



Program Quality Assessment Performance Report

Prepared for: East High 9 to 12
[Missouri AfterSchool Network / Boys and Girls Club of Greater St. Louis]

Type: External Assessment

Form: STEM PQA

Date prepared: 4 / 5 / 2018



This report describes the results of a Program Quality Assessment (PQA). This introduction will give you an overview of what is contained in your performance report and how you might use it to plan for improvement. For more information, visit <http://www.cypq.org>

When you are interpreting your performance report, here are a few tips to keep in mind:

- The performance data is given to help you improve your program.
- What is most important are the conversations that you have with your site team regarding improvement efforts.
- Comparisons against other data sets are shown to give you context to understand your own scores.

Follow this suggested sequence for reading and interpreting your performance report:

1. Examine the domains, scales, and items presented in the report. Consider: What scales and items make up each domain? What are the instructional practices that are measured by the assessment?
2. If your report shows a comparison against a large sample, consider: In what areas are you doing comparatively well? In what areas is there room for improvement?
3. Celebrate your strengths! Identify the items that you feel are successes in your program. What factors do you think contribute to these strengths?
4. What can you work on? After you have identified which items you think could use improvement, refer to the corresponding practice descriptions in the appropriate PQA. Reflect on what might be causing some of your scores to be lower than you would like and brainstorm what steps you could take to improve in this area.

If you have questions regarding your report, please do not hesitate to contact the David P. Weikart Center for Youth Program Quality:
scoresreporter@cypq.org or 734-961-6900.

PQA scores range from 1.0 to 5.0. In general, scores can be interpreted as follows:



- Score of 1 = The practice is not in place
- Score of 3 = The practice is available to a limited extent or in a less advanced form
- Score of 5 = The practice is widely available and/or with great frequency

Scores between 4.0 and 5.0 are excellent in most categories. Scores between 1.0 and 2.0 can be a general cause for concern. Low scores on your performance report (relative to other scores in the report) may suggest areas of potential improvement.

The scores on your report reflect one of two methods - program self assessment or external assessment. Program self assessment is a team-based process in which managers and staff observe multiple program offerings and together score a single program-wide PQA. In external assessment, a trained, reliable external assessor visits your site to observe a single program offering and score a PQA based on the observation.

During scoring, a rater may mark certain items with an "X", as instructed in the instrument. A mark of an "X" indicates that the item was not applicable to the program offering observed. These items are excluded from the scale and domain averages, so as not to negatively impact the scores. Marking an item with an "X" differs from items scored a "1" for practices not observed during the program offering.

This performance report presents scores at three levels - domain, scale, and item. The descriptions below and Figure 1 will help you understand how the report is organized.

- Domain Scores** Each domain consists of a group of related scales. The graph at the beginning of this report presents scores for the four domains of the PQA. For the Youth and School Age PQA, these are: Safe Environment; Supportive Environment; Interaction; and Engagement.
- Scale Scores** Each scale is composed of specific items corresponding to evidence-based practices for that domain. The first table presents the scales that make up the domain.
- Item Scores** Items represent performance at the level of practice. The second table presents the scores for each item. While the item names in the report are abbreviated, you can view full practice descriptions in the appropriate version of the PQA.

