Program Quality Assessment Performance Report

Prepared for: Grannemann Elementary K to 5
[Missouri AfterSchool Network / Boys and Girls Club of Greater St. Louis]

Type: External Assessment

Form: School-Age PQA Plus Extension

Date prepared: 4 / 5 / 2018

> ℹ 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.
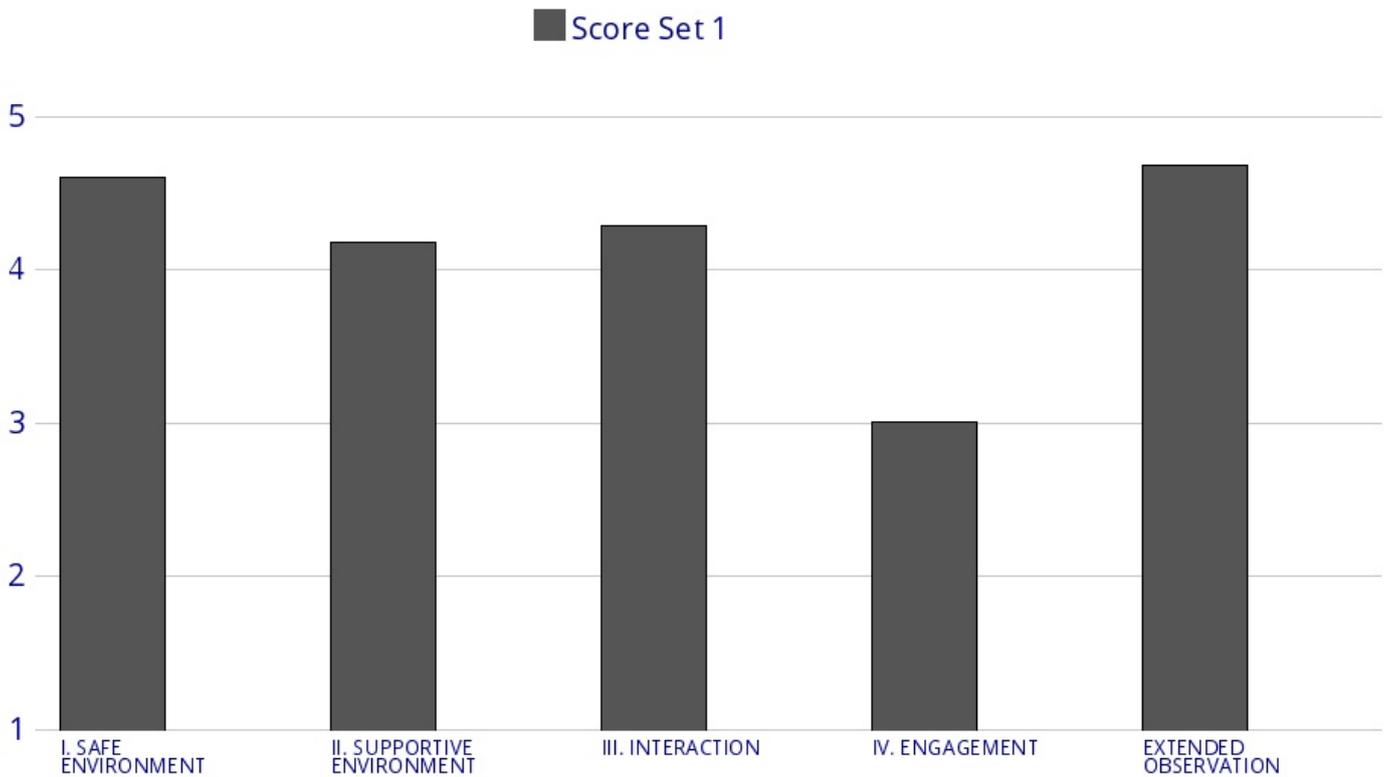
Domain Scores	Each domain consists of a group of related scales. The graph at the beginning of this report presents scores for the four domains of the PQA. For the Youth and School Age PQA, these are: Safe Environment; Supportive Environment; Interaction; and Engagement.
Scale Scores	Each scale is composed 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*

