



NEW HAVEN PUBLIC SCHOOLS

AGREEMENT COVER SHEET

Cover Sheet is an Internal Document for Business Office Use

Please Type

Contractor full name: Little Scientists

Doing Business As, if applicable: N/A

Business Address: 25 Higgins Drive, Milford, CT 06460

Business Phone: 203-783-1114

Business email: drheidi@little-scientists.com

Funding Source & Acct # including location code:

- ARP ESSER III C/O
 - o 2553-6399-56694-0444 (Hill Central: \$12,150.00)
- Title 1:
 - o 2531-5256-56694-0444 (Lincoln Bassett: \$11,025.00)

Principal or Supervisor: Gemma J. Lumpkin

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

Hourly rate or per session rate or per day rate. \$225.00 per 1 hr. session (15 participants per session) x 103 sessions

Total amount: **\$23,175.00**

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

- The Little Scientist program will provide (103) sessions of STEM programming, (54) sessions at Hill Central, and (49) sessions at Lincoln Bassett, (15) students at each site for a total of (30) students. Little Scientist base their curriculum to deepen their 3-Dimensional understanding of science defined by the Next Generation Science Standards. Little Scientist uses the excitement of scientific investigations to engage students in improving scientific, literacy, mathematic, critical thinking, and problem-solving skills. The science curriculum is a fun and innovative hands-on, mind-on, inquiry, and practice-based curriculum. Inclusive of cost is one "Family Science Day" at each location. The cost includes all curriculum, instructors, and all consumable & and durable materials.

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: 10/17/2023
Re: Little Scientists

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:** Little Scientists
2. **Description of Service:** The Little Scientist program will provide (103) sessions of STEM programming, (54) sessions at Hill Central, and (49) sessions at Lincoln Bassett, (15) students at each site for a total of (30) students. Little Scientist base their curriculum to deepen their 3-Dimensional understanding of science defined by the Next Generation Science Standards. Little Scientist uses the excitement of scientific investigations to engage students in improving scientific, literacy, mathematic, critical thinking, and problem-solving skills. The science curriculum is a fun and innovative hands-on, mind-on, inquiry, and practice-based curriculum. Inclusive of cost is one “Family Science Day” at each location. The cost includes all curriculum, instructors, and all consumable & and durable materials
3. **Amount of Agreement and hourly or session cost:** \$19,800 (88 classes x \$225)
4. **Funding Source and account number:**
 - a. ARP ESSER III C/O
 - i. 2553-6399-56694-0444 (Hill Central: \$12,150.00)
 - b. Title 1:
 - i. 2531-5256-56694-0444 (Lincoln Bassett: \$11,025.00)
5. Approximate number of staff served through this program or service: 0
6. Approximate number of students served through this program or service: 30
7. **Continuation/renewal or new Agreement?**

Answer all questions:

 - a. If continuation/renewal, has the cost increased?
 - i. Renewal, no increase
 - b. What would an alternative contractor cost:
 - i. \$200 - \$350 per 1hr. session
 - c. If this is a continuation, when was the last time alternative quotes were requested?
 - i. Annually during RFQ process
 - d. For new or continuation: is this a service existing staff could provide. If no, why not?

- i. No, Little Scientists curriculum products are sole source materials by trained professionals in the curriculum.

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. No
- d. Other: (Please describe)

9. Contractor Classification:

Answer all questions:

- a. Is the Contractor a Minority or Women Owned Business?
 - i. Yes
- b. Is the Contractor Local?
 - i. Yes
- 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. Yes
- 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, same rate
- g. Will the output of this Agreement contribute to building internal capabilities?
 - i. No.

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

- a. What specific skill set does this contractor bring to the project? If a new contractor, please attach a copy of the contractor's resume.
 - i. The Little Scientists' Stem curriculum provides hands-on activities that stimulate an interest in science, technology, engineering, and math. The contractor specializes in STEM and has extensive training in the facilitation of STEM activities.
- 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 selection process
- c. Is the contractor the lowest bidder? If no, why? Why was this contractor selected?
 - i. The RFQ process includes an open house meeting with potential community partner organizations who then complete the RFQ form which is scored and the information compiled for review and selection of proposed partnerships.
- 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, 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.

