



School-Age PQA Plus Extension Performance Report

Prepared for: Bowling Green Elementary K to 6
(Twin Pike Family YMCA / Missouri AfterSchool Network)

Type: External Assessment

Date prepared: 11 / 27 / 2023



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.

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.
- The conversations that you have with your site team regarding improvement efforts are most important.
- Comparisons against other data sets are available 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. Celebrate your strengths! Identify the items that you feel are successes in your program. What factors do you think contribute to these strengths?
3. What can you work on? After you have identified which items you think could use improvement, refer to the corresponding practice descriptions in the 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

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 - self assessment or external assessment. Self assessment is a team-based process where multiple program offerings are observed and as a result of a consensus meeting, one set of program-wide scores is submitted. For external assessment, a trained, reliable external assessor will observe a single program offering and score a PQA based on the observation.

To complete the assessment, a rater may decide to mark certain items with an "X" or an "NS", as instructed in the instrument. A mark of an "X" indicates that a specific practice was not able to be scored during the program offering (e.g. Reframing Conflict if no conflict situation was observed). Alternatively, a site may decide in advance not to score specific practices because they are not relevant to the program offering (e.g. fire extinguisher in a virtual program) and mark with an "NS". Those items are excluded from the scale and domain averages, so as not to negatively impact the scores.

When more than half of the items within a scale are unscored, there is not enough available data to calculate a valid scale score. Similarly, when more than half of the scales within a domain are unable to be scored, there is not enough available data to calculate a valid domain score. Throughout this report, those situations will be identified by N/A.

This performance report presents scores at three levels - domain, scale, and item.

- Domain Scores** Each domain consists of a group of related scales. The first graph presents the domains associated with the PQA used.
- 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.

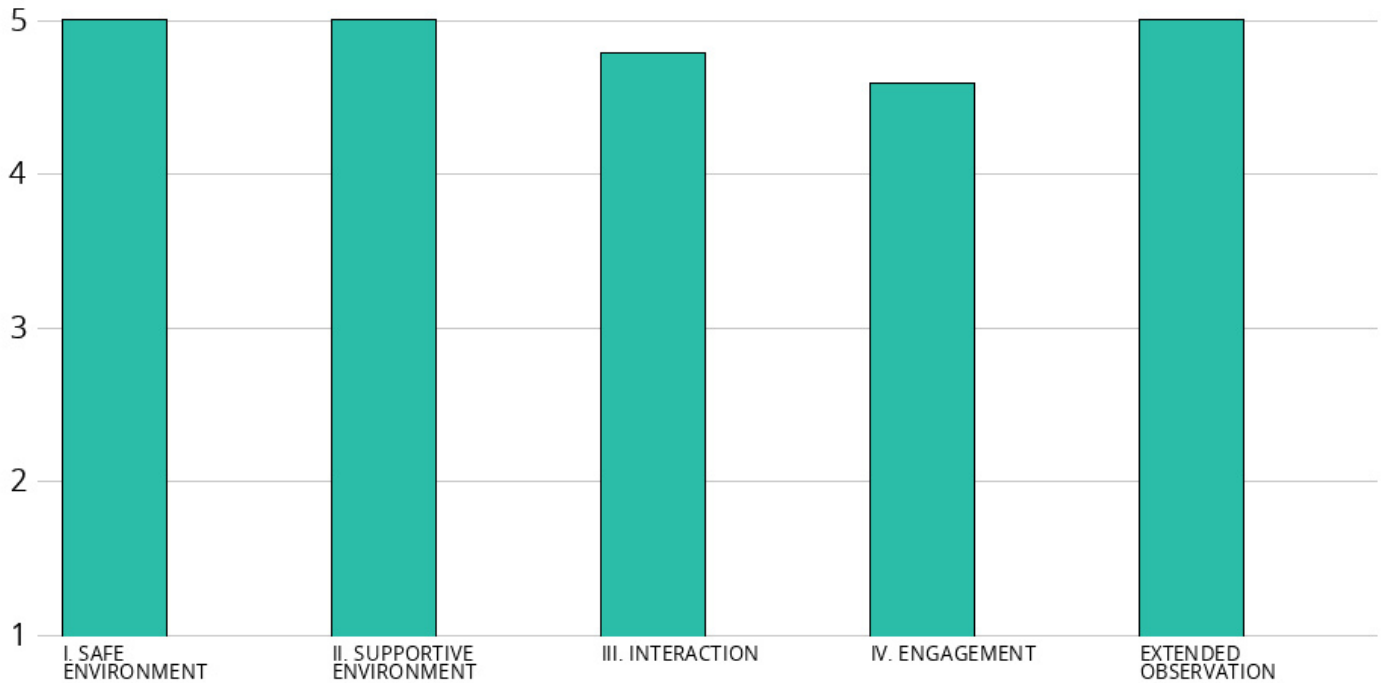
Scores are calculated using averages. Scales are averages of items and domains are averages of calculated scales. Each average is unweighted, meaning that each item and scale contributes equally to the overall average. The Total score at the bottom of the table is the unweighted average of the domain scores. For aggregate reports of multiple PQA entries (e.g. a network report), scale scores and domain scores are calculated for each entry separately and then averaged together.

