



NEW HAVEN PUBLIC SCHOOLS

## AGREEMENT COVER SHEET

Cover Sheet is an Internal Document for Business Office Use

### Please Type

Contractor full name: Upon This Rock Ministries

Doing Business As, if applicable:

Business Address: 882-884 Grand Avenue, New Haven, CT 06511

Business Phone: (203) 387-1215

Business email: UTRMACADEMY@GMAIL.COM

Funding Source & Acct.#:

- Extended School Hours Grant:
  - o 2579-5326-56694-0444

Principal or Supervisor: Gemma Joseph Lumpkin

Agreement Effective Dates: From 12/12/2023. To 06/30/2024.

Per session rate:

- Half Days: \$450.00 per session, 8 sessions (\$3,600.00)
- Full Day Programming: \$600.00 per session, 16 sessions (\$9,600.00)
- Saturday Programming and Mentoring: \$1,200 per session, 7 sessions (\$8,400.00)

**Total amount: \$21,600.00**

Description of Service:

- The "Upon The Rock Ministries" extended hours program will run during NHPS Half Day programming, Full Day programming, and Saturday programming once a month. Half-day and full-day programming will offer before and after care with homework help/tutoring, health and wellness education, healthy snacks, arts and crafts, dance, outdoor activities, and field trips. Saturday Academy Programming will run from 11 am - 3 pm engaging NHPS students in a continuation of tutoring, social-emotional support, and mentoring. The students will learn life skills that help them understand, express, and manage emotions and develop meaningful relationships with others. The program will serve up to 30 NHPS students during half-day and full-day programming and up to 60 Kids enrolled in the Saturday sessions.

**Submitted by:** Gemma Joseph Lumpkin

Phone (475) 220-1060



NEW HAVEN PUBLIC SCHOOLS

## Memorandum

**To:** New Haven Board of Education Finance and Operations Committee

**From:** Gemma Joseph Lumpkin

**Date:** November 20, 2023

**Re:** Upon This Rock Ministries Agreement

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

1. **Contractor Name:** Upon This Rock Ministries

2. **Description of Service:**

- a. The “Upon The Rock Ministries” extended hours program will run during NHPS Half Day programming, Full Day programming, and Saturday programming once a month. Half-day and full-day programming will offer before and after care with homework help/ tutoring, health and wellness education, healthy snacks, arts and crafts, dance, outdoor activities, and field trips. Saturday Academy Programming will run from 11 am - 3 pm engaging NHPS students in a continuation of tutoring, social-emotional support, and mentoring. The students will learn life skills that help them understand, express, and manage emotions and develop meaningful relationships with others. The program will serve up to 30 NHPS students during half-day and full-day programming and up to 60 Kids enrolled in the Saturday sessions.

3. **Amount** of Agreement and hourly or session cost: \$21,600.00

- a. Half-Days: \$450.00 per session, 8 sessions (\$3,600.00)
- b. Full-Day Programming: \$600.00 per session, 16 sessions (\$9,600.00)
- c. Saturday Programming and Mentoring: \$1,200 per session, 7 sessions (\$8,400.00)

4. **Funding Source** and account number:

- a. Extended School Hours Grant
  - i. 2579-5326-56694-0444

5. Approximate number of staff served through this program or service: 0

6. Approximate number of students served through this program or service: 120

7. **Continuation/renewal or new Agreement?** Continuation

**Answer all questions:**

- a. If continuation/renewal, has the cost increased?
  - i. Yes, \$150 increase for weekly programming, a \$300 increase in full-day programming
- b. What would an alternative contractor cost:

- i. \$375- \$700 per day for similar programming. Based on local vendors, providing similar services, the cost would range from approximately \$12 – 24 per day/ per student for a comparable program.
  - c. If this is a continuation, when was the last time alternative quotes were requested?
    - i. 2023 RFQ process
  - d. For new or continuation: is this a service existing staff could provide. If no, why not?
    - i. No, Upon the Rock program offers specialized enrichment activities in areas such as arts and crafts, homework support, and other enrichment activities that are offered outside of traditional school hours.

