academic Support	Rating			
<p>1 Staff work to ensure that youth are engaged and progressing during homework/academic time. Staff proactively check in with <u>many or all</u> youth during homework/academic support time. 1=Staff are not focused on youth; staff do not check in or offer youth help during homework/academic support time.</p>	1	2	3	4
<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>	1	2	3	4
<p>3 <u>When youth need or ask for help</u>, staff respond to youth requests in a timely manner. (Ex: All youth requests are acknowledged right away. Waiting time is short.) 1=(Ex: Staff are busy with other tasks and do not acknowledge or respond to most youth requests)</p>	1	2	3	4 N/A
<p>4 <u>When youth need or ask for help</u>, 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 provide individual help to youth when asked; (Ex: Staff tell youth they will help them later.)</p>	1	2	3	4 N/A
<p>5 <u>When providing assistance to youth</u>, staff help youth think through problems 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). 1=Staff provide answers to youth, rather than helping them to figure it out on their own</p>	1	2	3	4 N/A

Field Notes:

During activity time the staff responded to the needs of all the campers. When questions were asked staff helped reflect the problem and students got a better understanding

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

Homework/Academic Support Time

Site ID: Davis

Observer ID: Douglas

Date: 7/14/2023

Notes:

Staff took time to understand the needs of the children and provided the support they needed to move forward.

Monk Center

Informal Program/Social Time

Site ID: Davis
 Start Time 9:35
 End Time 9:50

Observer ID: Douglas
 Minimum observation duration:
 15 minutes

Date: 7/14/2023

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

- Classroom
- Cafeteria
- Gym
- Outdoors
- Library
- Other (please describe)

Observed Number of staff 3
 Number of youth 15
 Start of Informal Time End of Informal Time
 (check all that apply)

Brief Description of Informal Program/Social Time
Social time was positive
the tone was positive

A. Staff Items	Rating
1 Staff-youth interactions (manner, affect, tone) are positive and respectful. (Ex: Staff and youth enjoy being together, and always treat each other with kindness, and respect even during disagreements.) <i>1=Staff-youth interactions are often tense, negative and unfriendly.</i>	1 2 3 <u>4</u>
2 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-- ask about youth's interests, solicit youth's thoughts and opinions on a topic, ask about youth's day or something they made.) <i>1=Staff do not have friendly exchanges with any youth. Staff communication is primarily directional or informational. (Ex: Staff remind youth to hang up their coat.)</i>	1 2 3 <u>4</u>
3 Staff apply rules and limits equitably and consistently to youth. Staff are thoughtful about applying limits and rules to youth based on the needs of the environment and youth. Staff avoid playing favorites. <i>1=Staff are arbitrary in how they apply limits and rules. (Ex: Staff make up rules on the spot, pick favorites.)</i>	1 2 3 <u>4</u>
4 When negative or disrespectful peer interactions occur (that are not resolved constructively by youth), staff intervene. Staff intervene quickly and facilitate youth-youth conflict resolution. <i>1=Staff do not intervene unless conflicts become more serious. (Ex: Staff ignore most teasing, bickering, prejudiced comments; staff only intervene when there is yelling or physical fights.)</i>	1 2 3 4 <u>N/A</u>

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

Field Notes:

Campers and staff interactions were positive. Friendly exchanges between campers and staffing.

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

Informal Program/Social Time

Site ID: Davis

Observer ID: Douglas

Date: 7/14/2023

Notes:

Social time was good. Campers and staff had positive interactions with one another. Tone of the room was set. Everyone was engaged.

Monk Center

Activity Time

Site ID: Davis
Activity Name: STEM

Observer ID: Douglas

Date: 7/14/2023

Activity # _____

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

- Classroom Library
- Cafeteria Off-Site (please explain)
- Gym Other (please describe)
- Outdoors

Start Time 10:00

Minimum observation duration:

End Time 12:00

30 minutes or see Site Visit Plan

Observed Number of staff 3
Number of youth 15

- 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

using play as a learning medium

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
1 Activities begin promptly. (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 4 N/A
2 There are enough materials and supplies for the number of youth participating. 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 4
3 Activity time is free from interruptions/distractions. 1=Youth are being constantly interrupted by noise or intrusions. (Ex: There is another noisy activity being held in the same space.)	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) 1= Youth are excluded from activity if they are not able to conform to the group dynamic.	1 2 3 4 N/A