Figure 1. Sample performance report with labels

Domain	SAFE SPACE	Score Set
Scale	Emotional Safety	2.00
	1 Positive emotional climate	1.00
Item	2. Lack of bias	3.00

Program Observation Summary

■ Score Set 1



Observation Identification

Score Set # 1

Tags: External
Bowling Green Elementary K to 6

Observation Details

Score Set # 1

PQA: School-Age PQA Plus Extension
Date: 11/09/2023
Forms: 1 form
Offering: Snack, Homework Help, STEM and Service Learning

Summary Report

Score Set 1

I. SAFE ENVIRONMENT

5.00

Emotional Safety	5.00
Healthy Environment	5.00
Emergency Preparedness	5.00
Accommodating Environment	5.00
Nourishment	5.00

II. SUPPORTIVE ENVIRONMENT

5.00

Warm Welcome	5.00
Session Flow	5.00
Active Engagement	5.00
Skill-Building	5.00
Encouragement	5.00
Child-Centered Space	N/A

III. INTERACTION

4.78

Manage Feelings	N/A
Belonging	5.00
School-Age Leadership	4.33
Interaction with Adults	5.00

IV. ENGAGEMENT

4.58

School-Age Planning	5.00
School-Age Choice	4.00
Reflection	4.33
Responsibility	5.00

EXTENDED OBSERVATION

5.00

Activity Structure	5.00
Homework Help	5.00
Recreation Time	N/A
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 5.00

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

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
5	(SA) Appropriately sized furniture	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	Children 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	Children engage with materials or ideas	5.00
2	Children talk about activities	5.00
3	(SA) Children make connections	5.00

Skill-Building 5.00

1	Learning focus linked to activity	5.00
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 children	5.00

Encouragement 5.00

1	Staff uses non-evaluative language	5.00
2	Staff asks open-ended questions	5.00

Child-Centered Space N/A

1	(SA) Well-defined interest areas	X
2	(SA) Sufficient materials in interest areas	X
3	(SA) Children's work displayed	5.00
4	(SA) Children select displays	5.00
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 N/A

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 5.00

1	Opportunities for children to get to know each other	5.00
2	Inclusive relationships	5.00
3	Children identify with program	5.00
4	(SA) Structured small group activities	5.00

School-Age Leadership 4.33

1	(SA) Practice group process skills	5.00
2	(SA) Opportunities to help another child	5.00
3	(SA) Structured opportunity to lead group	3.00

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

IV. ENGAGEMENT

Score Set 1

School-Age Planning 5.00

1	(SA) All children plan	5.00
2	(SA) Multiple planning strategies used	5.00
3	(SA) Share plans in tangible way	5.00

School-Age Choice 4.00

1	(SA) Authentic choices	5.00
2	(SA) Open-ended choices	3.00

Reflection 4.33

1	Intentional reflection	5.00
2	Multiple reflection strategies	5.00
3	Structured opportunities to provide feedback	3.00

Responsibility 5.00

1	(SA) Opportunities for routine tasks	5.00
2	(SA) Staff do not intervene intrusively	5.00