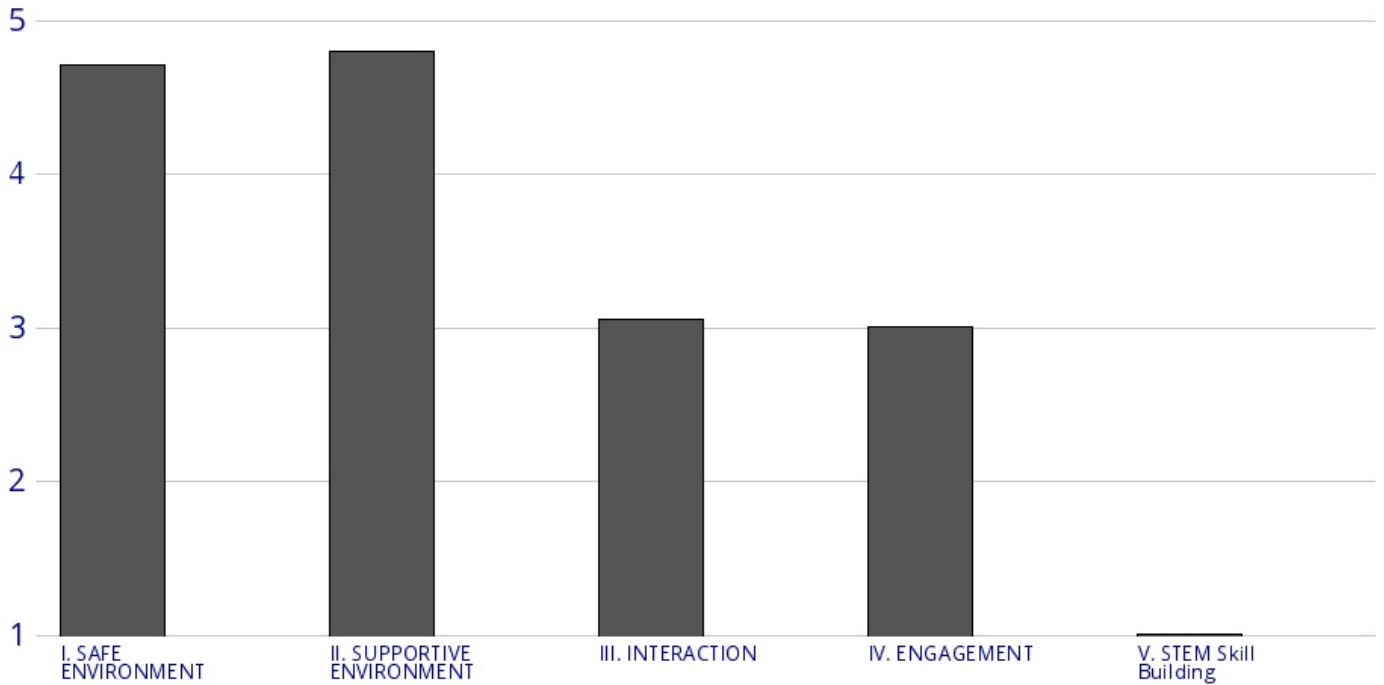
Scores are calculated using averages. Scales are averages of items and domains are averages of scales. The Total score at the bottom of the table is the unweighted average of the domain scores. The Instructional Total Score is the unweighted average of three of the four domains: Supportive Environment; Interaction; and Engagement. This score represents quality of the instructional experience between staff and program participants. The Safe Environment domain is omitted from this score because items in this domain are typically mandated by organizations outside the site.

Figure 1. Sample performance report with labels

| | | | |
|--------|----------------------------|-----------------------------------|-------------|
| Domain | I. SAFE ENVIRONMENT | | |
| Scale | Emotional Safety | | 1.00 |
| Item | 1 | Positive emotional climate | 1.00 |
| | 2 | Lack of bias | 1.00 |
| | Healthy Environment | | 1.00 |
| | 1 | Free of health and safety hazards | 1.00 |
| | 2 | Clean and sanitary | 1.00 |

Program Observation Summary

■ Score Set 1



Observation Identification

Score Set # 1

Tags: External
Boys and Girls Club of Greater
St. Louis

Observation Details

Score Set # 1

PQA: STEM PQA
Date: 03/15/2018
Forms: 1 form
Offering: Mix and Mingle Star Dining
College Exploration and Job
Readiness
Staff: Abrionna Humphery Kimberly
Merrill

Summary Report

Score Set 1

I. SAFE ENVIRONMENT

4.70

| | |
|---------------------------|------|
| Emotional Safety | 5.00 |
| Healthy Environment | 5.00 |
| Emergency Preparedness | 3.50 |
| Accommodating Environment | 5.00 |
| Nourishment | 5.00 |

II. SUPPORTIVE ENVIRONMENT

4.79

| | |
|---------------------------------------|------|
| Warm Welcome | 5.00 |
| Session Flow | 5.00 |
| Active Engagement | 5.00 |
| Staff support youth in Skill-Building | 4.43 |
| Encouragement | 4.50 |

