

**NEW HAVEN PUBLIC SCHOOLS  
AMENDMENT TO AGREEMENT**

**CONTRACTOR:** SPORT ACADEMY Est 2013 Inc.

**AMENDMENT #:** 2

**GRANT # if applicable:** \_\_\_\_\_

**AGREEMENT #:** 96399775

**ATTACH COPY OF FULLY EXECUTED AGREEMENT**

**GRANT NAME:** ARP ESSER III C/O

**DATE:** 1/12/24

**FUNDING SOURCE FOR AGREEMENT:** ARP ESSER III C/O

**ACCT # FOR AGREEMENT:** 2533-6399-56694-0444

**ORIGINAL AMOUNT OF AGREEMENT:** \$38,080.00

**AMOUNT OF AGREEMENT PRIOR TO THIS AMENDMENT:** \$70,360.00

\_\_\_X\_\_\_ **ACTUAL** OR \_\_\_\_\_ **ESTIMATE**

**AMOUNT OF THIS AMENDMENT:** \$0.00

\_\_\_\_\_ **INCREASE** OR \_\_\_\_\_ **DECREASE**

**AMOUNT OF AGREEMENT INCLUDING THIS AMENDMENT:** \$70,360.00


**FUNDING SOURCE & ACCT # FOR AMENDMENT:**

- ARP ESSER II C/O: 2553-6399-56694-0444 (Roberto Clemente- \$24,000.00)
- ARP ESSER II C/O: 2553-6399-56694-0444 (Brennan Rogers- \$7,040.00)
- ARP ESSER II C/O: 2553-6399-56694-0444 (Wexler Grant- \$7,040.00)
- Title 1 Saturday Academy: 2531-5208-56694-0444 (Wexler, Clemente, Fair Haven- \$21,000)
- **Title 1: 2531-5257-56694-0016 (Fair Haven- \$11,280.00)**

**DESCRIPTION AND NEED FOR AMENDMENT:**

- This amendment will change the SPORT Academy Est. 2013 Inc. agreement account number for programming at Fair Haven from 2531-5256-56694-0444 to 2531-5257-56694-0016. There will be no change to the allocated funding amount for the agency.

**ALL OF THE TERMS AND CONDITIONS OF ORIGINAL AGREEMENT REMAIN IN FULL FORCE AND EFFECT**

CONTRACTOR'S SIGNATURE:  Jan 17, 2024  
(Name) (Date)

C.E.O  
(Title)

NEW HAVEN BOARD OF EDUCATION:  
  
\_\_\_\_\_  
President

\_\_\_\_\_  
(Date)

# NEW HAVEN PUBLIC SCHOOLS AMENDMENT TO AGREEMENT

CONTRACTOR: SPORT ACADEMY Est 2013 Inc.