Score Set 1

Activity Structure 5.00

1	Intentional learning activities	5.00
2	Different types of activities	5.00
3	Physical activity	5.00
4	Time for free play	5.00
5	Time for physical activity	5.00
6	Communication of schedule and activity choices	5.00

Homework Help 5.00

1	Readily available	5.00
2	Actively support children in learning	5.00
3	Productive studying and learning environment	5.00

Recreation Time N/A

1	Interacting with children	NS
2	Positive supervision	NS

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 emotional climate is overwhelmingly positive. Examples: 3:25pm Shelby and two boys talk while standing in Middle School cafeteria; one boy has his arm draped around the other boy. 3:37pm A girl skips by and an older boy (Bryson?) taps on her shoulder. Both smile. 3:38pm A boy with a Pikachu backpack comes in with arms outstretched. He walks straight to Shelby, giving her a hug. 3:40pm Girl in hoodie and lavender shirt taps on Andrea's shoulder. The girl appears proud and shows Andrea something (a book?). Andrea replies, "I love it!" and smiles.

2 Lack of bias

No bias noted. Respectful and accepting climate.

Healthy Environment

1 Free of health and safety hazards

No health or safety hazards noted.

2 Clean and sanitary

All program spaces were clean and sanitary, including Middle School Cafeteria, STEM room, Community service room, and YMCA program office.

3 Adequate ventilation and lighting

Plenty of good ventilation and ample light in all program spaces, with overhead lighting as well as natural light while sun was up.

4 Comfortable temperature

Children never observed fanning themselves, shivering, or verbalizing discomfort about the temperature one way or another.

Emergency Preparedness

1 Posted emergency procedures

Emergency procedures were posted on the walls in all program spaces.

2 Accessible fire extinguisher

Accessible fire extinguishers are accessible from program spaces.

3 Visible first-aid kit

First aid kits visible in program spaces.

5 Supervised indoor entrances

Indoor spaces are monitored by camera and viewable by Site Director at any time via computer screen. Hallway mirrors

are also located strategically in order to enhance viewing. Indoor entrances are monitored by one or more staff. Example: 4:00pm Andrea talks with a boy who is not part of YMCA Program who came to the STEM activity door, "You need to go find your Dad." (Child leaves).

6 Supervised access to outdoors

Access to outdoor spaces locked at all times, staff use walkie talkies to communicate re: locations of children, pick up, etc.. They have swipe badges to enter; Site Director reports exterior gates are padlocked.

Accommodating Environment

1 Sufficient Space

Ample space in all program spaces, allowing children and staff to move around freely without crowding or bumping into one another.

2 Suitable Space

The program spaces used on the day of this observation were appropriate to the activities offered.

3 Enough comfortable furniture

There is plenty of furniture in all program spaces. In most cases, there were several tables and chairs unused during the program offerings.

4 Flexible physical environment

The furniture in the program spaces looked like it could be moved for flexible programming space. Example: The Middle School cafeteria had folding tables that had wheels for movement, if needed.

5 (SA) Appropriately sized furniture

All furniture in the observed program spaces were sized for young children. All but the very smallest of the young children were able to place their feet on the ground when seated at the tables or chairs.

Nourishment

1 Available drinking water

Children had easy access to water during the program. For example, they were offered ice water immediately upon arrival to the program, along with healthy snacks, in the Middle School cafeteria space. 3:21pm Gina, "Anyone else want water?" Site Director reported that children are also able to get water when they take bathroom breaks.

2 Plentiful food and drink

There were plenty of healthy snacks offered to children on day of observation: precut, bagged apples; small, clear tubs of peanut butter, and cups of ice water.

3 Nutritious food and drink

Healthy snack of fruit, peanut butter (i.e., protein) and water.

II. SUPPORTIVE ENVIRONMENT

Warm Welcome

1 Children greeted

Children greeted upon entry to each program offering. Example: 4:24pm Sheila, "Hello everybody! Come in and have a seat behind a white box. I'm going to demonstrate how to use a microscope..."

2 Staff warm and respectful

Staff appear warm, relaxed and still respectful. 4:42pm Ms. Allen, "I'm proud of the fact that you are making my placemats for people who can't leave Lynn's Heritage House during the holidays." A boy said, "Don't you mean OUR placemats? [Laughter] Ms. Allen, "Yes, you are right, YOUR placemats." In another situation, one of the children (Rhett) said, "I'm already tired." Jordan, replied, "It's not event 530pm, dude. [Jordan and Rhett smile and laugh.]