Field Notes: Everything was organized

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: *7/14/2023*

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>1 The activity is part of an ongoing project, activity series or curricular unit designed to promote specific 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>	1 2 3 4
<p>2 Activity is challenging, stimulates thinking. 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>	1 2 3 4
<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. <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>	1 2 3 4
<p>4 Activity offers youth opportunities to work collaboratively in pairs, groups or as part of a team. 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>	1 2 3 4

Field Notes:

*Activity was part of an ongoing project.
The project promoted skills and concepts.*

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: *7/14/2023*

C. Staff Promote Youth Engagement & Stimulate Thinking		Rating				
1	Staff are energetic, enthusiastic, and/or upbeat. 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>	1	2	3	4	
2	Staff help spark and sustain youth's interest and curiosity throughout the activity. (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>	1	2	3	4	
3	Staff are actively engaged in 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>	1	2	3	4	
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>	1	2	3	4	
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>	1	2	3	4	N/A
6	Staff ask open-ended questions to facilitate youth reflection during the activity. 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>	1	2	3	4	
7	At the end of the activity period, 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>	1	2	3	4	N/A

Field Notes:

Staff was actively engaged with the campers

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: **7/14/2023**

D. Staff Positively Guide Youth Behavior	Rating
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>	1 2 3 4
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>	1 2 3 4
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>	1 2 3 4
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>	1 2 3 4
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>	1 2 3 4
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>	1 2 3 4 N/A
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>	1 2 3 4 N/A

→ Students were well behaved

Field Notes:

There were no behavior issues witnessed
 There was close supervision and positive interaction.

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: *7/14/2023*

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>	1 2 3 4	(Note # of youth who have extended, 1:1 conversations with staff i.e. each person has minimum of 2-3 turns.)
<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>	1 2 3 4	
<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>	1 2 3 4	
<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>	1 2 3 4	
<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>	1 2 3 4 N/A	
<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>	1 2 3 4 N/A	

Field Notes:

Staff exhibit professional and appropriate exchanges with the campers. When campers needed assistance staff helped as needed

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: 7/14/2023

F. Youth Relations with Adults	Rating
<p>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.</p>	1 2 3 4
<p>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.)</p>	1 2 3 4
<p>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.)</p>	1 2 3 4

Field Notes:

Campers were excited about the process and showed staff what their outcomes were with finished projects

G. Youth Participation in Activity Time	Rating
<p>1 Youth are busy and engaged in conversation or activities. All youth are included and constructively engaged throughout the activity. 1=Very few/no youth are constructively engaged (Ex: Youth refuse to participate, appear bored, engage in off-task behaviors.)</p>	1 2 3 4
<p>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.)</p>	1 2 3 4
<p>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.)</p>	1 2 3 4
<p>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.)</p>	1 2 3 4
<p>5 Youth are cognitively engaged and/or focused on solving problems. (Ex: The whole time, all youth are focused on solving activity-related challenges, answering questions, playing strategy-based games/sports.) 1=Very few or no youth appear cognitively engaged. (Ex: Youth watch a funny video or relax and listen to music.)</p>	1 2 3 4

Field Notes:

Campers participation with their peers and staffing was positive

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: *7/14/2023*

H. Peer Relations	Rating
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.) <i>1=(Ex: Negative, tense social atmosphere. Many youth do not mix with youth from other groups. Evidence of social exclusion.)</i>	1 2 3 4
2 Youth listen (focus, pay attention) to each other. (Ex: Show interest, ask follow up questions.) <i>1=(Ex: Youth ignore or interrupt peers when they are communicating.)</i>	1 2 3 4
3 Youth cooperate with each other. (Ex: Share materials/space, help each other, take turns, compromise, problem solve.) <i>1=(Ex: Tension and competition amongst youth. Youth rarely share materials, take turns or compromise without arguing.)</i>	1 2 3 4

Field Notes:

Cooperation with other peers was positive. Campers shared with each other, and had playful exchanges as well. They also took interest in each others Projects.

Item Format

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

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: 7/14/2023

Activity time was filled with positive outcomes. There was a variety of STEM Projects the campers had to work on. There was 3 different levels of Coding robots, a variety of large constructional sets in which the campers created a wagon and a push cart. There were Picasso tiles, a marble run, lego gadgets, and several other gadgets for imaginable use. Activity was full of events.

Pick Up Time

Site ID: Davis

Observer ID: Douglas

Date: 7/14/2023

Start Time 3:00

Minimum observation duration:

Location of Pick Up Time (check location(s) that apply)

End Time 3:15

10 minutes

Classroom

Cafeteria

Gym

Outdoors

Library

Other (please describe)

Observed

Number of staff 2

Number of youth 36

Start of pick up End of pick up

(check all that apply)

Brief Description of pick Up Time

Smooth

Did family members pick up youth?