III. INTERACTION

3.04

| | |
|----------------|------|
| Belonging | 4.50 |
| Collaboration | 1.00 |
| Leadership | 1.67 |
| Adult Partners | 5.00 |

IV. ENGAGEMENT

3.00

| | |
|-------------|------|
| Planning | 2.00 |
| Choice | 5.00 |
| Reflection | 1.50 |
| Connections | 3.50 |

V. STEM Skill Building

1.00

| | |
|-----------------------------|------|
| Scientific Reasoning | 1.00 |
| Observation and Measurement | 1.00 |
| Representation | 1.00 |

Detailed Report

I. SAFE ENVIRONMENT

Score Set 1

Emotional Safety **5.00**

| | | |
|---|----------------------------|------|
| 1 | Positive emotional climate | 5.00 |
| 2 | Lack of bias | 5.00 |

Healthy Environment **5.00**

| | | |
|---|-----------------------------------|------|
| 1 | Free of health and safety hazards | 5.00 |
| 2 | Clean and sanitary | 5.00 |
| 3 | Adequate ventilation and lighting | 5.00 |
| 4 | Comfortable temperature | 5.00 |

Emergency Preparedness **3.50**

| | | |
|---|-------------------------------|------|
| 1 | Posted emergency procedures | 1.00 |
| 2 | Accessible fire extinguisher | 3.00 |
| 3 | Visible first-aid kit | 5.00 |
| 4 | Appropriate safety equipment | X |
| 5 | Supervised indoor entrances | 5.00 |
| 6 | Supervised access to outdoors | X |

Accommodating Environment **5.00**

| | | |
|---|-------------------------------|------|
| 1 | Sufficient Space | 5.00 |
| 2 | Suitable Space | 5.00 |
| 3 | Enough comfortable furniture | 5.00 |
| 4 | Flexible physical environment | 5.00 |

Nourishment **5.00**

| | | |
|---|---------------------------|------|
| 1 | Available drinking water | 5.00 |
| 2 | Plentiful food and drink | 5.00 |
| 3 | Nutritious food and drink | 5.00 |

II. SUPPORTIVE ENVIRONMENT

Score Set 1

Warm Welcome 5.00

| | | |
|---|------------------------------|------|
| 1 | Youth greeted | 5.00 |
| 2 | Staff warm and respectful | 5.00 |
| 3 | Positive staff body language | 5.00 |

Session Flow 5.00

| | | |
|---|---------------------------------|------|
| 1 | Starts and ends on time | 5.00 |
| 2 | Materials ready | 5.00 |
| 3 | Sufficient materials | 5.00 |
| 4 | Explains activities clearly | 5.00 |
| 5 | Appropriate time for activities | 5.00 |

Active Engagement 5.00

| | | |
|---|---------------------------------------|------|
| 1 | Youth engage with materials or ideas | 5.00 |
| 2 | Youth talk about activities | 5.00 |
| 3 | (Y) Balance concrete and abstract | 5.00 |
| 4 | (Y) Tangible products or performances | 5.00 |

Staff support youth in Skill-Building 4.43

| | | |
|---|--|------|
| 1 | Learning focus linked to activity | 3.00 |
| 2 | Staff encourages youth to try skills | 5.00 |
| 3 | Staff models skills | 5.00 |
| 4 | Staff breaks down tasks | 5.00 |
| 5 | Support for struggling youth | 5.00 |
| 6 | (S) Staff attribute STEM success to effort | 5.00 |
| 7 | (S) Staff “youth dialogue is present | 3.00 |

Encouragement 4.50

| | | |
|---|------------------------------------|------|
| 1 | Staff uses non-evaluative language | 5.00 |
| 2 | Staff asks open-ended questions | 5.00 |
| 3 | (Y) Staff actively involved | 5.00 |
| 4 | (S) Staff encourage creativity | 3.00 |

III. INTERACTION

Score Set 1

Belonging **4.50**

| | | |
|---|---|------|
| 1 | Opportunities for youth to get to know each other | 3.00 |
| 2 | Inclusive relationships | 5.00 |
| 3 | Youth identify with program | 5.00 |
| 4 | (Y) Public acknowledgement of achievements | 5.00 |