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:	School-Age PQA Plus Extension	
Date:	03/14/2018	
Forms:	1 form	
Offering:	Dinner Junior Achievement Spring Collage HYLA STRIDE Beginning of Dr.Seuss Party	
Staff:	Nick Shandler, Sharon Hearns, Nancy Lee, Simon Headrick, Octavia Scott, Michale Ward, Anglel Jackson, Karmin Crymes, Audrey Wilson	

Summary Report

	Score Set 1
I. SAFE ENVIRONMENT	**4.59**
Emotional Safety	5.00
Healthy Environment	5.00
Emergency Preparedness	4.00
Accommodating Environment	4.60
Nourishment	4.33
II. SUPPORTIVE ENVIRONMENT	**4.17**
Warm Welcome	4.33
Session Flow	4.50
Active Engagement	5.00
Skill-Building	3.00
Encouragement	4.00
Child-Centered Space	
III. INTERACTION	**4.28**
Manage Feelings	
Belonging	3.50
School-Age Leadership	4.33
Interaction with Adults	5.00
IV. ENGAGEMENT	**3.00**
School-Age Planning	1.00
School-Age Choice	5.00
Reflection	1.00
Responsibility	5.00
EXTENDED OBSERVATION	**4.67**
Activity Structure	4.00
Homework Help	
Recreation Time	
Transitions	5.00
Departure	5.00

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	**4.00**
1 Posted emergency procedures	5.00
2 Accessible fire extinguisher	3.00
3 Visible first-aid kit	3.00
4 Appropriate safety equipment	X
5 Supervised indoor entrances	5.00
6 Supervised access to outdoors	X
Accommodating Environment	**4.60**
1 Sufficient Space	5.00
2 Suitable Space	5.00
3 Enough comfortable furniture	5.00
4 Flexible physical environment	5.00
5 (SA) Appropriately sized furniture	3.00
Nourishment	**4.33**
1 Available drinking water	5.00
2 Plentiful food and drink	5.00
3 Nutritious food and drink	3.00

II. SUPPORTIVE ENVIRONMENT

	Score Set 1
Warm Welcome	**4.33**
1 Children greeted	3.00
2 Staff warm and respectful	5.00
3 Positive staff body language	5.00
Session Flow	**4.50**
1 Starts and ends on time	X
2 Materials ready	5.00
3 Sufficient materials	5.00
4 Explains activities clearly	5.00
5 Appropriate time for activities	3.00
Active Engagement	**5.00**
1 Children engage with materials or ideas	5.00
2 Children talk about activities	5.00
3 (SA) Children make connections	5.00
Skill-Building	**3.00**
1 Learning focus linked to activity	1.00
2 Staff encourages youth to try skills	3.00
3 Staff models skills	3.00
4 Staff breaks down tasks	3.00
5 Support for struggling children	5.00
Encouragement	**4.00**
1 Staff uses non-evaluative language	3.00
2 Staff asks open-ended questions	5.00
Child-Centered Space	**X**
1 (SA) Well-defined interest areas	X
2 (SA) Sufficient materials in interest areas	X
3 (SA) Children's work displayed	X
4 (SA) Children select displays	X
5 (SA) Open-ended materials	X
6 (SA) Easily accessible materials	X
7 (SA) Thirty minutes interest-based activities	X

III. INTERACTION

	Score Set 1
Manage Feelings	**X**
1 (SA) Staff acknowledges feelings	X
2 (SA) Staff asks children to explain situation	X
3 (SA) Helps children respond appropriately	X
4 (SA) Children suggest solutions	X
Belonging	**3.50**
1 Opportunities for children to get to know each other	3.00
2 Inclusive relationships	5.00
3 Children identify with program	3.00
4 (SA) Structured small group activities	3.00
School-Age Leadership	**4.33**
1 (SA) Practice group process skills	5.00
2 (SA) Opportunities to help another child	3.00
3 (SA) Structured opportunity to lead group	5.00
Interaction with Adults	**5.00**
1 (SA) Staff at eye level	5.00
2 (SA) Staff works side by side	5.00
3 (SA) Staff circulates	5.00
4 (SA) Staff interacts positively	5.00