**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 and Extended School Hours
- 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, based in New Haven CT
- c. Is the Contractor a Not-for-Profit Organization? If yes, is it local or national?
  - i. Yes, local
- d. Is the Contractor a public corporation?
  - i. No
- e. Is this a renewal/continuation Agreement or a new service?
  - i. Continuation
- f. If it is a renewal/continuation has cost increased? If yes, by how much?
  - i. Yes, \$150 increase for weekly programming, a \$300 increase in full-day programming
- g. Will the output of this Agreement contribute to building internal capabilities? If yes, please explain:
  - i. No

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

**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 “Upon This Rock” program is facilitated by staff with experience facilitating after-school programming. The program provides NHPS students with school and weekend programming in a safe and productive space. The program provides opportunities for students to participate in enrichment activities that allow them to express themselves and expand their experiences by attending fun and dynamic field trips.
- b. How was the Contractor selected? Quotes, RFP/RFQ, Sealed Bid or Sole Source?
  - i. RFQ process
- c. Is the contractor the lowest bidder? Why was this contractor selected?
  - i. Yes. The Upon This Rock Ministries organization was selected as a community partner for programming during the prior school year (2022-23). The organization submitted a YFCE proposal memo and Request for Qualifications packet for the current year, 2023-2024, which met the qualifications to serve as an NHPS partnering agency.
- d. Who were the members of the selection committee that scored bid applications?
  - i. Arthur Edwards, Christian Tabares, Frankie Roman, Lysie Rodriguez, Jose Camacho, Dianne Stewart, Adrienne Douglas
- e. If the contractor is Sole Source, please attach a copy of the Sole Source designation letter from the City of New Haven Purchasing Department.

## 11. Evidence of Effectiveness & Evaluation

### Answer all questions

- a. What specific need will this contractor address and how will the contractor’s performance be measured and monitored to ensure that the need is met?
  - i. The contractor provides quality academic support and enrichment programming such as dance, arts and crafts, and other activities that are the basis of afterschool programming.
  - ii. Services will be monitored using the APT tool, which assess the overall quality of the programs staffing, staff’s engagement with students and families, collaboration with NHPS staff, transitioning of students and activities offered. The evaluation team consist of the Building Leader with a team, which may consist of other NHPS staff, parents and community members. APT raters observe and score staff interactions (manner, affect, and tone of voice) with youth and families. The observers rate areas such as:
    - 1. Are staffs greeting students and families
    - 2. Transitioning of students
    - 3. Does the space provide appropriate room for all youth and staff?
    - 4. The ability of staffs to communication with youth and/or their families in their language(s).
    - 5. The support staff provide in assisting youth with organizing and preparing themselves to do their homework.
    - 6. Staffs adjustments and accommodations for students based on their experiences and needs and that
    - 7. Staffs use of simple reminders and redirection to support positive behaviors.
    - 8. Dismissal Process

- b. If this is a renewal/continuation service attach a copy of the evaluation or archival data that demonstrates effectiveness.
    - i. Document attached
  - c. How is this service aligned to the District Continuous Improvement Plan?
    - i. The program offers activities that engage all students in purposeful, supportive, and meaningful learning experiences that coherently support and challenge students to improve in academics and engage in positive enrichment activities..
12. Why do you believe this Agreement is fiscally sound?
- a. This agreement provides a great benefit for NHPS students and families from a community partner at a reasonable cost. The costs associated with the program are in line with contractors providing similar services inclusive of literacy and enrichment activities such as dancing, arts and crafts, and field trips.
13. What are the implications of not approving this Agreement?
- a. Students may not be able to attend an extended school hours program that supports them and provides a safe and nurturing environment. Students will lack the academic assistance, which is provided on a daily basis, and the lack of enrichment activities may negatively affect students' overall educational and enrichment experience.



NEW HAVEN PUBLIC SCHOOLS

**AGREEMENT**  
**By And Between**  
**The New Haven Board of Education**  
AND  
***(Upon This Rock Ministries)***

FOR DEPARTMENT/PROGRAM:

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

This Agreement entered into on the 21st day of November, 2022, effective (*no sooner than the day after Board of Education Approval*), the 12th day of December, 2022, by and between the New Haven Board of Education (herein referred to as the “Board” and the **Upon This Rock Ministries** located at, 882-884 Grand Avenue, New Haven, CT 06511 (herein referred to as the “Contractor”).