AMENDMENT #: 1

GRANT # if applicable: \_\_\_\_\_

AGREEMENT #: 96399775

ATTACH COPY OF FULLY EXECUTED AGREEMENT

GRANT NAME: ARP ESSER III C/O

DATE: 11/21/23

FUNDING SOURCE FOR AGREEMENT: ARP ESSER III C/O

ACCT # FOR AGREEMENT: 2533-6399-56694-0444

ORIGINAL AMOUNT OF AGREEMENT: \$38,080.00

AMOUNT OF AGREEMENT PRIOR TO THIS AMENDMENT: \$38,080.00

  X   ACTUAL OR \_\_\_\_\_ ESTIMATE

AMOUNT OF THIS AMENDMENT: \$32,280.00

  X   INCREASE OR \_\_\_\_\_ DECREASE

AMOUNT OF AGREEMENT INCLUDING THIS AMENDMENT: \$70,360.00

**FUNDING SOURCE & ACCT # FOR AMENDMENT:**

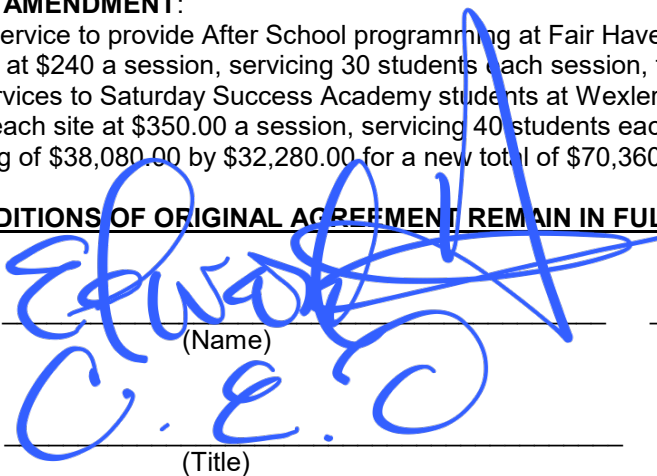
- ARP ESSER II C/O: 2553-6399-56694-0444 (Roberto Clemente- \$24,000.00)
- ARP ESSER II C/O: 2553-6399-56694-0444 (Brennan Rogers- \$7,040.00)
- ARP ESSER II C/O: 2553-6399-56694-0444 (Wexler Grant- \$7,040.00)
- **Title 1 Saturday Academy: 2531-5208-56694-0444 (Wexler, Clemente, Fair Haven- \$21,000)**
- **Title 1: 2531-5256-56694-0444 (Fair Haven- \$11,280.00)**

**DESCRIPTION AND NEED FOR AMENDMENT:**

- Expanding the scope of service to provide After School programming at Fair Haven School on Tuesdays and Thursdays. (47) sessions at \$240 a session, servicing 30 students each session, for a total of \$11,280.00. Also, the contractor will provide services to Saturday Success Academy students at Wexler Grant, Roberto Clemente, and Fair Haven. (20) sessions at each site at \$350.00 a session, servicing 40 students each session, for a total of \$21,000. Increasing original funding of \$38,080.00 by \$32,280.00 for a new total of \$70,360.00

**ALL OF THE TERMS AND CONDITIONS OF ORIGINAL AGREEMENT REMAIN IN FULL FORCE AND EFFECT**

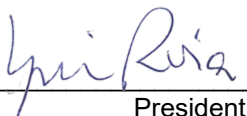
CONTRACTOR'S SIGNATURE: \_\_\_\_\_

  
C. E. O.  
(Name)  
(Title)

11/21/23

(Date)

NEW HAVEN BOARD OF EDUCATION:

  
\_\_\_\_\_  
President

12/12/2023

(Date)



NEW HAVEN PUBLIC SCHOOLS  
**AGREEMENT COVER SHEET**

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

**Please Type**

Contractor full name: S.P.O.R.T. ACADEMY EST. 2013 INC

Doing Business As, if applicable:

Business Address: PO Box 7871, 369 Washington Ave, New Haven, CT 06519 Business

Phone: (475) 414-4464

Business email: trimble.et90@yahoo.com

Funding Source & Acct # including location code:

- ARP ESSER III C/O
  - o 2553-6399-56694-0444 (Roberto Clemente- \$24,000.00)
  - o 2553-6399-56694-0444 (Brennan Rogers- \$7,040.00)
  - o 2553-6399-56694-0444 (Wexler Grant- \$7,040.00)

Principal or Supervisor: Gemma Joseph-Lumpkin

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

Hourly rate or per session rate or per day rate:

- Roberto Clemente: \$240 a session for 30 students, 100 sessions
- Brennan Rogers and Wexler Grant: \$160 a session for 20 students, 44 sessions each site

Total amount: \$38,080.00

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

- S.P.O.R.T. Academy will service 30 students at Roberto Clemente students for 100 sessions and 20 students at Wexler and Brennan Rogers during after-school hours. S.P.O.R.T. Academy will provide students with tutoring opportunities to assist the NHPS initiative to catch students up academically, specifically in math. Students will have the opportunity to learn how to play chess in terms of life skills on "64 squares" and relate it to real-world decision-making. S.P.O.R.T. Academy will lead recreational sports such as basketball and other sports of interest to teach how collaboration within team sports can be applied to academics and the workforce. Mentorship will be provided through facilitated group conversations where staff will prompt high-interest topics and identify needs to provide students with guidance to achieve their goals.