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. Afterschool enrichment programs are considered essential services and engage community organizations to collaborate with NHPS. This agreement will provide additional opportunities for NHPS students to engage in STEM activities.
 - ii. Services will be monitored using the APT tool, which assesses the overall quality of the program's staffing, staff's engagement with students and families, collaboration with NHPS staff, transitioning of students, and activities offered. The evaluation team consists of the Building Leader with a team, which may consist of other NHPS staff, parents, and community members. APT raters observe and score staff interactions (manner, affect, and tone of voice) with youth and families. The observers rate areas such as:
 - 1. Are staffs greeting students and families
 - 2. Transitioning of students
 - 3. Does the space provide appropriate room for all youth and staff?
 - 4. The ability of staffs to communication with youth and/or their families in their language(s).
 - 5. The support staff provide in assisting youth with organizing and preparing themselves to do their homework.
 - 6. Staffs adjustments and accommodations for students based on their experiences and needs and that
 - 7. Staffs use of simple reminders and redirection to support positive behaviors.
 - 8. Dismissal Process
- b. If this is a renewal/continuation service attach a copy of the evaluation or archival data that demonstrates effectiveness.
- c. How is this service aligned to the District Continuous Improvement Plan?
 - i. Little Scientists facilitates hands-on, minds-on, inquiry and practice-based science investigations that meet the New Haven, State of Connecticut, and Next Generation Science Standards (NGSS).

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

- a. This agreement represents tremendous value for the district. Comparable programs ordinarily charge's \$175.00 - \$ 350.00 per hour. The Little Scientist budget is inclusive of curriculum, instructors, and all consumable & durable materials.

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

- a. The agreement ensures New Haven Public School application meets specified federal standards. The program promotes and stimulates participants to engage in hands-on STEM activities. Enrichment programs such as this are considered essential programming which will support student engagement through hands-on STEM activities.



NEW HAVEN PUBLIC SCHOOLS

AGREEMENT
By And Between
The New Haven Board of Education
AND
Little Scientists
FOR DEPARTMENT/PROGRAM:

Youth, Family and Community Engagement

This Agreement entered into on the 17th day of October 2023, effective (start date no sooner than the day after Board of Education Approval), on the 14th day of November 2023, by and between the New Haven Board of Education (herein referred to as the “Board” and, Little Scientists located at, 25 Higgins Drive, Milford, CT 06460 (herein referred to as the “Contractor”).

Compensation: The Board shall pay the contractor for satisfactory performance of services required the amount of \$225.00 per 1 hour session, for a total of 103 sessions; 54 Sessions at Hill Central (\$12,150.00), 49 sessions at Lincoln Bassett (\$11,025.00)

The maximum amount the contractor shall be paid under this agreement: Twenty Three thousand, One hundred and Seventy-five dollars and no cents (\$23,175.00). Compensation will be made upon submission of an itemized invoice which includes a detailed description of work performed and date of service.

Fiscal support for this Agreement shall be by the ARP ESSER III C/O Grant **Program** of the New Haven Board of Education, **Account Numbers:** 2553-6399-56694 **Location Code:** 0444 (Hill Central- \$12,150.00), **Fiscal support** for this Agreement shall be by the Title 1 Grant **Program** of the New Haven Board of Education, **Account Numbers:** 2531-5256-56694 **Location Code:**0444 (Lincoln Bassett (\$11,025.00)

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

SCOPE OF SERVICE: *Please provide brief summary of service to be provided.*

- The Little Scientist program will provide (103) sessions of STEM programming, (54) sessions at Hill Central, and (49) sessions at Lincoln Bassett, (15) students at each site for a total of (30) students. Little Scientist base their curriculum to deepen their 3-Dimensional understanding of science defined by the Next Generation Science Standards. Little Scientist uses the excitement of scientific investigations to engage students in improving scientific, literacy, mathematic, critical thinking, and problem-solving skills. The science curriculum is a fun and innovative hands-on, mind-on, inquiry, and practice-based curriculum. Inclusive of cost is one “Family Science Day” at each location. The cost includes all curriculum, instructors, and all consumable & and durable materials

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.