Collaboration **1.00**

| | | |
|---|---|------|
| 1 | (Y) Opportunities to work cooperatively | 1.00 |
| 2 | (Y) Interdependent roles | 1.00 |
| 3 | (Y) Shared goals | 1.00 |

Leadership **1.67**

| | | |
|---|-----------------------------------|------|
| 1 | (Y) Practice group process skills | 3.00 |
| 2 | (Y) Mentoring opportunities | 1.00 |
| 3 | (Y) All youth lead group | 1.00 |

Adult Partners **5.00**

| | | |
|---|-------------------------------------|------|
| 1 | (Y) Staff shares control with youth | 5.00 |
| 2 | (Y) Expectations explained | 5.00 |

IV. ENGAGEMENT

Score Set 1

Planning 2.00

| | | |
|---|--|------|
| 1 | (Y) Opportunities to make plans | 1.00 |
| 2 | (Y) Multiple planning strategies used | 1.00 |
| 3 | (S) Staff encourage program goal setting | 1.00 |
| 4 | (S) Preliminary design opportunities | 5.00 |

Choice 5.00

| | | |
|---|--------------------------|------|
| 1 | (Y) Content alternatives | 5.00 |
| 2 | (Y) Process alternatives | 5.00 |

Reflection 1.50

| | | |
|---|--|------|
| 1 | Intentional reflection | 3.00 |
| 2 | Multiple reflection strategies | 1.00 |
| 3 | Structured opportunities to provide feedback | 1.00 |
| 4 | (Y) Structured opportunities to present to the group | 1.00 |

Connections 3.50

| | | |
|---|---|------|
| 1 | (S) Staff connect activities with prior knowledge | 5.00 |
| 2 | (S) Staff connect activities to societal/ethical issues | 3.00 |
| 3 | (S) Staff connect activities to career prep | 5.00 |
| 4 | (S) Staff connect STEM concepts | 1.00 |

Score Set 1

Scientific Reasoning 1.00

| | | |
|---|--|------|
| 1 | (S) Staff support youth in identifying a guiding question | 1.00 |
| 2 | (S) Staff support scientific method or STEM design process | 1.00 |
| 3 | (S) Staff ask youth to make predictions, conjectures or hypothesis | 1.00 |
| 4 | (S) Staff support youth in using a simulation, experiment or model | 1.00 |
| 5 | (S) Staff support youth in analyzing data | 1.00 |

Observation and Measurement 1.00

| | | |
|---|---|------|
| 1 | (S) Staff support youth in collecting data/measurements | 1.00 |
| 2 | (S) Staff support youth in recording data/observations | 1.00 |
| 3 | (S) Staff support youth in using tools | 1.00 |
| 4 | (S) Staff highlight value of precision and accuracy | 1.00 |

Representation 1.00

| | | |
|---|---|------|
| 1 | (S) Staff model use of STEM vocabulary | 1.00 |
| 2 | (S) Staff encourage youth in use of STEM vocabulary | 1.00 |
| 3 | (S) Staff support youth in using classification/abstraction | 1.00 |
| 4 | (S) Staff support youth in conveying STEM concepts through symbols/models | 1.00 |

VI. STAFF INTERVIEW

Score Set 1

Program Preparation **4.67**

| | | |
|---|--|------|
| 1 | (S) Staff create lesson plans | 3.00 |
| 2 | (S) Staff identifies instructional goals | 5.00 |
| 3 | (S) Staff links STEM to school-day content | 5.00 |
| 4 | (S) Staff have knowledge of youth accomplishments | 5.00 |
| 5 | (S) Safety policies related to STEM are enforced | 5.00 |
| 6 | (S) Staff expose youth to people/places using STEM | 5.00 |

Project-Based **5.00**

| | | |
|---|---|------|
| 1 | (S) STEM activity is connected to multi-session project | 5.00 |
| 2 | (S) Youth participate in multi-session project | 5.00 |

Supporting Evidence/Anecdotes

I. SAFE ENVIRONMENT

Emotional Safety

1 Positive emotional climate

The youth and the staff spoke respectfully to each other. The youth and staff had a positive rapport and the overall climate was positive.