**Compensation:** The Board shall pay the contractor for satisfactory performance of services required the amount of \$450 per session, for a total of 8 sessions, \$600 per session, for a total of 16 sessions, \$1,200 per session, for a total of 7 sessions

The maximum amount the contractor shall be paid under this agreement: Twenty-One thousand, Six hundred dollars and no cents (\$21,600). Compensation will be made upon submission of an itemized invoice which includes a detailed description of work performed, attendance sheets, and dates of service.

**Fiscal support** for this Agreement shall be by the Extended School Hours **Program** of the New Haven Board of Education, **Account Number:** 2579-5326-56694 **Location Code:** 0444

This agreement shall remain in effect from 12/12/2023 to 06/28/2024.

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

- The “Upon The Rock Ministries” extended hours program will run during NHPS Half Day programming, Full Day programming, and Saturday programming once a month. Half-day and full-day programming will offer before and after care with homework help/tutoring, health and wellness education, healthy snacks, arts and crafts, dance, outdoor activities, and field trips. Saturday Academy Programming will run from 11 am - 3 pm engaging NHPS students in a continuation of tutoring, social-emotional support, and mentoring. The students will learn life skills that help them understand, express, and manage emotions and develop meaningful relationships with others. The program will serve up to 30 NHPS students during half-day and full-day programming and up to 60 Kids enrolled in the Saturday sessions.



**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.

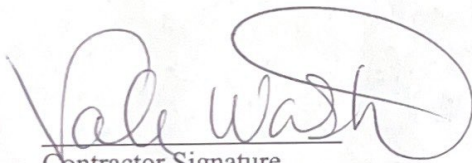
**Exhibit B: Student Data and Privacy Agreement:** Attached

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

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

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

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

  
Contractor Signature

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

11/21/23  
Date

\_\_\_\_\_  
Date

Valerie Washington - Pastor  
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.



Extended school hours programming at the Upon This Rock Church will run for 16 days of programming when NHPS students are off from school or have scheduled half days and 1 Saturday per month for 7 months (Dec. 2023- June 2024). The program will engage students in activities

such as dance, arts and crafts and support literacy. The enrichment activities are designed to help students improve in core subjects. Instructors, Instructional pamphlets, transportation and supplies are included in the cost. In addition we will offer a boys mentoring program Chozen Generation to young boys age 11-17 to help create an environment that will assist them in developing and obtaining the knowledge, life skills, and attitudes required to maintain supportive relationships and make responsible decisions.

We will serve up to 35 NHPS children during NHPS half days and days off programming and up to 60 Kids for our Saturday Academy offered one Saturday each month free to the community children. The enrichment and academic support activities are designed to help students improve in core subjects. Instructors, Instructional pamphlets transportation and supplies are included in the cost.

School year- Half day from school rate : \$450 per session (\$18.00 per student/each day; each day consists of 5.5 hours (30 students)

Full Day rate: \$600 per session (30 students)

Saturday academy sessions (60) students :

Academy 7 Saturday sessions (1 per month x \$600) (\$4,200) Dec 2023-June 2024

Mentoring (20 Students) 7 Saturday session (1 per month x \$600) (\$4,200) Dec 2023-June 2024

Review and Acceptance of Faith-based Practices in Scope of Work

Secular Nature of Services

By entering into this Agreement, Contractor and its representatives, employees, and agents, hereby agree that all Services being contracted for and provided under this Agreement shall be secular, neutral, and nonideological. Contractor understands that its Services are not being contracted for any religious purpose or initiative. No attempt shall be made by Contractor and its representatives, employees, and agents to provide the Services with a religious or ideological viewpoint, nor should any attempt be made to proselytize, or persuade or encourage students to adopt a particular religious perspective. Contractor and its representatives, employees, and agents hereby agree to offer these Services to Students, as contracted, with no variation in Services on the basis of a Student's race, sex, gender, ethnicity, disability, or religion (or lack thereof). The District reserves the right to terminate this Agreement should it receive any evidence of Services being provided by the Contractor, its representatives, employees, and agents with a nonsecular, religious, or ideological viewpoint.