Dr. Heidi G

Contractor Signature

President
New Haven Board of Education

10-17-2023

Date

Date

Dr. Heidi Gold, CEO

Contractor Printed Name & Title



NEW HAVEN PUBLIC SCHOOLS

EXHIBIT B

STUDENT DATA PRIVACY AGREEMENT SPECIAL TERMS AND CONDITIONS

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

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

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

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

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



Proposal for New Haven Public Schools Academic Year 2023-2024

Scope of Services:

The Little Scientists® Program will support New Haven Public Schools' STEM programs by providing more out of school time for students to investigate and experiment. The Little Scientists® Program uses the excitement of scientific investigations to engage students in improving scientific, literacy, mathematics, critical thinking, and problem-solving skills. Our goal is to enhance the student's foundation in all I-STEM (Innovation - Science, Technology, Engineering, and Mathematics) areas.

The Little Scientists® Program includes hands-on, minds-on, inquiry & practice-based science investigations and experiments that meet the New Haven, Connecticut and National Next Generation Science Standards (NGSS). All lessons incorporate the 3-Dimensional nature of the NGSS. The Disciplinary Core Ideas, Science and Engineering Practices and Crosscutting Concepts are brought together in performance expectations that are embedded in the Little Scientists Lessons. Motivational activities, computer coding, robotic technology, and student choice opportunities are incorporated within the program to support youth development, student learning and engagement. The effectiveness of the Little Scientists Program in improving student academic performance in science has been well documented. After-School and Summer programs using a pre/post test model in New Haven schools show overall a significant increase in student science content knowledge, an increase in student attendance, and increased interest in science.

The Little Scientists Program includes the science curriculum, all durable and consumable materials, student booklets, science notebooks, pre and post assessments, and Little Scientists certified instructors.

Price per 60 minute session:

\$225/session

Pre-K to K we have a maximum of 10 students/class.

1st-8th grade we have a maximum of 15 students/class.

Little Scientists®
DrHeidi@Little-Scientists.com
www.LittletoGreatScientists.com

Activity Time

Site ID: John C. Daniels Observer ID: Douglas

Date: 3/10/2023

Activity Name: Little Scientist

Activity # The World of Animal

Start Time 3:30
End Time 4:30

Minimum observation duration:
30 minutes or see Site Visit Plan

Observed Number of staff 1
Number of youth 13

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

Brief Description of Activity Time

Identifying reptiles, mammals, amphibians
fish and birds

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) Science

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:

Enough materials and appropriate space

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: John C. Daniels Observer ID: Douglas

Date: 3/16/2023

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> | <p>1 2 3 <u>4</u></p> |
| <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> | <p>1 2 3 <u>4</u></p> |
| <p>3 Activity offers youth choice and decision-making. Within a structure youth are able to make many choices/decisions about what they will do and/or how they will do it; shape the activity to reflect their interests, ideas, and preferences. <i>1= No youth choice or decision-making. (Ex: Activity requires that youth follow adults' specific step-by-step instructions to produce a pre-determined product, or youth simply take in/ give back information.)</i></p> | <p>1 2 3 <u>4</u></p> |
| <p>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> | <p>1 2 3 <u>4</u></p> |

Field Notes:

Item Format

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

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

Rating Scale:

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

Activity Time

Site ID: John C. Daniel

Observer ID: Douglas

Date: 3/16/2023

| C. Staff Promote Youth Engagement & Stimulate Thinking | Rating |
|---|--------------------|
| <p>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></p> | 1 2 3 <u>4</u> |
| <p>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></p> | 1 2 3 <u>4</u> |
| <p>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></p> | 1 2 3 <u>4</u> |
| <p>4 Staff encourage youth to share control, responsibility, and decision-making. Staff want youth to play an active role in organizing, leading and/or making important decisions about the activity. <i>1=Staff resist youth input and involvement. (Ex: When youth make suggestions, staff dismiss youth's ideas. Staff make it clear that they are in charge, making all the decisions.)</i></p> | 1 2 3 <u>4</u> |
| <p>5 When providing assistance to youth, staff help youth think through problems and/or questions themselves rather than offering answers. Staff guide youth's thinking and help them develop problem solving skills. (Ex: Ask "how", "why", "what-if" questions, help youth brainstorm potential solutions.) <i>1=Staff provide answers to youth, rather than helping them to figure it out on their own.</i></p> | 1 2 3 <u>4</u> N/A |
| <p>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></p> | 1 2 3 <u>4</u> |
| <p>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></p> | 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: *John C. Daniels*

Observer ID: *Douglas*

Date: *3/16/2023*

| 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 |
| 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 |

Field Notes:

This was a group of 2nd graders a little talkative during excitement due to interest of the activity while instructor was instructions staff used a calm tone to get students back on task.