		Score Set 1
School-Age Planning		**1.00**
1	(SA) All children plan	1.00
2	(SA) Multiple planning strategies used	1.00
3	(SA) Share plans in tangible way	1.00
School-Age Choice		**5.00**
1	(SA) Authentic choices	5.00
2	(SA) Open-ended choices	5.00
Reflection		**1.00**
1	Intentional reflection	1.00
2	Multiple reflection strategies	1.00
3	Structured opportunities to provide feedback	1.00
Responsibility		**5.00**
1	(SA) Opportunities for routine tasks	5.00
2	(SA) Staff do not intervene intrusively	5.00

EXTENDED OBSERVATION

	Score Set 1
Activity Structure	**4.00**
1 Intentional learning activities	5.00
2 Different types of activities	5.00
3 Physical activity	5.00
4 Time for free play	1.00
5 Time for physical activity	3.00
6 Communication of schedule and activity choices	5.00
Homework Help	**X**
1 Readily available	X
2 Actively support children in learning	X
3 Productive studying and learning environment	X
Recreation Time	**X**
1 Interacting with children	X
2 Positive supervision	X
Transitions	**5.00**
1 Organized transition	5.00
2 Procedure communication	5.00
Departure	**5.00**
1 Organized departure process	5.00
2 Constructive activities while waiting	5.00
3 Parents acknowledged and updated	5.00

Supporting Evidence/Anecdotes

I. SAFE ENVIRONMENT

Emotional Safety

1 Positive emotional climate

The overall climate is positive. All staff spoke respectfully to the youth. A couple of youth in the 5th grade and up group exchanged negative comments, for example: "Your so ugly, He said the "F" word. These comments were immediately appropriately addressed by the staff member.

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

The temperature appeared comfortable for youth and there were no complaints from the youth about the temperature.

Emergency Preparedness

1 Posted emergency procedures

Emergency procedures were posted within the program space (the cafeteria).

2 Accessible fire extinguisher

A fully charged fire extinguisher was accessible but not visible from the program space. The fire extinguisher was in the kitchen off of the cafeteria.

3 Visible first-aid kit

There was a first-aid kit accessible but not visible from the program space. The first aid kit was kept in the program's office.

4 Appropriate safety equipment

There were no activities that required specialized safety equipment.

5 Supervised indoor entrances

All school doors are locked during the program. Parents must buzz in at the front entrance of the school. The Site Coordinator stays at the front entrance to let parents in during the program session.

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 participate in the activities. The art room was a little crowded for the number of children at the Dr. Seuss party. Furniture was moved to make room for the variety of activities offered.

2 Suitable Space

There is an upper and lower area in the cafeteria and these spaces were used for four of the program offerings. (Junior Achievement (2 sessions), Spring Collage, and STRIDE) Volleyball was held in the gym. The Dr. Seuss party was held in the art room and the HYLA session was held in the music room.

3 Enough comfortable furniture

There was enough furniture in all of the program spaces. Initially there were not enough chairs in the Art Room for the number of children in the Dr. Seuss Party session. There were extra chairs in the hallway that were easily accessible and brought into the Art Room to provide enough chairs for all children.

4 Flexible physical environment

The furniture can be moved and was moved in the Dr. Seuss Party session.

5 (SA) Appropriately sized furniture

All of the chairs in the cafeteria and in the Art Room were adult sized chairs. These chairs are not appropriately sized for most kindergarten or 1st grade youth and for some 2nd grade youth.

Nourishment

1 Available drinking water

There were drinking fountains in the hall and children were observed to be allowed to get water when they asked.