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



NEW HAVEN PUBLIC SCHOOLS

**AGREEMENT**  
**By And Between**  
**The New Haven Board of Education**  
**AND**

**S.P.O.R.T. Academy Est. 2013 Inc.**

FOR DEPARTMENT/PROGRAM:

**Youth, Family, and Community Engagement**

This Agreement entered into on the 17<sup>th</sup> day of October 2023, effective (*no sooner than the day after Board of Education Approval*), the 14<sup>th</sup> day of November 2023, by and between the New Haven Board of Education (herein referred to as the “Board” and, S.P.O.R.T Academy Est. 2013 Inc. located at, PO Box 7871, 369 Washington Ave, New Haven, CT 06519 (herein referred to as the “Contractor”).

**Compensation:** The Board shall pay the contractor for satisfactory performance of services required the amount of \$240.00 per session, for a total of 100 sessions at Roberto Clemente, \$160 per session, for a total of 44 sessions at Brennan Rogers, and 44 sessions at Wexler Grant

The maximum amount the contractor shall be paid under this agreement: Thirty Eight Thousand, and Eighty Dollars and zero cents (\$38,080.00). 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 the ARP ESSER III C/O: **Program** of the New Haven Board of Education, **Account Number:**

- 2553-6399-56694-0444 (Roberto Clemente - \$24,000.00)
- 2553-6399-56694-0444 (Brennan Rogers - \$7,040.00)
- 2553-6399-56694-0444 (Wexler Grant - \$7,040.00)

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.*

- S.P.O.R.T. Academy will service 30 students at Roberto Clemente students for 100 sessions and 20 students at Wexler and Brennan Rogers during after-school hours. S.P.O.R.T. Academy will provide students with tutoring opportunities to assist the NHPS initiative to catch students up academically, specifically in math. Students will have the opportunity to learn how to play chess in terms of life skills on “64 squares” and relate it to real-world decision-making. S.P.O.R.T. Academy will lead recreational sports such as basketball and other sports of interest to teach how collaboration within team sports can be applied to academics and the workforce. Mentorship will be provided through facilitated group conversations where staff will prompt high-interest topics and identify needs to provide students with guidance to achieve their goals.

**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**. Contactors **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

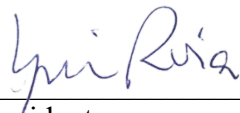
Oct 17, 2023

\_\_\_\_\_  
Date

C.E.O Edward Trimble

\_\_\_\_\_  
Contractor Printed Name & Title

Revised: 9-27-21



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

11/13/2023

\_\_\_\_\_  
Date



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.

## ABOUT US

The S.P.O.R.T. Academy has a great deal of knowledge in terms of information, we transform lives through proper education, job shadowing, music, dance, arts and crafts, spoken word and chess in terms of life skills on 64 squares. Our participants are taught theoretical instruction and accelerative thinking.

Community Service is also a major part of the program. The participants will shadow jobs to learn the business aspects of the organizations. They learn in a comprehensive hands on environment. The Academy is creating thinkers, not followers. Our program mentors kids for life.



## CONTACT US



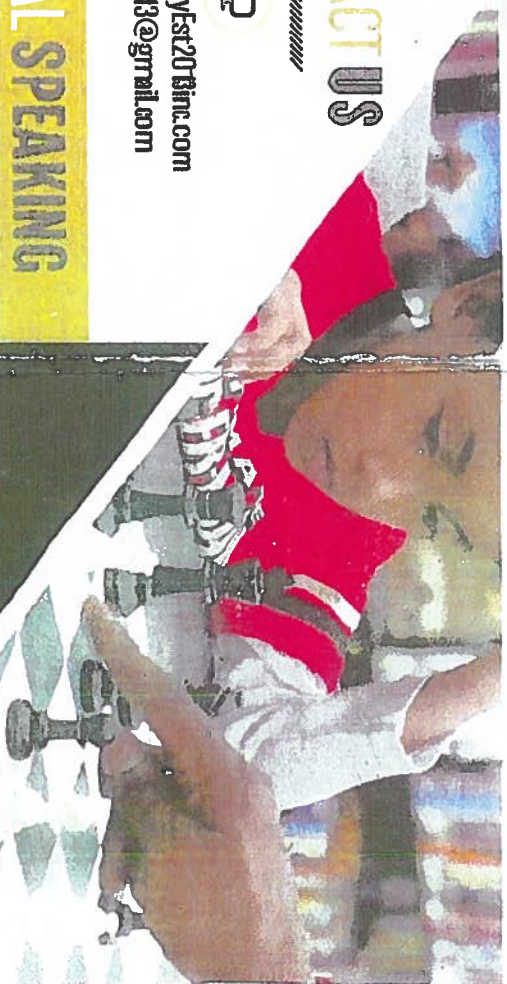
www.SportAcademyEst2013inc.com  
sportacademy2013@gmail.com