3 Positive staff body language

3:55pm Andrea approaches girls at first table, making eye contact, with open body posture, facing the students. "What'd you guys find? See if you can show me the coolest one." 5:49pm - Program office; Shelby, "Bye Zaleb." He responds, "Bye" and gives hug to Shelby, staff member.

Session Flow

1 Starts and ends on time

Program offerings both started and ended within 10 minutes of scheduled times.

2 Materials ready

Prior to snack time ending, Sharon and a boy wearing a black shirt arrive in the Middle School cafeteria space with a rolling cart with homework help supplies.4:24pm - Sheila, "Hello, everybody. Come in and sit behind a white box." (Microscopes and slides ready for children upon arrival.) Ms. Allen had all supplies (worksheets, colors, books) ready for each group of students that came in the room she was using.

3 Sufficient materials

There were enough materials for every child to begin homework, STEM, and community service (placemat project) without delay. In the STEM project, each child got his/her own microscope and a slide; part of the planned activity involved the children exchanging slides (3:55pm - Sheila, "So you can trade slides now."). The community service project supplies were ready and available in the program space. 5:15pm Ms. Allen to Emily, "Do you want to do another (coloring a placemat)?"

4 Explains activities clearly

4:02pm - "Boys and girls, can I share something with you?" Kids all respond, "Yes." Sheila, "Do you see the red...that's 4 times the magnification....place your slide directly over the light, then move the slide up and down, THEN switch to the next higher magnification, which is yellow..." Alivia, "Remember, we are going to have level zero in the hallway." Alivia explains more specifics then says, "Are we ready?" Children, "Yes" then they all quietly depart.

5 Appropriate time for activities

No children appeared bored or rushed in any program offerings. Staff gave children clear, advance notice about upcoming time limits and/or transitions. Examples: 4:15pm - Sheila, "Only two more minutes. We need to clean up..." 4:45pm Ms. Allen, "I'm not trying to rush you, but have 15 minutes before recess."

Active Engagement

1 Children engage with materials or ideas

Children engaged with materials and ideas for over half the time of the observation. Tangible materials included worksheets, writing materials, microscopes, slides, colors, placemats, flexible Lego blocks. Children were engaged over half the time with ideas/topics such as homework, books (e.g., Fancy Nancy and Duck, Duck Goose), microscopes, microscope slide topics (snake skin, coffee, nylon, polyester, silk, silkworms, glucose crystals), trial and error, radiation, etc. They thought and talked about Thanksgiving gatherings (who, where, what to eat), assisted living residents (i.e., seniors), high quality coloring skills, placemats, and giving of self to others). Finally, several children and staff discussed time change concepts (e.g., getting dark sooner, feeling tired).

2 Children talk about activities

Staff gave children multiple opportunities to talk about what they were doing, or what they are thinking about during activities. Examples: 3:51pm Andrea - "Elver do you have anything over there?" Later, Andrea stands near a different youth's microscope and asks, "What is that you have?" 5:05pm, Ms. Allen, "Let's think about what kind of coloring with

should do for Lynn's Heritage House. Give me advice."

3 (SA) Children make connections

Staff helped children make a connection between the current activity and their prior knowledge or experience. Example: 4:24pm "I'm going to demonstrate how to use a microscope." One of the boys responds that he knows how because he has a microscope at home. Later, Sheila asks the group, "What's a virus?" Bryson responds, "It's like something that hacks your computer." Sheila mentions the term radiation. Zane excitedly says, "I know what it is because I had an x-ray and there were signs saying, 'Warning: radiation...'"

Skill-Building

1 Learning focus linked to activity

The activities were tied to a learning focus. Examples: 4:24pm Sheila, "Hello, everybody. Come in and sit behind a white box. I'm going to demonstrate how to use a microscope." Activities included learning how to operate the microscope, carefully handle slides and then describe and demonstrate this new knowledge. In Ms. Allen's session, the learning focus was on creating nicely-colored placemats for the residents of the Lynn Heritage House, an assisted living facility. The related activities included each child reflecting on Thanksgiving traditions, children's input on "high quality coloring", then choosing and coloring one or two placemats.