2 Plentiful food and drink

There was ample food and drink available for all children for dinner.

3 Nutritious food and drink

The food served by the program for dinner was nutritious. Green beans, apple sauce, hot dogs, buns, and milk were served. Several children were observed to eat candy or chips before dinner was served. Oreo cookies and candy were observed to be served as treats/rewards in the Junior Achievement and Spring Collage session.

II. SUPPORTIVE ENVIRONMENT

Warm Welcome

1 Children greeted

Each child who was from the school where the program was held (Grannemann), stopped to see Nick Shandler who checked each person's attendance in the computer. As the youth entered, Mr. Shandler said hi to the student by name, asked, "How's your day?" or made a comment specific to the child. For example, " How did you do on the spelling test". The children who were bused to the program from other schools were not observed to be greeted when they entered the

cafeteria. Mr. Shandler explained that a staff member from the program was on each of the buses that brought youth from another school and that their attendance was checked in before they entered the cafeteria. If the youth were greeted, when their attendance was recorded as they arrived at the school, this was not observed.

2 Staff warm and respectful

All staff observed were warm and respectful to the youth. Some children sought out a staff member after they arrived in the program and requested a hug which was granted. Staff frequently said pleased and thanked youth when the youth complied with a request.

3 Positive staff body language

Staff frequently smile, laugh, nod and look youth in the eye when talking with them.

Session Flow

1 Starts and ends on time

The program was scheduled from 3:50 - 7:50. I observed until 6:50 and thus did not see the end of the session. After greeting Mr. Shandler for attendance, the youth took seats at the cafeteria tables and it looked like they sat at the tables by grade. There were no activities available for the youth. A couple of youth brought cards and played games with others who sat at their tables. Several staff walked around the room, stopping to sit with and talk with youth. 4:12 was the first time a staff person addressed the entire group. Children were released by tables to go and wash up for dinner. Children began to pick up their dinners beginning at 4:25 p.m. I left at 6:50 and did not see the end of the program. The schedule indicates that youth would be actively involved until picked up.

2 Materials ready

The materials were observed to not be all ready for the Dr. Seuss Session. Mr. Shandler came into the Dr. Seuss Party session and engaged the youth in games of Simon Says and Follow the Leader until the Cat and the Hat and friends arrived. One of the computers for a new student was not ready at the beginning of the session but the youth was given access to something else while the staff member worked to set him up on the computer. There was some waiting for pencils and markers need to begin the journal part of the session.

3 Sufficient materials

There appeared to be enough materials for all youth. Children were asked appropriately to share pencils and markers.

4 Explains activities clearly

Youth appeared to understand staff directions and asked questions which were answered if they did not understand. It was not clear that the staff person leading the Junior Achievement sessions always understood the directions and thus sometimes explanations were not clearly understood by the youth. An example of this was how to make the problem solver. This eventually worked out as the youth and staff by trial and error and re-reading the directions figured out how to make the problem solver,

5 Appropriate time for activities

In the first Junior Achievement Session observed some youth finished about 15 minutes before the end of the session and there was not any other activity provided. Did not observe that there was something else for youth to do who finished their Spring pictures before others finished. Did not observe any attempt to put the individual Spring pictures into a collage and did not hear any statements about using the pictures the youth created to make a collage

Active Engagement

1 Children engage with materials or ideas

The youth were engaged with materials or ideas in all observed sessions.

2 Children talk about activities

The youth were asked to talk about activities in each of the observed sessions: - In the Junior Achievement session most youth had the opportunity to define a financial word.. - All youth in the Junior Achievement sessions shared a job that they would like to do some day. - All youth in the second Junior Achievement session that was observed were asked to share a possible solution to the following problem: You are a hot dog vendor and your regularly supplier is unable to get you hot dogs this week. - The youth in the Spring Collage session were asked to share with the group something about what they drew. - The youth in the HYLA session were asked to share something about what they liked about the Black Panther movie. One youth had not seen the movie but he chose to color one of the characters and was asked to talk about what he was coloring.