Reviewed and accepted:

Print Name: Valerie Washington

Signature: Vale Wash

Date: 11/21/23

Title: owner / pastor

Organization: Upon This Rock Academy

upon this Rock

### Arrival Time

Site ID: Jepson

Observer ID: Douglas

Date: 7/18/2023

Start Time 9:00

Minimum observation duration:

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

End Time 2:00

10 minutes

Classroom

Cafeteria

Gym

Outdoors

Library

Other (please describe)

Observed

Number of staff 13

Number of youth 47

Start of arrival  End of arrival

(check all that apply)

Hallway Front

### Brief Description of Arrival Time

Arrival main entrance  
Parents sign campers in

Did Arrival Time include a snack?

Yes  No

### Arrival Time Items

### Rating

**1 Staff greet/acknowledge youth as they arrive.\***

(Ex: Staff stand at entrance and greet each youth with a hello, high five, "how's it going?" refer to youth by name.)

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 4 N/A

**2 Youth seem to know the arrival routine and follow it with gentle reminders.\***

(Ex: On their own, youth put their backpacks away and go get snack.)

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 4 N/A

**3 Activities are available for youth to become engaged in as soon as they arrive (may include snack).**

A variety of activities/choices are available.

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 N/A

**4 Staff engage in friendly exchanges (chats) with youth.**

Staff show interest in youth as individuals (Ex: Staff make a point of connecting with all youth--inquire about youth's interests, solicit youth's thoughts and opinions on a topic, ask about youth's day or something they made.)

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 4

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

9

### Field Notes:

Staff stand at the entrance and greet each youth and parents

### 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

5

# Upon This Rock

Arrival Time

Site ID: Jepson

Notes:

Observer ID: Douglas

Date: 7/18/2023

Staff greet children and parents at main entrance. Students arriving prepare to go get breakfast and there is an activity ready to go.



Upon This Rock

### Transition Time

Site ID: Jepson  
Start Time 8:30  
End Time 9:00

Observer ID: Douglas

Date: 7/18/2023

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 47  
Entire transition time  Yes  No

#### Brief Description of Transition Time

transitioning from breakfast to activity

#### Transition Time Items

#### Rating

Item	1	2	3	4	N/A
<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.) <i>1=Staff provide little or no direction (when it is clearly needed).</i>				<u>4</u>	N/A
<b>2 Transitions run smoothly; youth know the routine.</b> <i>1= No or very few youth appear to know what to do. (Ex: Youth need constant explanations, reminders and direction from staff.)</i>			<u>3</u>	4	
<b>3 Transitions are handled quickly.</b> (Ex: Youth move to the next activity within 2-3 minutes.) <i>1=Extended delay; youth are not engaged while they wait (Ex: Youth wait in line with nothing to do for 8-10 minutes.)</i>				<u>4</u>	
<b>4 Staff interactions (manner, affect, tone) with youth are positive and supportive.</b> <i>1=Staff use a negative, punitive, irritable, or harsh tone most of the time.</i>				<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.) <i>1=Staff constantly correct, criticize, or reprimand youth.</i>				<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). <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>				<u>4</u>	
<b>7 When addressing behavioral issues, staff use strategies that 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>					<u>4</u> N/A

Field Notes:

Smooth Transition

#### 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

7

# Upon this Rock

## Transition Time

Site ID: Jepson

Observer ID: Douglas

Date: 7/18/2023

### Notes:

Staff let campers know when it was time to transition. Staff gave directions and campers follow through

Upon this Rock

# Homework/Academic Support Time

Site ID: *Jupson*

Observer ID: *Douglas*

Date: *7/18/2023*

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.  <i>1=Very few/no youth are constructively engaged. (Ex: May be distracting others, engaging in off-task behaviors, overly silly or loud).</i></p>	<p>1 2 3 <b>4</b></p>