## MOTIVATIONAL SPEAKING

S.P.O.R.T. ACADEMY has been and will continue to be a positive voice inside the community. One of our key areas of focus is to empower our community through public speaking and bring awareness through debating all aspects of chess.



Edward Trimble CEO / Founder



WE ARE  
**S.P.O.R.T.**  
**ACADEMY**





# Sports Academy

## Arrival Time

Site ID: Fair Haven Observer ID: Douglas Date: 7/13/2023

Start Time: 8:00 am Minimum observation duration: 10 minutes  
 End Time: 1:00 pm

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

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

Observed Number of staff: 13  
 Number of youth: 33  
 Start of arrival  End of arrival  
 (check all that apply)

Brief Description of Arrival Time  
Organized and routine

Breakfast

Did Arrival Time include a snack?  
 Yes  No

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

When students arrived they knew the routine the lined up with staff members and went to cafeteria for breakfast

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: Fair Haven

Observer ID: Drufles

Date: 7/13/2023

### Notes:

Ran smoothly and organized  
Students were aware of the routine.  
Staff acknowledged parents and  
Student upon arrival.

## Transition Time

Site ID: Fair Haven

Observer ID: Douglas

Date: 7/13/2023

Start Time 8:00

End Time 9:00

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

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

Observed Number of staff 5  
 Number of youth 33  
 Entire transition time  Yes  No

**Brief Description of Transition Time**

Transition from Cafeteria to Classrooms

Transition Time Items	Rating
<b>1 Staff clearly communicate when it is time for a transition, and what they would like the youth to do.</b> 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).	1 2 3 <u>4</u> N/A
<b>2 Transitions run smoothly; youth know the routine.</b> 1= No or very few youth appear to know what to do. (Ex: Youth need constant explanations, reminders and direction from staff.)	1 2 3 <u>4</u>
<b>3 Transitions are handled quickly.</b> (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.)	1 2 3 <u>4</u>
<b>4 Staff interactions (manner, affect, tone) with youth are positive and supportive.</b> 1=Staff use a negative, punitive, irritable, or harsh tone most of the time.	1 2 3 <u>4</u>
<b>5 Staff treat youth respectfully and assume best intentions.</b> (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.	1 2 3 <u>4</u>
<b>6 Staff use simple reminders and redirection to support positive behaviors.</b> 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....?")	1 2 3 <u>4</u>
<b>7 When addressing behavioral issues, staff use strategies that are developmentally appropriate.</b> 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 <u>N/A</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

## Transition Time

Site ID: *Fair Haven*

Observer ID: *Douglas*

Date: *7/13/2023*

Notes:

*Staff let students know when transition time was approaching. Staff provided individualized support when necessary.*

# Homework/Academic Support Time

Site ID: Fair Haven Observer ID: Douglas Date: \_\_\_\_\_

Start Time 12:00 Minimum observation duration: \_\_\_\_\_

End Time 12:15 20 minutes

Observed Number of staff 1

Number of youth 7

Start of HW/AS  End of HW/AS  
(check all that apply)

Brief Description of Homework/Academic Support Time  
Reading and writing

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

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

**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
<b>1 There is appropriate and accessible physical space for youth to comfortably do work.</b> <i>1=Space is completely inadequate for work (Ex: No writing surfaces, poor lighting, not enough space for all youth).</i>	1 2 3 <u>4</u>
<b>2 Homework/Academic Support time is free from interruptions/distractions.</b> <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 <u>4</u>

Field Notes:

No homework / 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

# Homework/Academic Support Time

Site ID: *Fair Haven*

Observer ID: *Douglas*

Date: *7/13/2023*

B. Youth Participation in Homework/Academic Support Time	Rating
<p><b>1 Youth are engaged, on-task and focused on their work, (or if finished with work, some other activity).</b>                      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>	<p>1 2 3 <u>4</u></p>

Field Notes:

C. Staff Effectively Manage Homework/Academic Support Time	Rating
<p><b>1 Staff help youth get organized and prepared to do their homework.</b>                      1= Almost no youth/none receive help from staff in getting organized, despite appearances that they need help.</p>	<p>1 2 3 4  <i>NA</i></p>
<p><b>2 Staff interactions (manner, affect, tone) with youth are positive and supportive.</b>                      1=Staff interact in harsh, punitive, or irritable manner.</p>	<p>1 2 3 <u>4</u></p>
<p><b>3 Staff treat youth respectfully and assume best intentions.</b>                      (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>	<p>1 2 3 <u>4</u></p>
<p><b>4 Staff use simple reminders and redirection to support positive behavior.</b>                      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>	<p>1 2 3 <u>4</u></p>

Field Notes:

*This was a writing class (students on Task)*  
*No Homework*

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: *Fair Haven*

Observer ID: *Douglas*

Date: *7/13/2023*

D. Staff Provide Individualized HW/Academic Support	Rating
<p><b>1 Staff work to ensure that youth are engaged and progressing during homework/academic time.</b>                      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>	<p>1 2 3 <b>4</b></p>
<p><b>2 Staff encourage individual youth.</b>                      (Ex: "I like your thinking," "I noticed that you are really taking your time on this project", "You can do it—give it another try.")                      1=Staff do not offer encouraging remarks to any individual or groups of youth.</p>	<p>1 2 3 <b>4</b></p>
<p><b>3 When youth need or ask for help, staff respond to youth requests in a timely manner.</b>                      (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>	<p>1 2 3 <b>4</b> N/A</p>
<p><b>4 When youth need or ask for help, staff provide individualized assistance to youth.</b>                      Staff take the time to really understand and focus on individual youth needs; (Ex: Answer questions, explain how to do something).                      1=Staff do not provide individual help to youth when asked; (Ex: Staff tell youth they will help them later.)</p>	<p>1 2 3 <b>4</b> N/A</p>
<p><b>5 When providing assistance to youth, staff help youth think through problems or questions themselves rather than offering answers.</b>                      Staff guide youth's thinking and help them develop problem solving skills. (Ex: ask "how," "why," "what-if" questions, help youth brainstorm potential solutions).                      1=Staff provide answers to youth, rather than helping them to figure it out on their own</p>	<p>1 2 3 <b>4</b> N/A</p>

Field Notes:

*Staff observed students closely with positive attitude and conversation*

**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: Fair Haven

Observer ID: Douglas

Date: 7/13/2023

Notes:

Academic time was quiet everyone was sitting and focus on what the teacher was speaking about. There was no homework involved. Summer Program



# Informal Program/Social Time

Site ID: Fair Haven Observer ID: Douglas Date: 7/13/2023  
 Start Time 11:48 Minimum observation duration: 15 minutes Location of Arrival Time (check location(s) that apply)

Observed Number of staff 3  
 Number of youth 21  
 Start of Informal Time  End of Informal Time  
 (check all that apply)

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

## Brief Description of Informal Program/Social Time

Basketball Program

A. Staff Items	Rating
<b>1 Staff-youth interactions (manner, affect, tone) are positive and respectful.</b> (Ex: Staff and youth enjoy being together, and always treat each other with kindness, and respect even during disagreements.) 1=Staff-youth interactions are often tense, negative and unfriendly.	1 2 3 <u>4</u>
<b>2 Staff engage in friendly exchanges (chats) with youth.</b> Staff show interest in youth as individuals. (Ex: Staff make a point of connecting with all youth-- ask 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. Staff communication is primarily directional or informational. (Ex: Staff remind youth to hang up their coat.)	1 2 3 <u>4</u>
<b>3 Staff apply rules and limits equitably and consistently to youth.</b> Staff are thoughtful about applying limits and rules to youth based on the needs of the environment and youth. Staff avoid playing favorites. 1=Staff are arbitrary in how they apply limits and rules. (Ex: Staff make up rules on the spot, pick favorites.)	1 2 3 <u>4</u>
<b>4 <u>When negative or disrespectful peer interactions occur (that are not resolved constructively by youth), staff intervene.</u></b> Staff intervene quickly and facilitate youth-youth conflict resolution. 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.)	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 enjoyed being around staff there was laughing and everyone treating each other with kindness