2 Staff encourages youth to try skills

All staff encouraged children to enhance or try new skills. Examples: 3:46pm Shelby leans over table and is helping Bryson, "What's 9 times 9?" 3:55p.m. A frustrated girl says, "I can't see anything." Sheila, "Okay, I'll come around and help you focus. Sometimes it takes a little bit of 'trial and error'. Does anyone know what trial and error means?" [Kids respond]" Sheila demonstrates lower and raising the platform.

3 Staff models skills

4:32pm -Sixth grade youth who was at an afterschool practice comes into STEM session. Sheila and Shelby both say, "Hi Leland." Leland asks, "What ya'll looking at?" Sheila, "Microscopes, come on in." Sheila then leans over table, shows Leland how to set it up, how to hold it, "Hold it on the side, right?" 5:50p.m. - Zaleb begins playing with Legos in the program office. Denise, "Those are flexy blocks. Do you know how they work?" Zaleb responds, "No." Denise approaches him, leans over, picks up some blocks and shows Zaleb how the blocks connect but are still flexible

4 Staff breaks down tasks

Staff broke down tasks to help children understand what was expected of them. Example: 4:00pm - Sheila, "Do you see the red...that's four times the magnification....directly over the light, move the slide up and down, THEN switch to the next higher magnification, which is yellow...." Sheila to another child, "Here, let me help you. It helps if you start with the lowest magnification, then move it around a little bit..."

5 Support for struggling children

3:34pm Shelby and an older boy look at daily program schedule; he doesn't look pleased. Shelby calmly explains something while pointing to schedule, "...Look...". The boy says okay, looks and walks away, looking calm. 4:00pm - Chevy is having trouble seeing anything in her microscope. Sheila responds by going to Chevy's microscope, leaning over, then telling her, "So I'm just switching magnification." 4:36pm - Zaleb, "I'm really, really tired." Alivia supports him through acknowledgement, "You are really, really tired?" Later in the session, Zaleb to Ms. Allen, "I want to take it back." Ms. Allen, "It is with the ...veterans..." Zaleb, "Alright." Ms. Allen, "Thank you for handing that so well."

Encouragement

1 Staff uses non-evaluative language

Many examples of staff encouraging the children. 4:05pm Sheila to class, "I love how you are carrying your microscopes." 4:10 pm Andrea talks with girl with Coney Island sweater, "But you can do it." 4:48pm Ms. Allen, "We have four more minutes. I can tell who needed to get done because they got really quiet and were working very hard." Ms. Allen, "I'm not trying to rush you, but have 15 minutes before recess." Girl, "I'm doing my best." Ms. Allen, "You are doing your best." 5pm Girl with purple shirt picks up items. Ms. Allen, "Thank you for being my organizer." 5:15pm(?) - Rhett said, "I'm tired." Ms. Allen responds, "When you say, 'I'm tired', that tells me that you are concentrating, you're trying, and you are trying to do your best." 5:25pm Ms. Allen starts to read Duck, Duck, Goose, "Is our ___ in the ___?" S'arai leans

close to book and responds, "Nooooo!" Ms. Allen pauses her reading, looks directly at S'arai, smiles and says, "Good reading!"

2 Staff asks open-ended questions

3:50pm Sheila, "Why are (microscope) slide clips important?...Does anyone know what 'trial and error' means?" 4:00pm - Sheila, "Do you all know what silk is...Where it comes from?" [She explains it comes from a bug and all the children respond, "Ewwwwhhh!"]

Child-Centered Space

3 (SA) Children's work displayed

Children's artwork is displayed just outside program office door on both sides of the hallway: "What we want to be" (career drawings) and also a large, square corkboard.

4 (SA) Children select displays

Site director reports the children plan the large corkboard design and ensure that everyone is involved in adding their artwork. For example, this month the design is a turkey comprised of feathers and hand cutouts, representing each child.