Field Notes:

*Almost all students (campers) were engaged.*

C. Staff Effectively Manage Homework/Academic Support Time	Rating
<p><b>1 Staff help youth get organized and prepared to do their homework.</b>  <i>1= Almost no youth/none receive help from staff in getting organized, despite appearances that they need help.</i></p>	<p>1 2 3 4  <i>N/A</i></p>
<p><b>2 Staff interactions (manner, affect, tone) with youth are positive and supportive.</b>  <i>1=Staff interact in harsh, punitive, or irritable manner.</i></p>	<p>1 2 3 <b>4</b></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).  <i>1=Staff constantly correct, criticize, or reprimand youth.</i></p>	<p>1 2 3 <b>4</b></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.  <i>1=Staff always over-react to youth's behavior. (Ex: Staff are visibly short-fused "How many times do I have to tell you not to....?")</i></p>	<p>1 2 3 <b>4</b></p>

*→ No homework*

Field Notes:

*No homework summer fun. Throughout the academic support time staff 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

# Homework/Academic Support Time

Site ID: *Jipson*

Observer ID: *Douglas*

Date: *7/18/2023*

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. <i>1=Staff are not focused on youth; staff do not check in or offer youth help during homework/academic support time.</i></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.") <i>1=Staff do not offer encouraging remarks to any individual or groups of youth.</i></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.) <i>1=(Ex: Staff are busy with other tasks and do not acknowledge or respond to most youth requests).</i></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). <i>1=Staff do not provide individual help to youth when asked; (Ex: Staff tell youth they will help them later.)</i></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). <i>1=Staff provide answers to youth, rather than helping them to figure it out on their own</i></p>	<p>1 2 3 <b>4</b> N/A</p>

Field Notes:

*Staff walked around the class observing and encouraged campers. Students (campers) that raised their hands got the assistance they need*

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

Upon this Deck

Homework/Academic Support Time

Site ID: Jepsen  
Notes:

Observer ID: Douglas

Date: 7/18/2023

Academic support time ran smoothly. Staff respond on timely manner when campers need help. Staff help campers reflect on problems for solving.

Upon This Rock

# Informal Program/Social Time

Site ID: Jepson

Observer ID: Douglas

Date: 7/18/2023

Start Time 12:45

Minimum observation duration:

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

End Time 2:00

15 minutes

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

Observed Number of staff 4

Number of youth 22

Start of Informal Time  End of Informal Time

(check all that apply)

## Brief Description of Informal Program/Social Time

Movie Time

### A. Staff Items

### Rating

- 1 Staff-youth interactions (manner, affect, tone) are positive and respectful.**  
(Ex: Staff and youth enjoy being together, and always treat each other with kindness, and respect even during disagreements.)  
1=Staff-youth interactions are often tense, negative and unfriendly.
- 2 Staff engage in friendly exchanges (chats) with youth.**  
Staff show interest in youth as individuals. (Ex: Staff make a point of connecting with all youth-- ask about youth's interests, solicit youth's thoughts and opinions on a topic, ask about youth's day or something they made.)  
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.)
- 3 Staff apply rules and limits equitably and consistently to youth.**  
Staff are thoughtful about applying limits and rules to youth based on the needs of the environment and youth. Staff avoid playing favorites.  
1=Staff are arbitrary in how they apply limits and rules. (Ex: Staff make up rules on the spot, pick favorites.)
- 4 When negative or disrespectful peer interactions occur (that are not resolved constructively by youth), staff intervene.**  
Staff intervene quickly and facilitate youth-youth conflict resolution.  
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

1 2 3 4

1 2 3 4  
N/A

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 and campers enjoyed being around each other. Treated 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: Jepson

Observer ID: Douglas

Date: 7/18/2023

B. Youth Items	Rating
<p><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.)</p>	1 2 3 <b>4</b>
<p><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.)</p>	1 2 3 <b>4</b>
<p><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.)</p>	1 2 3 <b>4</b>
<p><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.)</p>	1 2 3 <b>4</b>
<p><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.)</p>	1 2 3 <b>4</b>
<p><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.)</p>	1 2 3 <b>4</b>
<p><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.)</p>	1 2 3 <b>4</b>
<p><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.</p>	1 2 3 <b>4 N/A</b>

Field Notes:

The two groups were engaged in the movie. No staff reprimands are observed.