### 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: Fair Haven

Observer ID: Douglas

Date: 7/13/2023

B. Youth Items	Rating
<b>1 Youth are busy and engaged in conversation or activities.</b> Youth are 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.)	1 2 3 <b>4</b>
<b>2 Youth follow program rules and behavioral expectations.</b> 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 <b>4</b>
<b>3 Youth appear in control; they regulate their behavior and energy to the environment.</b> 1=(Ex: Most youth are wound up and out of control; excessively loud, disrupting other's participation or enjoyment of the activity.)	1 2 3 <b>4</b>
<b>4 Peer interactions have a positive affective tone; youth appear to enjoy each other's company.</b> (Ex: Youth mix freely, lots of smiling, laughing, playful exchanges.) 1= (Ex: Negative, tense social atmosphere. Many youth do not mix with youth from other groups. Evidence of social exclusion.)	1 2 3 <b>4</b>
<b>5 Youth listen (pay attention, focus on) to each other.</b> (Ex: Show interest, ask follow up questions.) 1=(Ex: Youth ignore, or interrupt peers when they are communicating.)	1 2 3 <b>4</b>
<b>6 Youth cooperate with each other.</b> (Ex: Share materials/space, help each other, take turns, compromise, solve problems.) 1=(Ex: Tension and competition amongst youth. Youth rarely share materials, take turns or compromise without arguing.)	1 2 3 <b>4</b>
<b>7 Youth are kind, respectful and inclusive of each other.</b> Youth treat each other as individuals and equals and are inclusive. (Ex: Playful banter is always good natured.) 1=(Ex: Evidence of social exclusion, racial/ethnic/gender slurs, mean-spirited teasing, bullying, or disrespectful comments.)	1 2 3 <b>4</b>
<b>8 When minor conflicts occur, youth are able to problem-solve together to resolve conflicts with minimal intervention.</b> (Ex: Youth try to work things out on their own; listen to a peers' point of view, stay calm, willing to make compromises.) 1=When minor conflicts occur, tensions escalate even with adult intervention.	1 2 3 4 <b>N/A</b>

Field Notes:

campers interactions with one another was positive. Campers paid attention and had positive response toward one another

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: Fair Haven

Observer ID: Douglas

Date: 7/13/2023

Notes:

Overall social atmosphere is warm, positive, and inclusive. The two groups were focused on what they were doing.

## Activity Time

Site ID: Fair Haven Observer ID: Douglas

Date: 7/13/2023

Activity Name: \_\_\_\_\_  
Activity # Basketball

Start Time 11:48 Minimum observation duration:  
End Time 12:45 30 minutes or see Site Visit Plan

Observed Number of staff 3  
Number of youth 21  
 Start of activity  End of activity  
(check all that apply)

Brief Description of Activity Time  
Fundamental Basketball

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

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

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) \_\_\_\_\_

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

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

Field Notes:

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

**Rating Scale:**  
 1-Not True 2-Somewhat True  
 3-Mostly True 4-Very True

# Activity Time

Site ID: Fair Haven

Observer ID: Douglas

Date: 7/13/2023

**Important Note:**

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

B. Nature of Activity	Rating
<p><b>1 The activity is part of an ongoing project, activity series or curricular unit designed to promote specific skills/concepts over time.</b>                      (Ex: Staff explain link with prior activities, emphasize key skills and concepts youth have been learning.)                      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.)</p>	1 2 3 <b>4</b>
<p><b>2 Activity is challenging, stimulates thinking.</b>                      Activity requires that youth learn/apply skills, solve problems, use strategy, focus and concentrate, most of the time in order to participate. (Ex: Youth are learning their lines for a play or a new kicking technique in soccer; youth have to try several times before they are successful.)                      1= Activity is not at all challenging. (Ex: Appears very easy, requires limited skills or concentration, such as games based only on luck.)</p>	1 2 3 <b>4</b>
<p><b>3 Activity offers youth choice and decision-making.</b>                      Within a structure youth are able to make many choices/decisions about what they will do and/or how they will do it; shape the activity to reflect their interests, ideas, and preferences.                      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.)</p>	1 2 3 <b>4</b>
<p><b>4 Activity offers youth opportunities to work collaboratively in pairs, groups or as part of a team.</b>                      Youth are actively engaged in group collaboration for more than half of the time. (Ex: Youth negotiate, compromise, clarify roles, make joint decisions.)                      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.)</p>	1 2 3 <b>4</b>

**Field Notes:**

Students were engaged in a group activity. Students were engaged and involved in the activity. Work great with each other.

**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: Fair Haven

Observer ID: Douglas

Date: 7/13/2023

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

Field Notes:

**Item Format**

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

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

**Rating Scale:**

1-Not True 2-Somewhat True

3-Mostly True 4-Very True

# Activity Time

Site ID: Fair Haven

Observer ID: Douglas

Date: 7/13/2023

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

Field Notes:

Staff closely supervised students (campers) during activity. Staff was very comfortable with guiding and giving directions as needed to 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: *Fair Haven*      Observer ID: *Douglas*      Date: *7/13/2023*

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

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

**Field Notes:**

*Staff made a point of connecting one on one with campers during the basketball exercises and routines. Staff paid full attention to every camper.*

**Item Format**      **Rating Scale:**      **20**  
**Bold:** Anchor and/or (Example) of a "4" rating      1-Not True 2-Somewhat True  
**1=:** Anchor and/or (Example) of a "1" rating      3-Mostly True 4-Very True



# Activity Time: Rating of Youth

Site ID: *Fair Haven*

Observer ID: *Douglas*

Date: *7/13/2023*

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

Field Notes:

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

Field Notes:

*Campers cooperated with staff*

**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: *Fair Haven*

Observer ID: *Douglas*

Date: *7/13/2023*

H. Peer Relations	Rating
<b>1 Peer interactions have a positive affective tone; youth appear to enjoy each other's company.</b> (Ex: Youth mix freely, lots of smiling, laughing, playful exchanges, include each other.) 1=(Ex: Negative, tense social atmosphere. Many youth do not mix with youth from other groups. Evidence of social exclusion.)	1 2 3 <b>4</b>
<b>2 Youth listen (focus, pay attention) to each other.</b> (Ex: Show interest, ask follow up questions.) 1=(Ex: Youth ignore or interrupt peers when they are communicating.)	1 2 3 <b>4</b>
<b>3 Youth cooperate with each other.</b> (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.)	1 2 3 <b>4</b>

Field Notes:

*Campers were very happy having fun with their peers. Campers were truly involve with each other and enjoying it.*

Item Format

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

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

**Rating Scale:**

1-Not True 2-Somewhat True

3-Mostly True 4-Very True

## Activity Time

Site ID: Fair Haven

Observer ID: Douglas

Date: 7/13/2023

Excellent Program 2023 Kids' Time Summer  
Enrichment Program (Sports Academy)

Structured physical activities aim to improve children's coordination, balance, and overall levels of fitness. The activity will improve confidence, teamwork, skills, peer interactions, and communication abilities. The activity was full of constructive play the campers enjoyed. A great developmental opportunity to practice throwing, catching, peer interactions and the ability to work with others.

# Pick Up Time

Site ID: Fair Haven Observer ID: Douglas Date: 7/13/2023

Start Time 1:00 Minimum observation duration: 10 minutes  
 End Time 1:15

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

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

Halway

Observed Number of staff 6  
 Number of youth 33  
 Start of pick up  End of pick up  
 (check all that apply)

## Brief Description of pick Up Time

Smooth routine

Did family members pick up youth?