III. INTERACTION

Belonging

1 Opportunities for children to get to know each other

Overall, children became more familiar with each other through the program's structure of dividing children into smaller, grade-level subgroups (e.g., green = 4th-6th grade, purple = 2nd grade). Ms. Allen specifically asked each child to briefly share typical Thanksgiving plans. The STEM session did not have ice-breakers or individual updates; however, the size of the group and the engaging nature of the activity, including trading slides with others, resulted in a lot of discussion amongst the group. Example: A boy asked, "Does anyone want the coffee slide?" (Six kids exclaim, "I do!!!") Avery talks excitedly to nearby boys, "You are going to be jealous because mine is an animal (snake skin)!" Another boy says, "Avery, come look at mine!"

2 Inclusive relationships

No exclusionary behavior noted at any time during the observation.

3 Children identify with program

Children appear to identify with the program through shared understanding of expectations. Example: 4:19pm - Sheila said, "1, 2, 3, eyes on me." (One girl to another), "She said eyes on her!" Around 5pm, "Alivia to line of children, "Remember, we are going to have level 'zero' in the hallway."...children quietly depart.

4 (SA) Structured small group activities

Overall, children became more familiar with each other through the program's structure of dividing children into smaller, grade-level subgroups (e.g., green = 4th-6th grade, purple = 2nd grade). Ms. Allen specifically asked each child to briefly share typical Thanksgiving plans. The STEM session did not have ice-breakers. But, the size of the group and the engaging nature of the activity, including trading slides with others, resulted in a lot of discussion amongst the group. Example: A boy asked, "Does anyone want the coffee slide?" (Six kids exclaim, "I do!!!") Avery talks excitedly to nearby boys, "You are going to be jealous because mine is an animal (snake skin)!" Another boy says, "Avery, come look at mine!"

School-Age Leadership

1 (SA) Practice group process skills

Staff asked participants to contribute ideas to the group. Examples, in Ms. Allen's session, she asked "What are you going to do for Thanksgiving?". In the STEM session, Sheila asked the children, "Do you know what 'trial and error' means?" as well as asking for input on how to hold the microscope, demonstrate how to properly hold a microscopic

slide.

2 (SA) Opportunities to help another child

Staff created multiple opportunities for children to serve as a mentor to other children. 4:25 Sheila, "Does anyone know how to hold a microscope correctly?" Zane stands up and shows everyone. Sheila asks if anyone can demonstrate how to hold a slide. Zane replied he knew so she told him to go ahead. He said, "Don't touch the top or bottom because you will leave your DNA." Sheila responded, "True, and you won't get smudges on it either." In Ms. Allen's session, she asked the children for coloring advice. Three of the six children responded, "Stay in the lines." Ms. Allen, "Yes Mam." Another girl said, "Don't get off the lines." Yet another said, ""Remember to stay in the lines."

3 (SA) Structured opportunity to lead group

No structured opportunities to lead a group in discussion, song, project, or activity observed. There were structured opportunities for children to help with routine tasks; those are scored elsewhere.

Interaction with Adults

1 (SA) Staff at eye level

Staff consistently seen lowering their bodies so that they were at eye-level with the children in the following sessions: Snack Time, Homework Help (green and purple group in the Middle School cafeteria space), STEM and Community Service. Examples: 3:25pm Andrea sits down next to kids (Side by side, eye level), leans forward [Multiple children talking with her.] Andrea, "Oh, okay" then leans toward a child to talk individually. In the STEM session, Sheila squats down at same eye level as child. "Ew, Adam, look at this! Cool!" Adam: "Yah!" 3:21pm - Shelby leaned over, lightly holding girl's elbow, talking with Tori, girl in black velour top. Shelby leans over the end of the table near Zane boy and Natlie, water helper, who has her book open and flattened so she can read [CIRCULATING]. Shelby, "What's up?" Ms. Allen leaning over at eye level and compliments Emily, girl with striped shirt. Ms. Allen, "Do you want to do another?" 5:50pm Denise, "Those are flexy blocks. Do you know how they work?" Denise leans over, picks up blocks and shows Zaleb how they connect but are flexible.

2 (SA) Staff works side by side

Staff consistently seen working alongside children during the all program offerings. Examples: 3:44pm Andrea circulates at tables with children, then sits down between two girls and begins helping them w/ homework. 5:20pm Ms. Allen sits down with two remaining children, "Would you like me to read...or...?"