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

Upon this Rick

Informal Program/Social Time

Site ID: Jepsen

Observer ID: Douglas

Date: 7/18/2023

Notes:

Overall social atmosphere is positive. Campers listen actively and engaged in the movie.

Upon this Rock

### Activity Time

Site ID: Jupson

Observer ID: Douglas

Date: 7/18/2023

Activity Name: Movie Time

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

Activity # \_\_\_\_\_

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

Start Time 12:45

Minimum observation duration:

End Time 2:00

30 minutes or see Site Visit Plan

Observed Number of staff 4  
 Number of youth 22

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

Type of Activity (check all that apply)

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

### Brief Description of Activity Time

Movie Time

### Instructional Approach (check up to 3)

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

### Important Note:

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

A. Organization of Activity	Rating
<b>1 Activities begin promptly.</b> (Ex: Youth wait less than 2-3 minutes.) 1=Extended delay; youth are not engaged while they wait. (Ex: Youth wait 8-10 minutes with nothing to do while staff prepare programming)	1 2 3 <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

Upon this Rock

# Activity Time

Site ID: *Jepson*

Observer ID: *Dwyler*

Date: *7/18/2023*

### Important Note:

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

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

Field Notes:

*It was a movie. Campers were engaged*

### 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:

Observer ID:

Date:

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

Field Notes:

At the end of the movie staff asked about feedback

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

Upon This Rock

Activity Time

Site ID: Jepson

Observer ID: Douglas

Date: 7/18/2023

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 N/A

Field Notes:

Staff manner and tone was positive  
Staff closely supervised activity

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



Upon This Rock

# Activity Time

Site ID: Jepson

Observer ID: Douglas

Date: 7/18/2023

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	4
<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	4
<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	4
<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	4
<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	4 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 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 engaged in friendly exchanges. Very humble and polite. Staff focused on youth.

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: *Jepson*

Observer ID: *Douglas*

Date: *7/18/2023*

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.) 1=Youth actively avoid or ignore staff.	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. 1=(Ex: Youth are resistant, oppositional, refuse to comply, get into power struggles.)	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.) 1=(Ex: Youth ignore, interrupt, or walk away from staff when they are speaking.)	1 2 3 <b>4</b>

Field Notes:

*campers had a positive interaction with campers*

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. 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> During academic learning times, or activities which require focus on a task, youth actions and affect are regulated to these activities. 1=(Ex: If it is quiet reading time, most youth are wound up and out of control; excessively loud, disrupting other's participation or enjoyment of the activity.)	1 2 3 <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.) 1=Youth do not select, lead or contribute to the running of the activity. (Ex: Youth simply participate in activity as instructed by staff.)	<b>1</b> 2 3 4
<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.) 1= <u>Very few or no</u> youth appear cognitively engaged. (Ex: Youth watch a funny video or relax and listen to music.)	1 2 3 4 <i>N/A</i>

Field Notes:

*Campers participation was engaging. They enjoy the movie*

Item Format

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

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

Rating Scale:

1-Not True 2-Somewhat True

3-Mostly True 4-Very True

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Gr. K-8, rev. Fall 2019

Upon this Deck

### Activity Time: Rating of Youth

Site ID: Japson

Observer ID: Douglas

Date: 7/18/2023

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	4	
<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	4	
<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	4	

Field Notes:

Camper had positive attitude and engaged in positive conversation with their peers.

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

# Upon this Rock

Activity Time

Site ID: Jepson

Observer ID:

Douglas

Date:

7/18/2023

Campers were engaged in the movies. When there was a question about what they were watching they raised the hand. Staff responded. Everyone enjoy each other.