Item Format

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

I=: 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: *John C. Daniels* Observer ID: *Druflas*

Date: *3/16/2023*

| 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 |
| <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 |

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

Field Notes:

Staff showed interest in students very encouraging. Staff accommodated each youth 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: *John C. Daniels* Observer ID: *Douglas*

Date: *3/16/2023*

| F. Youth Relations with Adults | Rating |
|--|----------------|
| 1 Youth show interest in staff; seek out positive contact/interactions. (Ex: Youth show staff something they made, initiate friendly interactions) <i>1=Youth actively avoid or ignore staff.</i> | 1 2 3 4 |
| 2 Youth are cooperative with staff's requests or directions. 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 4 |
| 3 Youth listen (focus, pay attention) to staff. (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 4 |

Field Notes:

| G. Youth Participation in Activity Time | Rating |
|---|----------------|
| 1 Youth are busy and engaged in conversation or activities. 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 4 |
| 2 Youth follow program rules and behavioral expectations. <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 4 |
| 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. <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 4 |
| 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.) <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 4 |
| 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) <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 4 |

Field Notes:

Every student was engaged in activity and followed directions

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: *John C. Daniels* Observer ID: *Douglas*

Date: *3/16/2022*

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

Field Notes:

Students worked together in pairs sharing and helping each other. Student exchange thoughts. Peer interaction 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

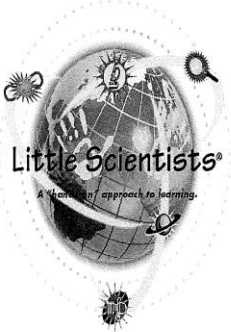
Site ID: John C. Daniels

Observer ID: Douglas

Date: 3/16/2023

Activity was Little Scientist. They worked on a project called the World of animals. These were 2nd grade student who had a great time identifying animals. The instructor was very patient and the student showed lots of interest in the activity. The activity really stimulated their thinking.

MARKINEZ



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Teacher Evaluation

In our pursuit of excellence in science education, we ask you to take a few moments to share your thoughts. Please circle your answers.

| | High | 4 | 3 | 2 | Low |
|--|------|---|---|---|-----|
| Students benefit from the Little Scientists® classes | 5 | 4 | 3 | 2 | 1 |
| Quality of Little Scientists® materials | 5 | 4 | 3 | 2 | 1 |
| Quality of Little Scientists® teachers | 5 | 4 | 3 | 2 | 1 |
| Overall satisfaction of Little Scientists® program | 5 | 4 | 3 | 2 | 1 |

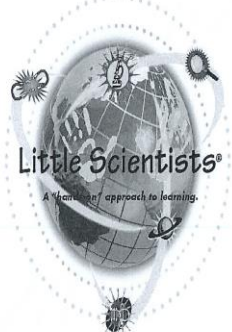
Grade of your students 5th N/A going to 6th

Compared to the N/A science kits I have used in my classroom, I find the Little Scientists® program to be _____.

Additional suggestions:

Name (Optional): _____ Email: _____
Phone# _____

MARKINEZ



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Teacher Evaluation

In our pursuit of excellence in science education, we ask you to take a few moments to share your thoughts. Please circle your answers.

| | High | 4 | 3 | 2 | Low |
|--|------|---|---|---|-----|
| Students benefit from the Little Scientists® classes | 5 | 4 | 3 | 2 | 1 |
| Quality of Little Scientists® materials | 5 | 4 | 3 | 2 | 1 |
| Quality of Little Scientists® teachers | 5 | 4 | 3 | 2 | 1 |
| Overall satisfaction of Little Scientists® program | 5 | 4 | 3 | 2 | 1 |

Grade of your students 4 & 5

Compared to the N/A science kits I have used in my classroom, I find the Little Scientists® program to be more beneficial.