3 (SA) Children make connections

In the Junior Achievement session the youth were asked to define some financial words e.g., deposit, withdrawal, credit card, debit card, interest, savings. The youth volunteered to define the word and they usually used examples of what they had seen or done with a parent. The staff member restated how what the youth had done with their parent was an example of the word. When there was confusion about a word from the example provided, the staff person helped to clarify. For example, the youth knew that you could get money from a machine with a debit card, but needed additional information that the money they were getting was from their back account, that it was their money they were taking out (getting) with the debit card. After a youth offered a definition for an entrepreneur, another youth said "me and my daddy are entrepreneurs." The staff person then asked what kind of business do you and your Dad have. The staff person in the second Junior Achievement Activity asked youth, " Who did the hot dog stand last week?" and went on to explain that today's activity would be about solving a problem that the hot dog stand is faced with. The Spring collages were based on the youth drawing something that they related to Spring. The staff person restated how what the youth drew was related to Spring.

Skill-Building

1 Learning focus linked to activity

Staff talked about what the youth would be doing but a specific statement about what they would learn or the objective or goal of the activity was not observed.

2 Staff encourages youth to try skills

All of the youth in the second Junior Achievement session were encouraged and then taken step by step through the problem solving steps in one of the activities for the session. All of the youth were encouraged to make a problem solver catcher which involved reading and following directions that involved specific folding of the problem solver catcher paper provided for the activity. It is not clear that making a picture of Spring was a new/challenging learning experience for the youth. The youth made individual pictures but the observation did not show the youth putting together these pieces into a collage.

3 Staff models skills

The staff member in the Spring Collage session drew a spring picture that she showed to the youth. It was presented as a model of one way to draw a picture of spring. The staff person in the second Junior Achievement session worked with the youth to make the problem solver catcher, but since she did not know how to make it, her efforts did not provide a model. She did model how it was OK to get something wrong and how to take apart what one had done and figure out what was wrong and how to correct it. Did not observe staff modeling skills in the other sessions that were observed.

4 Staff breaks down tasks

Observed staff break down the tasks in solving a problem and making a decision of what to do for the second Junior Achievement Session. Staff were observed helping individual children do things one step at a time in other sessions but did not observe other staff breaking down tasks for all children.

5 Support for struggling children

All staff were observed to be supportive of children who were struggling. One youth in the Spring Collage session saw his own work as "ugly" and not worth keeping. The staff person shared what she liked about the picture and encouraged the youth to keep working on the picture. Another youth was concerned that she could not tell others in the group about her picture. The staff person provided support and encouragement including offering to let the youth tell her about the picture and then she would share the youth's thinking with the rest of the group.

Encouragement

1 Staff uses non-evaluative language

Staff in all sessions used supportive evaluative comments. Did not observe the use of non-evaluative language. Examples of evaluative language used include: - Good job' - I like it - You did a good job

2 Staff asks open-ended questions

Staff used some open-ended questions in all of the observed sessions. For example: Spring Collage- To youth about their pictures," Tell me about it." Junior Achievement- What is a job that you would like to do some day? Why did you choose this job? What are ways that you could solve the problem of not getting hot dogs for your hot dog business from the supplier for a week? HYLA - " What part of the movie made you the most excited?"

Child-Centered Space

1 (SA) Well-defined interest areas

This is not compatible with the program design.

2 (SA) Sufficient materials in interest areas

This is not compatible with the program design.

3 (SA) Children's work displayed

This is not compatible with the program design.

4 (SA) Children select displays

This is not compatible with the program design.

5 (SA) Open-ended materials

This is not compatible with the program design.

6 (SA) Easily accessible materials

This is not compatible with the program design.

III. INTERACTION

Manage Feelings

1 (SA) Staff acknowledges feelings

There were no conflicts between children that involved strong feelings or serious negative behaviors observed.