# Upon this Rock

## Pick Up Time

Site ID: Jepson

Observer ID: Douglas

Date: 7/18/2023

Start Time 2:00

Minimum observation duration:

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

End Time 2:20

10 minutes

Classroom

Cafeteria

Gym

Outdoors

Library

Other (please describe)

School entrance

Observed Number of staff 13

Number of youth 47

Start of pick up  End of pick up

(check all that apply)

### Brief Description of pick Up Time

Positive Smooth

Did family members pick up youth?

Yes  No

### Pick Up Time Items

### Rating

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

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

1=Very few/no family members are greeted.

1 2 3 4 N/A

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

1 = Staff can not communicate with youth and families.

1 2 3 4 N/A

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

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

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

1 2 3 4 N/A

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

**4 Staff acknowledge youth when they leave.**

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

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

1 2 3 4

### Field Notes:

Staff acknowledge parents, family members, and campers as they left. Friendly exchanges with family.

### 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

Upon this Rock

Pick Up Time

Site ID: Jefferson

Notes:

Observer ID: Douglas

Date: 7/18/2023

Students were signed out.  
Staff made a point of connecting  
with families as they signed campers  
out.



Upon this Rock

# Overall Program Ratings & Impressions

Site ID: Jupson

Observer ID: Douglas

Date: 7/18/2023

### 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:

There was accessible space for all. Working materials was in good shape

### 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: Jeppson

Observer ID: Douglas

Date: 7/18/2023

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

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

B. Overall Ratings of Program Schedule & Offerings	Rating
<p><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.</p>	1 2 3 <u>4</u>
<p><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.)</p>	1 2 3 <u>4</u>
<p><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.)</p>	1 2 3 <u>4</u>
<p><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.)</p>	1 2 3 <u>4</u>
<p><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.)</p>	1 2 3 <u>4</u>

Field Notes:

Campers work was posted in the class. Program ran smoothly

Item Format

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

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

**Rating Scale:**

1-Not True 2-Somewhat True

3-Mostly True 4-Very True

Overall Program Ratings & Impressions

Site ID: Tapan

Observer ID: Douglas

Date: 7/18/2023

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> (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>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> (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>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> All spaces have youth's artwork and projects on display. (Ex: Every room is rich with evidence of youth's interests, activities, ideas.) <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> Materials are authentic and used by youth. (Ex: posters in multiple languages, diverse representation of youth and families in books or other materials.) <i>1=Visible materials do not reflect a diversity of backgrounds.</i>	1 2 3 <u>4</u> N/A

Field Notes:

The environment is conducive to learning and having fun. Well organized 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

Overall Program Ratings & Impressions

Site ID: Jepson

Observer ID: Douglas

Date: 7/18/2023

(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			
	1	2	3	4
<p><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.</p>				4
<p><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.)</p>				4
<p><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.)</p>				4
<p><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.)</p>				4
<p><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.)</p>				4

Field Notes:

3 different groups by age. Program Pace positive and relaxed. Also a variety of activities

Item Format

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

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

**Rating Scale:**

1-Not True 2-Somewhat True

3-Mostly True 4-Very True

Upon this Rock

# Overall Program Ratings & Impressions

Site ID: Japon

Observer ID: Douglas

Date: 7/18/2023

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

C. Overall Ratings of Social-Emotional Environment		Rating				
<b>1</b>	<b>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	<u>4</u>	N/A
<b>2</b>	<b>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	<u>4</u>	
<b>3</b>	<b>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	<u>4</u>	
<b>4</b>	<b>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	<u>4</u>	
<b>5</b>	<b>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	<u>4</u>	
<b>6</b>	<b>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	<u>N/A</u>
<b>7</b>	<b>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	<u>N/A</u>

Field Notes:

All staff able to communicate with youth and their families. Interactions always 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



# Upon this Rock

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## Overall Program Ratings & Impressions

Site ID: Jepson

Observer ID: Douglas

Date: 7/18/2023

Notes:

Great Program that ran smoothly.

Campers were excited to be there. The space accommodated the campers need.

Campers work was displayed on the wall and boards. The activities for the day was posted. Campers were very kind to their peers and instructors. Program of a full balance of activities. There were

3 different groups. 5-6 / Minis, 7-9 / Jolly Ranchers

9/13 - Tick Tock Great Program.