Additional suggestions:
Little Scientists is a great hands on experience for students. I would like it in more grades next year.
Name (Optional): Jennifer Maselli Email: _____
Phone# 203-494-0375

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Teacher Evaluation

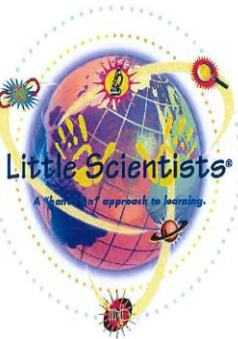
In our pursuit of excellence in science education, we ask you to take a few moments to share your thoughts. Please circle your answers.

| | High | 4 | 3 | 2 | Low |
|--|------|---|---|---|-----|
| Students benefit from the Little Scientists® classes | 5 | 4 | 3 | 2 | 1 |
| Quality of Little Scientists® materials | 5 | 4 | 3 | 2 | 1 |
| Quality of Little Scientists® teachers | 5 | 4 | 3 | 2 | 1 |
| Overall satisfaction of Little Scientists® program | 5 | 4 | 3 | 2 | 1 |

Grade of your students A

Compared to the regular science kits I have used in my classroom, I find the Little Scientists® program to be fantastic.

Additional suggestions:
The children had a great experience with little scientists. They had fun while they learned.
Name (Optional): Jason Kruss Email: _____
Phone# _____



OBAMA

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MAXINE

Teacher Evaluation

In our pursuit of excellence in science education, we ask you to take a few moments to share your thoughts. Please circle your answers.

| | High | | | | Low |
|--|------|---|---|---|-----|
| Students benefit from the Little Scientists® classes | 5 | 4 | 3 | 2 | 1 |
| Quality of Little Scientists® materials | 5 | 4 | 3 | 2 | 1 |
| Quality of Little Scientists® teachers | 5 | 4 | 3 | 2 | 1 |
| Overall satisfaction of Little Scientists® program | 5 | 4 | 3 | 2 | 1 |
| Grade of your students | 4 | | | | |

Compared to the District science kits I have used in my classroom, I find the Little Scientists® program to be so much more engaging

Additional suggestions: Miss Maxine was great! She is so knowledgeable and the kids loved her!

Name (Optional): Tracy Peterson Email: _____ Phone#: _____



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TROOP

Teacher Evaluation

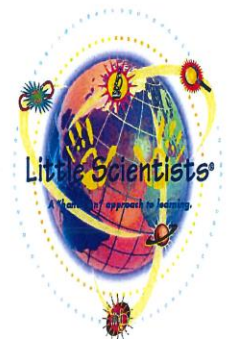
In our pursuit of excellence in science education, we ask you to take a few moments to share your thoughts. Please circle your answers.

| | High | | | | Low |
|--|------|---|---|---|-----|
| Students benefit from the Little Scientists® classes | 5 | 4 | 3 | 2 | 1 |
| Quality of Little Scientists® materials | 5 | 4 | 3 | 2 | 1 |
| Quality of Little Scientists® teachers | 5 | 4 | 3 | 2 | 1 |
| Overall satisfaction of Little Scientists® program | 5 | 4 | 3 | 2 | 1 |
| Grade of your students | 4 | | | | |

Compared to the _____ science kits I have used in my classroom, I find the Little Scientists® program to be engaging

Additional suggestions: The students always enjoy the hands-on approach to learning that Little Scientists offers.

Name (Optional): Steve Sierra Email: SSSierra25@hawaii.com Phone#: 808-526-1100



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TROOP

Teacher Evaluation

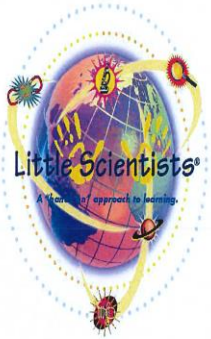
In our pursuit of excellence in science education, we ask you to take a few moments to share your thoughts. Please circle your answers.

| | High | | | | Low |
|--|-----------------------|---|---|---|-----|
| Students benefit from the Little Scientists® classes | 5 | 4 | 3 | 2 | 1 |
| Quality of Little Scientists® materials | 5 | 4 | 3 | 2 | 1 |
| Quality of Little Scientists® teachers | 5 | 4 | 3 | 2 | 1 |
| Overall satisfaction of Little Scientists® program | 5 | 4 | 3 | 2 | 1 |
| Grade of your students | 4 th Grade | | | | |