2 Lack of bias

There was no evidence of bias observed.

Healthy Environment

1 Free of health and safety hazards

There were no health or safety hazards observed.

2 Clean and sanitary

The program space was clean and sanitary.

3 Adequate ventilation and lighting

Ventilation and lighting were both adequate and there were no complaints from the youth.

4 Comfortable temperature

Temperature was comfortable and youth and staff adjusted the temperature during the program session.

Emergency Preparedness

1 Posted emergency procedures

Ms. Humphery said the youth and staff developed procedures together at the beginning of the program year but that there are no emergency procedures in writing or posted other than the school's emergency procedures.

2 Accessible fire extinguisher

A fully charged fire extinguisher was accessible but not visible from the program space. The fire extinguisher was located in the hallway outside of the program space used during the observed session.

3 Visible first-aid kit

There was a first-aid kit visible within the program space used during the observed session.

4 Appropriate safety equipment

There were no activities that required specialized safety equipment.

5 Supervised indoor entrances

School doors are locked during the program session. If a parent comes to pick up a youth, the parent calls the program office phone and a staff member gets the youth and takes the youth to the door and observes until the youth is connected with the parent.

6 Supervised access to outdoors

No outside space was used during the visit.

Accommodating Environment

1 Sufficient Space

There was sufficient space for staff and youth to comfortably participate in the activities.

2 Suitable Space

The space was suitable for the program offerings.

3 Enough comfortable furniture

There was enough furniture for the youth and staff in attendance and the youth and staff appeared to be comfortable.

4 Flexible physical environment

Ms. Humphery stated the the staff may move the furniture when needed in spaces used by the program.

Nourishment

1 Available drinking water

There are water fountains in the hallways.

2 Plentiful food and drink

There was enough food and drink for dinner and snack. The youth were able to have seconds.

3 Nutritious food and drink

The food served for dinner and snack were nutritious and no other food was eaten by youth or staff during the program sessions. Dinner: Nachos, beans, applesauce, corn, and milk Snack: 100% apple juice and cheez-its.

II. SUPPORTIVE ENVIRONMENT

Warm Welcome

1 Youth greeted

There was one youth met by a staff person in the cafeteria and he was greeted by the staff member. The second youth in attendance for the program arrived late to the program and she was greeted by name and welcomed to the program.

2 Staff warm and respectful

Staff were warm and respectful with youth throughout the program.

3 Positive staff body language

The staff's body language was also positive. Staff smiled and laughed with the youth. The staff made eye contact with the youth when speaking and nodded affirmatively when youth were talking.

Session Flow

1 Starts and ends on time

The program is scheduled from 2:30 - 7:00 p.m. The staff person was in the cafeteria to greet the youth who were attending this program session. One youth met in the cafeteria stayed for the program session. At 2:35 the youth and staff member returned to the program space and discussed what they wanted to do. By 2:40 the youth and staff member were playing table ping pong. There were two youth in attendance. One youth needed to leave at 4:15

2 Materials ready

Materials were available in a cabinet in the program space and were ready for the youth and staff to decide what they wanted to do together during the Mix and Mingle session.

3 Sufficient materials

There were sufficient materials for all of the program sessions. During the College Exploration and Job Readiness session each youth had a computer to use.

4 Explains activities clearly

The staff person clearly explained what the youth were to do to create a resume. The youth asked questions for further clarification/information and the staff provided this information.

5 Appropriate time for activities

There was appropriate time for all activities. The youth asked to play the table ping pong game to 7 and after the game, selected scrabble. The scrabble game was completed as it was time for dinner. The staff person stated at the beginning of the session to work on creating a resume that this would be a first step and that the youth would have the opportunity to work on it after today. The youth saved the resume they worked on during the session, were given a hard copy of the resume, and e-mailed the resume to themselves so that they could work on it in between sessions if they wanted. This was the last day of the program until after Spring Break.