2 (SA) Staff asks children to explain situation

There were no conflicts between children that involved strong feelings or serious negative behaviors observed.

3 (SA) Helps children respond appropriately

There were no conflicts between children that involved strong feelings or serious negative behaviors observed.

4 (SA) Children suggest solutions

There were no conflicts between children that involved strong feelings or serious negative behaviors observed.

Belonging

1 Opportunities for children to get to know each other

Did not observe any structured opportunities provided by staff for the purpose of helping children to get to know each other. Children informally had the opportunity to get to know each other through informal conversations and through sharing about what they had done during an activity.

2 Inclusive relationships

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

3 Children identify with program

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

4 (SA) Structured small group activities

Opportunities for children to work together informally occurred in both of the Junior Achievement sessions. The youth in the Spring Collage session and the HYLA session did not work in small groups.

School-Age Leadership

1 (SA) Practice group process skills

The youth in all of the observed sessions except during the beginning of the Dr. Seuss had the opportunity to practice group process skills as they listed to each member of their group share something. For example in the Spring Collage session, the youth told each other about the pictures they had drawn. In the first Junior Achievement Session the youth share what job they would like to have in the future. In the second session they shared their ideas on how to solve the problem presented to the group.

2 (SA) Opportunities to help another child

In the second Junior Achievement Session, the youth who figured out how to make the problem solver catcher was asked to explain and show how to do this to another member of the group.

3 (SA) Structured opportunity to lead group

Mr. Shandler provided an opportunity for several children to lead the group in the Dr. Seuss Party session. Before the party began, Mr. Shandler chose a few children to lead Simon Says and a Follow the Leader activity.

Interaction with Adults

1 (SA) Staff at eye level

Staff spoke with children at eye level. Staff frequently sat next to the youth or bent over to discuss things with youth at their eye level.

2 (SA) Staff works side by side

In all of the sessions, staff were observed to work side by side with the children on the same activity, or facilitates the youth's work by sitting next to them or walking around and talking to the youth about what they are doing.

3 (SA) Staff circulates

The staff in all sessions actively circulated and engaged with each child in all sessions at least once during the session.

4 (SA) Staff interacts positively

Staff consistently interacted with youth in positive ways, usually telling children what was expected and why it was expected. Most of the time it was not necessary to remind children to follow expectations as the youth were doing as

expected.

IV. ENGAGEMENT

School-Age Planning

1 (SA) All children plan

No planning or planning strategies were observed.

2 (SA) Multiple planning strategies used

No planning or planning strategies were observed.

3 (SA) Share plans in tangible way

No planning or planning strategies were observed.

School-Age Choice

1 (SA) Authentic choices

There was some authentic choice in each session that was observed. Spring Session: Youth chose what about Spring they wanted to draw. The youth could use markers, crayons, and/or pencils to draw their pictures. Junior Achievement First Session: Youth chose where within specific zones to place the businesses, houses, and public entities they had created in a previous session. Although the youth worked on "worksheets" in a journal, the questions allowed the youth to choose how to answer the questions and come up with additional answers to some of the questions. Second Session: Although all youth participated in solving the same problem through a specific 5 step process, how they answered each step was open-ended. HYLA - The youth could choose between several activities i.e. play doh, a game, answering open-ended questions about the Black Panther movie, and choose and color one of the Black Panther characters. There were no authentic choices for the youth in STRIDE as this is an assessment to identify children's reading skills. All of the children who had to go to STRIDE had the opportunity to participate in one of the other program sessions that did provide authentic and open-ended choices.