Yes No

Pick Up Time Items

Rating

1 Staff greet/acknowledge family members when they come to pick up children/youth.

Staff greet all family members. (Ex: Staff stand at entrance and say "hello", "how are you?" to all family members as they arrive.)

1=Very few/no family members are greeted.

1 2 3 4 N/A

2 Staff can communicate with youth and/or their families in their home language(s).

1 = Staff can not communicate with youth and families.

1 2 3 4 N/A

3 Staff engage in friendly exchanges (chats) with family members who come to pick up youth.

(Ex: Staff ask about youth's day, show parents what youth made, ask parents if they had a good weekend, etc.)

1=Staff do not converse with any family members. (Ex: Staff communication is primarily directional or informational.)

1 2 3 4 N/A

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

4 Staff acknowledge youth when they leave.

(Ex: Staff make a point of connecting with each youth when they leave for the day "See you later, Pam." "Have fun this weekend, Jose.")

1=Staff acknowledge very few or no youth when they leave.

1 2 3 4

Field Notes:

Everyone knew the routine

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

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Gr. K-8, rev. Fall 2019

Pick Up Time

Site ID:

Davis

Observer ID:

Douglas

Date:

7/14/2023

Notes:

Routine pick up. Everyone was aware of the pick up procedure. Parents signed campers out on a clipboard where a couple of staff members watched. There was a time when someone that was familiar had to show ID. Staff made a point to communicate with all campers and parents that left. Staff talked about the youths day. Staff acknowledge youths when they left.

Overall Program Ratings & Impressions

Site ID: Davis

Observer ID: Douglas

Date: 7/14/2023

(To be completed at the end of your observation visit)

Locations Observed (check location(s) that apply)

- Classroom
- Cafeteria
- Gym
- Outdoors
- Library
- Off-Site
- Other (please describe) _____

A. Program Space Supports Goals of Program	Rating
1 The space is accessible to all youth and staff. <i>1= Youth are excluded from activity due to limitations in environment</i>	1 2 3 <u>4</u>
2 Books, games and other program equipment are in good working condition. <i>1=(Ex: Games are missing pieces, book bindings are falling apart, equipment is broken or out of batteries, Youth cannot use space or materials without running into problems or limitations.)</i>	1 2 3 <u>4</u>
3 The environment is conducive to learning. <i>(Ex: Heat, ventilation, noise level, and light in the indoor space are at comfortable levels, size of space allows for planned activities to be implemented without any restrictions.)</i> <i>1=The environment has serious flaws; youth are unable to fully participate in most activities. (Ex: Kickball is being offered in a classroom.)</i>	1 2 3 <u>4</u>
4 Space is well organized. <i>(Ex: Materials not in use are kept outside of traffic or work areas, items are stored with related items, youth have place to put belongings. Work areas are clear.)</i> <i>1=(Ex: Space is cluttered, too crowded, disorganized.)</i>	1 2 3 <u>4</u>
5 If program has own space, the indoor space reflects the work of youth. <i>All spaces have youth's artwork and projects on display. (Ex: Every room is rich with evidence of youth's interests, activities, ideas.)</i> <i>1=No youth products or artwork are displayed.</i>	1 2 3 <u>4</u> N/A
6 If program has own space, materials reflect a wide variety of backgrounds, experiences (abilities, cultures, ethnicities, races and/or religions). <i>Materials are authentic and used by youth. (Ex: posters in multiple languages, diverse representation of youth and families in books or other materials.)</i> <i>1=Visible materials do not reflect a diversity of backgrounds.</i>	1 2 3 <u>4</u> N/A

Field Notes:

accessible space for a productive day
Comfortable and conducive for learning.

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

Overall Program Ratings & Impressions

Site ID: *Davis*

Observer ID: *Douglas*

Date: *7/14/2023*

(To be completed at the end of your observation visit)

Important Note: Observers should base ratings for the following Program Schedule and Offering items ONLY on what they observed during the actual site visit. Observers who are familiar with the program need to exercise even greater care to avoid basing their ratings on pre-knowledge of program schedules and practices.