Active Engagement

1 Youth engage with materials or ideas

The youth were actively engaged with materials and ideas throughout the program sessions.

2 Youth talk about activities

There were two youth in attendance during the program sessions. The youth who was working on her college application had never played scrabble and so there was discussion about the scrabble rules as a staff person and the other youth played scrabble. The youth who was working on her college application spoke with a staff person about what she was doing. Both youth spoke with the staff person helping them to create a resume about what they were including on the resume.

3 (Y) Balance concrete and abstract

There was a balance of abstract and concrete activities. In the scrabble game there was a discussion of the rules, including how to decide who goes first, as well as explaining how the game is played to the youth who had not played before. The staff person and the other youth played scrabble and kept score, sometimes calling attention to what they did and how many points they received to the youth had not played the game before. The staff person who was helping the youth to write a resume explained the purpose of writing a resume and described the sections of the resume after which the youth added the specific information about themselves to their resume. For example the staff person stated what should be included in the demographics section and then the youth completed the demographics section.

4 (Y) Tangible products or performances

The youth were creating resumes that could be included in the college application that one of the youth was working on. The staff person shared that the Boys and Girls Club was planning to create four paid junior staff positions to help promote the Boys and Girls Club to other youth. The resume that was being created by the youth who was a freshman

could be used to apply when these positions became available.

Staff support youth in Skill-Building

1 Learning focus linked to activity

There was no learning focus related to the table ping pong or scrabble game that was stated. The staff person told the youth that they would be working on writing a resume and in later sessions on interviewing. The staff person mentioned that this was the season when places start to look for teenagers to work and writing the resume and later practicing interviewing would prepare them if they wanted to apply for a job.

2 Staff encourages youth to try skills

When the staff person suggested that she and the youth present during the Mix and Mingle Session play table ping pong, the youth said he didn't want to play because he wasn't any good at ping pong. The staff person said, "Come on let's get better" and encouraged the youth to play one game of table ping pong before picking another game. The staff person teaching the youth how to create a resume, told the youth that she would take them through the template step by step and that this was a start and that they could keep working on the resume and update it as needed.

3 Staff models skills

The staff member provided the youth with several models of resumes that they could use to help them figure out how to list and state some of their information. The staff member showed a copy of her resume to a youth who was working on what font to use in his resume.

4 Staff breaks down tasks

The staff person provided the youth with a resume template and then went through each section of the template, explaining what was needed in that section, providing examples, and then assisting the youth as needed to complete each section before going on to the next step (section).

5 Support for struggling youth

The staff person asked questions and provided information as needed to the youth who was working on her college application. The youth asked the staff person if she had the paper with all of the requirements for the essay and the staff person respond that she could get if for her if she needed her to. The youth looked for awhile on the computer and then told the staff person that she found the information. One of the youth was having difficulty identifying volunteer experiences, activities, and his skills that he could put on his resume. The staff person asked the youth questions to help identify volunteer experiences and activities. The staff person provided the youth with a list of action words to read that might help him identify which words represented him. Then she said, "You're creative" and the youth nodded yes.

6 (S) Staff attribute STEM success to effort

The youth were told that the resume they wrote during the session today was a start and that the youth could keep working on it so that when an opportunity became available they would have a resume to send out. One of the staff members said that the Omega fraternity was looking for young men for internships. The youth said he would be interested and the staff member said that she had already sent his name because she sent the names of all the young men in the school who had a 3.0 or better grade point average. The other staff member said, " It pays off to do your work."

7 (S) Staff "youth dialogue is present

There were three instances observed in which staff and youth had substantive back and forth dialogue. The conversations observed were about the following: - The food service that provided meals to the program - A discussion about fruits the youth liked which led to a discussion about strawberries, which led to one of the youth sharing that humans and bananas share 50% of the same DNA. This led to the staff person saying she had not known this and the youth saying, " They say sometimes your students are your teachers" and the staff person responding, " I learn something everyday." - The youth and staff person also discussed the debate they had in school about the student walkout over repeated school gun violence and about the actual walkout at the school.