2 (SA) Open-ended choices

There was some authentic choice in each session that was observed. Spring Session: Youth chose what about Spring they wanted to draw. The youth could use markers, crayons, and/or pencils to draw their pictures. Junior Achievement First Session: Youth chose where within specific zones to place the businesses, houses, and public entities they had created in a previous session. Although the youth worked on "worksheets" in a journal, the questions allowed the youth to choose how to answer the questions and come up with additional answers to some of the questions. Second Session: Although all youth participated in solving the same problem through a specific 5 step process, how they answered each step was open-ended. HYLA - The youth could choose between several activities i.e. play doh, a game, answering open-ended questions about the Black Panther movie, and choose and color one of the Black Panther characters. There were no authentic choices for the youth in STRIDE as this is an assessment to identify children's reading skills. All of the children who had to go to STRIDE had the opportunity to participate in one of the other program sessions that did provide authentic and open-ended choices.

Reflection

1 Intentional reflection

There was no intentional reflection process observed.

2 Multiple reflection strategies

There was no intentional reflection process observed.

3 Structured opportunities to provide feedback

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

Responsibility

1 (SA) Opportunities for routine tasks

Youth picked up their dinner and cleaned up after dinner. The staff sprayed the tables and youth were given paper towels to dry off the tables, A staff person asked a youth to take a walkie talkie and give it to another staff person. The youth helped clean up materials after each session. Some youth were asked to move the community map and buildings to a different section of the room so that noone would step on it.

2 (SA) Staff do not intervene intrusively

Staff did not intervene intrusively with the youth completing tasks they were expected or asked to do. The staff members thanked the youth when they completed tasks.

EXTENDED OBSERVATION

Activity Structure

1 Intentional learning activities

All youth had the opportunity to participate in intentional learning activities.

2 Different types of activities

The youth have the opportunity to participate in three different activities during each session. There is academic support (not observed during this session), triple play (physical activity- not observed during this session.), arts and crafts, learning activities and games, volleyball (only available for 4th and 5th grade girls, not observed during this session), life skills through Junior Achievement activities,

3 Physical activity

There is an hour of physical activity scheduled through Triple Play but not all children have the opportunity to participate in physical activity. The 4th and 5th grade girls had 2 hours of volleyball on the day of the observation. Some children in 3rd grade and up can participate in physical activity in the gym from 7:00 - 7:45.

4 Time for free play

There was no intentional time for free play observed.

5 Time for physical activity

Only some children have the opportunity to participate in physical activity.

6 Communication of schedule and activity choices

The children knew which group they were in and staff told youth near the end of the session what session they would be going to next.

Homework Help

1 Readily available

The site coordinator explained that homework/tutoring was provided from 5:00 - 6:00 p.m. during what is title Power Hour, but this was not observed.

2 Actively support children in learning

The site coordinator explained that homework/tutoring was provided from 5:00 - 6:00 p.m. during what is title Power Hour, but this was not observed.

3 Productive studying and learning environment

The site coordinator explained that homework/tutoring was provided from 5:00 - 6:00 p.m. during what is title Power Hour, but this was not observed.

Recreation Time

1 Interacting with children

Recreation time is provided for some children 3rd grade and up from 7:00 - 7:45 but this was not observed.

2 Positive supervision

Recreation time is provided for some children 3rd grade and up from 7:00 - 7:45 but this was not observed.

Transitions

1 Organized transition

The youth are asked to line up and the staff person(s) take the youth to the activity session to which they were assigned. When it is time for the next session, the staff person takes the youth to their next session, and then gets the youth who are scheduled to come to his/her session next.

2 Procedure communication

The youth seemed knowledgeable of the transition routines. The staff tell the youth to which session they are going next.

Departure

1 Organized departure process

The Site Coordinator buzzed in all parents, parents signed child/children out. The Site Coordinator called the staff person on the walkie talkie and gave the child's name and announced that it was time for pick-up. The child put up what he/she was working on, got their belongings, and went to the front area to meet his/her parent/

2 Constructive activities while waiting

Youth were actively engaged in session activities until they were picked up.

3 Parents acknowledged and updated

The staff providing the sessions do not see the parents as the parents wait in the front "lobby". The Site Coordinator does greet each parent who comes to pick up. The Site Coordinator provides information and talks with parents as desired by the family.