Compared to the _____ science kits I have used in my classroom, I find the Little Scientists® program to be very beneficial and effective

Additional suggestions: Little Scientist was amazing I wish all schools provide this quality science education

Name (Optional): Bushra Hanaf Email: _____ Phone#: (975) 777-9753



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Teacher Evaluation

In our pursuit of excellence in science education, we ask you to take a few moments to share your thoughts. Please circle your answers.

| | High | | | Low |
|--|------------|---|---|-----|
| Students benefit from the Little Scientists® classes | 5 | 4 | 3 | 2 1 |
| Quality of Little Scientists® materials | 5 | 4 | 3 | 2 1 |
| Quality of Little Scientists® teachers | 5 | 4 | 3 | 2 1 |
| Overall satisfaction of Little Scientists® program | 5 | 4 | 3 | 2 1 |
| Grade of your students | Grades 2-4 | | | |

Compared to the distinct-issued science kits I have used in my classroom, I find the Little Scientists® program to be well-planned hands-on and

engaging for all students to supplement our curriculum.

Additional suggestions:

We are going to start earlier in the school year

Name (Optional):

Mrs. Lisa Pietrosimone

Email: lisa.pietrosimone@new-haven.k12.ct.us

Phone#: 475-220-3400

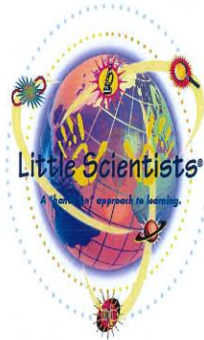
203-843-7199



A "hands-on" approach to learning.

1-800-FACT FUN

www.Little-Scientists.com



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Teacher Evaluation

In our pursuit of excellence in science education, we ask you to take a few moments to share your thoughts. Please circle your answers.

| | High | | | Low |
|--|------|---|---|-----|
| Students benefit from the Little Scientists® classes | 5 | 4 | 3 | 2 1 |
| Quality of Little Scientists® materials | 5 | 4 | 3 | 2 1 |
| Quality of Little Scientists® teachers | 5 | 4 | 3 | 2 1 |
| Overall satisfaction of Little Scientists® program | 5 | 4 | 3 | 2 1 |
| Grade of your students | K-4 | | | |

Compared to the _____ science kits I have used in my classroom, I find the Little Scientists® program to be _____.

Additional suggestions:

Name (Optional):

Kimberly Phillips

Email: kimberly.phillips@new-haven.k12.ct.us

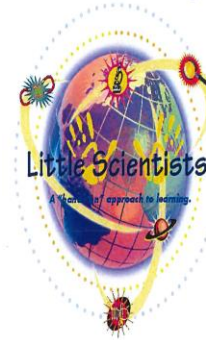
Phone#: 475-220-3500



A "hands-on" approach to learning.

1-800-FACT FUN

www.Little-Scientists.com



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Teacher Evaluation

In our pursuit of excellence in science education, we ask you to take a few moments to share your thoughts. Please circle your answers.

| | High | | | Low |
|--|------|---|---|-----|
| Students benefit from the Little Scientists® classes | 5 | 4 | 3 | 2 1 |
| Quality of Little Scientists® materials | 5 | 4 | 3 | 2 1 |
| Quality of Little Scientists® teachers | 5 | 4 | 3 | 2 1 |
| Overall satisfaction of Little Scientists® program | 5 | 4 | 3 | 2 1 |
| Grade of your students | 4th | | | |

Compared to the _____ science kits I have used in my classroom, I find the Little Scientists® program to be _____.

Additional suggestions:

Name (Optional):

Jacqueline Cade

Email:

Phone# _____



A "hands-on" approach to learning.

1-800-FACT FUN

www.Little-Scientists.com



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Teacher Evaluation

In our pursuit of excellence in science education, we ask you to take a few moments to share your thoughts. Please circle your answers.

| | High | | | | Low |
|--|------|---|---|---|-----|
| Students benefit from the Little Scientists® classes | 5 | 4 | 3 | 2 | 1 |
| Quality of Little Scientists® materials | 5 | 4 | 3 | 2 | 1 |
| Quality of Little Scientists® teachers | 5 | 4 | 3 | 2 | 1 |
| Overall satisfaction of Little Scientists® program | 5 | 4 | 3 | 2 | 1 |

Grade of your students 4th

Compared to the N/A science kits I have used in my classroom, I find the Little Scientists® program to be fun and informative!