B. Overall Ratings of Program Schedule & Offerings		Rating
<p>1 Program pace is relaxed and flexible. (Ex: Transitions feel calm and natural. Youth have enough time to get involved in what they are doing. Staff plan for and notify youth about transitions. They give youth more time, when needed.) 1=Program pace is very rushed and rigid.</p>	1 2 3 4	
<p>2 Program day flows smoothly and is organized. (Ex: Clear routines or rituals, day flows very smoothly, staff stay focused on youth—not on fixing problems.) 1=Program day is disorganized, chaotic and lacks any organization. (Ex: Staff seem overwhelmed with trying to manage the program.)</p>	1 2 3 4	
<p>3 Program offers youth a balance of activities and a variety of experience (Ex: Both structured and unstructured time, quiet and active times, social and private times.) 1=No variety, choice or balance. Only one type of activity offered. (Ex: All sports drills or all academic tutoring.)</p>	1 2 3 4	
<p>4 Program offers youth a balance of instructional approaches. (Ex: Broad mix of approaches; some adult-directed, independent/self-directed learning time, peer-directed, hands on learning, teams or group work, accommodations for youth with special needs, instructions in different languages.) 1=Only one instructional approach was observed. (Ex: All adult directed.)</p>	1 2 3 4	
<p>5 Program day offers a balance of group sizes. (Ex: Some time in large groups, some small, clear parts of the day to be alone or with just one or two friends.) 1=Program day offers no balance of group size. (Ex: Whole day is spent in large groups.)</p>	1 2 3 4	

Field Notes:

Monk Center had a great variety of STEM activities for all age groups. Program had a mixed of different approaches for instructional activities

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

Monk Center

Overall Program Ratings & Impressions

Site ID: Davis

Observer ID: Douglas

Date: 7/14/2023

(To be completed at the end of your observation visit)

C. Overall Ratings of Social-Emotional Environment		Rating				
1	Staff can communicate with youth and/or their families in their home language(s). <i>1 = Staff can not communicate with youth and families.</i>	1	2	3	4	N/A
2	Staff-youth interactions (manner, affect, tone) are positive and respectful. <i>(Ex: Staff and youth enjoy being together, and always treat each other with kindness, and respect even during disagreements.)</i> <i>1=Staff-youth interactions are often tense, negative and unfriendly.</i>	1	2	3	4	
3	Staff apply rules and limits equitably and consistently to youth. <i>Staff are thoughtful about applying limits and rules to youth based on the needs of the environment and of the youth.</i> <i>1=Staff are arbitrary in how they apply limits and rules. (Ex: Staff make up rules on the spot, pick favorites.)</i>	1	2	3	4	
4	Staff are respectful and supportive of one another, cooperate with one another. <i>(Ex: Staff work well as a team; duties shared fairly and equally. Staff chip in to help other staff.)</i> <i>1=Staff are disrespectful and unsupportive of each other. (Ex: Staff do not get along with each other. Staff argue, complain that responsibilities are unfair.)</i>	1	2	3	4	
5	Youth are kind, respectful and inclusive of each other. <i>Youth treat each other as individuals and equals. (Ex: Playful banter is always good natured)</i> <i>1=(Ex: Evidence of social exclusion, racial/ethnic/gender slurs, mean-spirited teasing, bullying, or disrespectful comments.)</i>	1	2	3	4	
6	When minor conflicts occur, youth are able to problem-solve together to resolve conflicts with minimal intervention. <i>(Ex: Youth try to work things out on their own; listen to a peers' point of view, stay calm, willing to make compromises.)</i> <i>1=When minor conflicts occur, tensions escalate even with adult intervention.</i>	1	2	3	4	N/A
7	When negative or disrespectful peer interactions occur (that are not resolved constructively by youth), staff intervene. <i>Staff intervene quickly and facilitate youth-youth conflict resolution.</i> <i>1=Staff do not intervene unless conflicts become more serious. (Ex: Staff ignore most teasing, bickering, prejudiced comments; staff only intervene when there is yelling or physical fights.)</i>	1	2	3	4	N/A

Field Notes:

Staff and Campers treated each other with kindness and respect. Interactions were positive and respectful.

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

Monk Center

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Overall Program Ratings & Impressions

Site ID: Davis

Observer ID: Douglas

Date: 7/14/2023

Notes:

A Overall I rate this program ~~10~~ out of 10 a nine. There was rotating activities though out the day accomodating 3 different group levels Bugs of Promise 6 and under Junior Group 7-9 and Senior group 10-up 15 minute block for each group then rotations. Very organized. Staff and Campers relationships were kind and respectful.

Activity Time

Site ID:

Observer ID:

Date:

Rotating activity. Bugs of Promise
6 and under

Juniors 7-9

Seniors 10-up

45 minute blocks

3 different levels of coding Robots

Variety of large constructional set that
children use for imaginal play

Marble run ~~Paso~~ titles lego gags $\frac{3}{1}$
boxe