Encouragement

1 Staff uses non-evaluative language

Staff usually used non-evaluative language providing specific information about what the youth had accomplished. After the youth responded to the staff question, " Do you have all of your community service done? " and the youth responded with how many hours she had. You have most of the hours, and then explained how the youth could use how she is good at art to earn service hours by volunteering at the middle school. The staff person said to the youth who were writing their resumes, " Now you have the framework - you have a rough draft."

2 Staff asks open-ended questions

The staff frequently asked open-ended questions. For example: - What would you like to play? - What are you doing this summer? - What's the best thing you think you make? - In the conversation about the walkout, one of the youth said that some people said they were disrespectful and the staff person asked how were students being disrespectful? - What is your purpose for finding a job? - What do you want to do? - What are you good at?

3 (Y) Staff actively involved

The staff were involved with the youth throughout the sessions. One staff member played table ping pong and scrabble with a youth. The other staff person helped the youth who was working on her college application. This staff person provided directions, answered questions and provided specific feedback to the youth on the resumes the youth were creating.

4 (S) Staff encourage creativity

One of the youth said he wanted to be a comedian and liked acting and the staff commented on his creativity and pointed out when we was working on his resume that he could include as one of his skills his creativity. When the youth wanted to use a font that was more reflective of his creativity or to include some information on the resume in a different font, he was told that he needed to use a consistent font throughout the resume and that he needed to choose from a couple of fonts.

III. INTERACTION

Belonging

1 Opportunities for youth to get to know each other

There were no structured opportunities provided by staff with the purpose of helping youth to get to know each other that were observed. As the staff and youth conversed during dinner and as they were working on creating their resumes, the youth informally were getting to know each other.

2 Inclusive relationships

The two youth appeared to know each other and there was no evidence of being exclusive.

3 Youth identify with program

The youth were engaged in activities and seemed to like each other but there was no evidence of program ownership from the youth.

4 (Y) Public acknowledgement of achievements

Although this was not observed during this session, Abrionna Humphery explained that the youth frequently had the opportunity to make presentations of their work.

Collaboration

1 (Y) Opportunities to work cooperatively

The youth worked individually on their resumes and there were no opportunities for the youth to work cooperatively as a team observed.

2 (Y) Interdependent roles

There were no opportunities provided by staff for interdependent youth roles observed.

3 (Y) Shared goals

There were no opportunities provided by staff for youth to work toward shared goals observed.

Leadership

1 (Y) Practice group process skills

During dinner the youth had the opportunity to participate with the staff member in a small group discussion.

2 (Y) Mentoring opportunities

There were no opportunities provided by staff for the youth to mentor another youth observed.

3 (Y) All youth lead group

There were no opportunities provided by staff for youth to lead a group observed.

Adult Partners

1 (Y) Staff shares control with youth

The staff shared control with youth throughout the sessions. The staff provided guidance to the youth.

2 (Y) Expectations explained

The staff person explained the reasons for how she was telling the youth they should complete their resumes. For example: - She explained that they should create an e-mail for their professional correspondence because nicknames may have potential employers or colleges making assumptions and judgments based on the nicknames. - She explained why the youth should check their e-mail on a regular basis, as 90% of communication is done electronically. She emphasized they may miss an opportunity by not checking their e-mails regularly - She emphasized that the youth should state honestly what skills they have so that they are not falsifying information.

IV. ENGAGEMENT

Planning

1 (Y) Opportunities to make plans

No planning or planning strategies were observed.

2 (Y) Multiple planning strategies used

No planning or planning strategies were observed.

3 (S) Staff encourage program goal setting

Staff encouraging youth to set program or program-related goals was not observed.

4 (S) Preliminary design opportunities

The completion of the resume template was a preliminary design of the final resume.

Choice

1 (Y) Content alternatives

Both youth in attendance had the opportunity to select what they wanted to do during the Mix and Mingle program session time.

2 (Y) Process alternatives

During the Mix and Mingle session time both youth had the opportunity to make at least one-open ended process choice. The youth who was a senior decided in what order she wanted to complete/work on what she still needed for her college applications. The other youth decided what games to play and how he would play the game. Although using a template to write the resume, the youth decided what specific information about themselves to include and how best to present the information.