Additional suggestions:
My students looked forward to the science experiments!

Name (Optional): Erin Coady
 Email: erim.coady@new-haven.k12.ct.us
 Phone#: _____



Educating Tomorrow's Leaders Today!

Teacher Evaluation

In our pursuit of excellence in science education, we ask you to take a few moments to share your thoughts. Please circle your answers.

| | High | | | | Low |
|--|------|---|---|---|-----|
| Students benefit from the Little Scientists® classes | 5 | 4 | 3 | 2 | 1 |
| Quality of Little Scientists® materials | 5 | 4 | 3 | 2 | 1 |
| Quality of Little Scientists® teachers | 5 | 4 | 3 | 2 | 1 |
| Overall satisfaction of Little Scientists® program | 5 | 4 | 3 | 2 | 1 |

Grade of your students 3rd and 4th

Compared to the _____ science kits I have used in my classroom, I find the Little Scientists® program to be _____

Additional suggestions:
This is best program ever! The kids look forward to it every Tuesday and Wednesday. Staff is extremely professional.

Name (Optional): Anthony (Kevin)
 Email: anthony@ogden.com
 Phone#: 203 641-7258



Educating Tomorrow's Leaders Today!

Teacher Evaluation

In our pursuit of excellence in science education, we ask you to take a few moments to share your thoughts. Please circle your answers.

| | High | | | | Low |
|--|------|---|---|---|-----|
| Students benefit from the Little Scientists® classes | 5 | 4 | 3 | 2 | 1 |
| Quality of Little Scientists® materials | 5 | 4 | 3 | 2 | 1 |
| Quality of Little Scientists® teachers | 5 | 4 | 3 | 2 | 1 |
| Overall satisfaction of Little Scientists® program | 5 | 4 | 3 | 2 | 1 |

Grade of your students 3rd + 4th

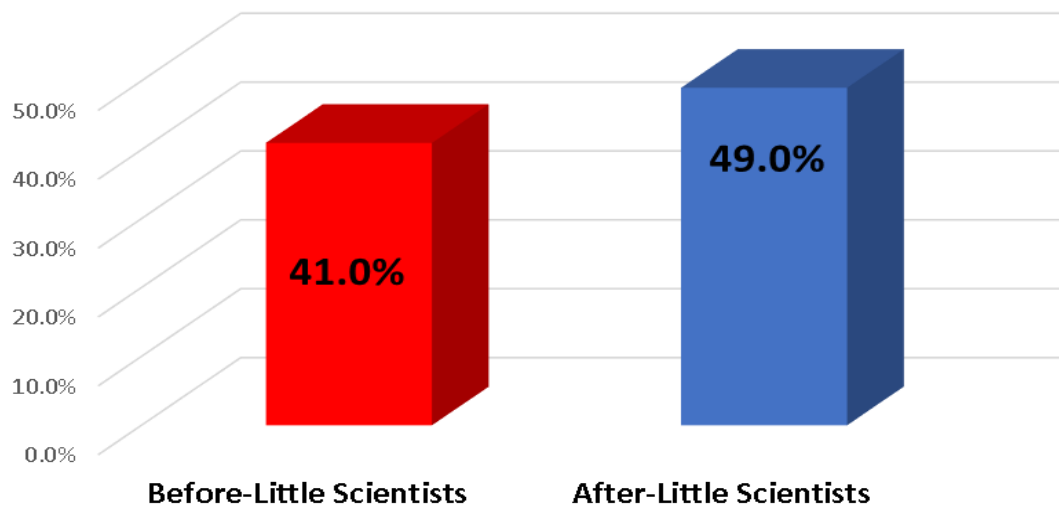
Compared to the NHPS Science science kits I have used in my classroom, I find the Little Scientists® program to be a Very Comprehensive Program with an excellent Teacher!

Additional suggestions:
Continue to engage student in exciting science programs

Name (Optional): Jason Catala
 Email: _____
 Phone#: 860 333-2863



**Hill Central School
(Pre & Post-Assessment Averages)
Summer 2022**



The science assessment was administered before students had Little Scientists® hands-on science lessons and afterwards.