- Yes  No

Pick Up Time Items	Rating
<b>1 Staff greet/acknowledge family members when they come to pick up children/youth.</b> 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 <u>4</u> N/A
<b>2 Staff can communicate with youth and/or their families in their home language(s).</b> 1 = Staff can not communicate with youth and families.	1 2 3 <u>4</u> N/A
<b>3 Staff engage in friendly exchanges (chats) with family members who come to pick up youth.</b> (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 <u>4</u> N/A
<b>4 Staff acknowledge youth when they leave.</b> (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 <u>4</u>

(Note # of family members 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

## Pick Up Time

Site ID: Fair Haven

Observer ID:

Drogos

Date:

7/13/2023

Notes:

Staff stood near the door greeted parents as they signed their child out. Multiple languages were used during verbal exchanges. Smooth.

# Overall Program Ratings & Impressions

Site ID: Fair Haven

Observer ID: Dugles

Date: 7/13/2023

(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
<b>1 The space is accessible to all youth and staff.</b> <i>1= Youth are excluded from activity due to limitations in environment</i>	1 2 3 <u>4</u>
<b>2 Books, games and other program equipment are in good working condition.</b> <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>
<b>3 The environment is conducive to learning.</b> <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>
<b>4 Space is well organized.</b> <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>
<b>5 If program has own space, the indoor space reflects the work of youth.</b> <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
<b>6 If program has own space, materials reflect a wide variety of backgrounds, experiences (abilities, cultures, ethnicities, races and/or religions).</b> <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:

Program space supports goals 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

26

Gr. K-8, rev. Fall 2019

# Overall Program Ratings & Impressions

Site ID: Fair Haven Observer ID: Douglas Date: 7/13/2023  
 (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
<b>1 Program pace is relaxed and flexible.</b> (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.	1 2 3 <u>4</u>
<b>2 Program day flows smoothly and is organized.</b> (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.)	1 2 3 <u>4</u>
<b>3 Program offers youth a balance of activities and a variety of experience</b> (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.)	1 2 3 <u>4</u>
<b>4 Program offers youth a balance of instructional approaches.</b> (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.)	1 2 3 <u>4</u>
<b>5 Program day offers a balance of group sizes.</b> (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.)	1 2 3 <u>4</u>

Field Notes:

Program offered a balance of activities and a variety of experiences.

**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: *Fair Haven*

Observer ID: *Douglas*

Date: *7/13/2023*

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

C. Overall Ratings of Social-Emotional Environment	Rating				
<b>1 Staff can communicate with youth and/or their families in their home language(s).</b> <i>1 = Staff can not communicate with youth and families.</i>	1	2	3	4	N/A
<b>2 Staff-youth interactions (manner, affect, tone) are positive and respectful.</b> (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	4	
<b>3 Staff apply rules and limits equitably and consistently to youth.</b> Staff are thoughtful about applying limits and rules to youth based on the needs of the environment and of the youth. <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	
<b>4 Staff are respectful and supportive of one another, cooperate with one another.</b> (Ex: Staff work well as a team; duties shared fairly and equally. Staff chip in to help other staff.) <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	
<b>5 Youth are kind, respectful and inclusive of each other.</b> Youth treat each other as individuals and equals. (Ex: Playful banter is always good natured) <i>1=(Ex: Evidence of social exclusion, racial/ethnic/gender slurs, mean-spirited teasing, bullying, or disrespectful comments.)</i>	1	2	3	4	
<b>6 When minor conflicts occur, youth are able to problem-solve together to resolve conflicts with minimal intervention.</b> (Ex: Youth try to work things out on their own; listen to a peers' point of view, stay calm, willing to make compromises.) <i>1=When minor conflicts occur, tensions escalate even with adult intervention.</i>	1	2	3	4	N/A
<b>7 When negative or disrespectful peer interactions occur (that are not resolved constructively by youth), staff intervene.</b> 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	N/A

Field Notes:

Item Format

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

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

**Rating Scale:**

1-Not True 2-Somewhat True

3-Mostly True 4-Very True



## Overall Program Ratings & Impressions

Site ID: Fair Haven

Observer ID: Douglas

Date: 7/13/2023

Notes:

Excellent Program. 2023 Kids' Time Summer Enrichment program offered a variety of enrichment, activities, and resources to the Fair Haven families and community. The Resource center helps families with providing services such as housing, social and cultural services for families and children. The Sports Camp Academy was a great Program. Program ran smoothly