Reflection

1 Intentional reflection

The youth who was a freshman was asked if the creation of the resume was difficult and whether it was easier than he thought.

2 Multiple reflection strategies

Although the question above does ask the staff person to think about how he experienced the writing of the resume, it only allows for a yes/no answer and does not encourage the youth's reflection of the experience.

3 Structured opportunities to provide feedback

There were no structured opportunities for feedback or spontaneous feedback observed.

4 (Y) Structured opportunities to present to the group

There were no structured opportunities for the youth to make a presentation observed during this program session.

Connections

1 (S) Staff connect activities with prior knowledge

The staff frequently helped youth connect activities with their prior knowledge. The youth thought that who went first in scrabble was determined by how close the letter that was drawn was to the letter A and the staff person thought it was determined by the point value of the letter. They referred to the rules and discovered that the youth was correct according to the rules. This led to a discussion of the rules of Uno and how people played by different rules. In completing the resume template the youth were asked to make connections between what they have done in the past and how this may be expressed on the resume.

2 (S) Staff connect activities to societal/ethical issues

There was a discussion about the nationwide youth walkout in protest of repeated school gun violence

3 (S) Staff connect activities to career prep

The staff pointed out how the resume can help the youth obtain a job to make money or that may be related to their career interest. The staff person pointed out how the community service hours required by the school district can help the youth in their applications for college and how this service can be reported on a resume when the youth may not have yet had job experience.

4 (S) Staff connect STEM concepts

Staff making connections between STEM concepts or disciplines was not observed.

V. STEM Skill Building

Scientific Reasoning

1 (S) Staff support youth in identifying a guiding question

Staff supporting youth in identifying a guiding question was not observed.

2 (S) Staff support scientific method or STEM design process

This was not observed.

3 (S) Staff ask youth to make predictions, conjectures or hypothesis

This was not observed.

4 (S) Staff support youth in using a simulation, experiment or model

This was not observed.

5 (S) Staff support youth in analyzing data

This was not observed.

Observation and Measurement

1 (S) Staff support youth in collecting data/measurements

This was not observed.

2 (S) Staff support youth in recording data/observations

This was not observed.

3 (S) Staff support youth in using tools

This was not observed.

4 (S) Staff highlight value of precision and accuracy

This was not observed in the context of STEM. The importance of reviewing and making sure that the information on the youth's resume was accurate was stressed.

Representation

1 (S) Staff model use of STEM vocabulary

This was not observed. The staff person did model the use of the vocabulary used in a resume.

2 (S) Staff encourage youth in use of STEM vocabulary

This was not observed.

3 (S) Staff support youth in using classification/abstraction

This was not observed.

4 (S) Staff support youth in conveying STEM concepts through symbols/models

This was not observed.

VI. STAFF INTERVIEW

Program Preparation

1 (S) Staff create lesson plans

Abrionna Humphery explained that the staff use lesson plans that they tweak that are a part of the Boys and Girls Club of America curriculum about 50% of the time.

2 (S) Staff identifies instructional goals

Abrionna Humphery explained that the staff identify instructional goals for 100% of the activities.

3 (S) Staff links STEM to school-day content

Abrionna Humphery explained that the staff link 100% of what they do to school-day content. She explained that the staff uses report cards and MAP tests to help make this link.

4 (S) Staff have knowledge of youth accomplishments

Abrionna Humphery explained that the staff are award of youth accomplishments through their report cards and MAP tests.

5 (S) Safety polices related to STEM are enforced

Abrionna Humphery explained that safety policies are in writing and are enforced.

6 (S) Staff expose youth to people/places using STEM

Abrionna Humphery explained that the program uses field trips and guest speakers more than once during a program session. In March the scheduled included a Dental Day, A visit from SEMO, A Smart Girl group tech field trip day, and A Smart Girl Fashion field trip day.

Project-Based

1 (S) STEM activity is connected to multi-session project

Abrionna Humphery explained that many of the program activities are a part of a multi-session project.

2 (S) Youth participate in multi-session project

Both youth present during the observation participated in a multi-session project to write their resume.