3 (SA) Staff circulates

All staff consistently circulate throughout entire observation. 4:40pm - Sharon and Alivia circulates in Ms. Allen's room. 4:50pm Sharon continues to circulate to first table and talks with children. 4:56pm Ms. Allen continues reading (while standing), moving closer to Zaleb. 4:57pm Alivia squats down and talks quietly to Zaleb.

4 (SA) Staff interacts positively

Staff interact in positive ways with children, including following the lead of the child(ren). Examples: 4:30pm Sheila, "How are you doing over here?" Bryson, "I LOVE THIS!!!!" (Sheila, Shelby and Bryson all smile.) Sheila, "You love this!" 4:35pm Zaleb, "I'm really, really tired." Alivia acknowledged him by saying, "You are really, really tired." 5:23pm - Ms. Allen reads and then looks at Rhett as she says his name, "This is a banquet, Rhett." [Rhett smiles broadly then looks up at Jordan, beaming that his name was mentioned.] 5:25pm - Ms. Allen, "I think the people that live at Lynn's Heritage House are going to be thankful." S'arai, "That's nice."

IV. ENGAGEMENT

School-Age Planning

1 (SA) All children plan

All children were given opportunities to plan. Specifically, spending their time continuing to color while Ms. Allen read a book, get another placemat to color and/or stop coloring in order to clean space, listen to book reading and take any undone placemats home.

2 (SA) Multiple planning strategies used

Verbal feedback and actions (e.g., putting placemat on "finished items table", followed by picking up of crayons or continuing to color during book reading).

3 (SA) Share plans in tangible way

Two ways that children demonstrated their plans: Verbal feedback and actions (e.g., putting placemat on "finished items" table, followed by picking up of crayons).

School-Age Choice

1 (SA) Authentic choices

Staff gave all children choices within activities, beginning with snack time. Gina, "Anyone else want water?" 3:22pm - Jordan, "Do you want both (apple slices and peanut butter)?" A boy responded, "I want both." The next boy in line said, "I don't want apples." 3:40pm, Shelby stands at end of table and tells group of older kids, "If you want, I can give you a writing prompt or you can read a book." 4:24pm - Sheila, "Hello, everybody. Come in and sit behind a white box (of their choice). In Ms. Allen's Community Service activity, Ms. Allen told the groups "So, you can PICK, that means have a CHOICE, of 1 or 2 of 4 different types of placemats to color." Children got to choose how they colored it. Example, 4:30pm - An older girl, announced "I'm making mine half for a boy and half for a girl. I'm making a black background" Ms. Allen gave them a choice on what book they wanted her to read, Fancy Nancy or Duck, Duck Goose.

2 (SA) Open-ended choices

Discrete choices were given within the activities. For example, the placemat needed to be one of the four options provided. There was not an "open-ended" option of coloring one's own design. In the STEM activity, children were given a discrete set of options, as far as slides; they were not given a choice to put anything they want (e.g., hair strand) under the microscope.

Reflection

1 Intentional reflection

5:25pm When done reading, Ms. Allen recaps the session activities, "We made placemats for the people at Lynn's (Heritage House) and read two books. "I think the people that live at Lynn's Heritage House are going to be thankful." S'arai added, "That's nice." In the second color group session, Ms. Allen concluded the activities by saying, "So we made placemats for Lynn's Heritage House...They will look and say, 'Wow, they made these nice placemats.'"

2 Multiple reflection strategies

Two strategies were used to help children reflect on what they have done during the STEM activity. 4:16pm Children were asked to say, then demonstrate, how to properly hold a microscope, based on day's learning activity.

3 Structured opportunities to provide feedback

Staff were open to feedback on the activities; however, did not solicit structured feedback so that the children could give feedback on the STEM or Community Service activities. Unsolicited feedback occurred during the STEM activity with Bryson saying, "I LOVE THIS (i.e., microscope learning activities)!" Sheila affirmed what he said by providing non-evaluative encouragement. "You love this."

Responsibility

1 (SA) Opportunities for routine tasks

Staff provided intentional opportunities for children to serve in helping (not leading) roles throughout observation. 3:21pm Mila and Natalie help pour ice water from pitchers into plastic cups. They are seen later taking the pitchers back into the kitchen. 3:29pm Children throw away their own snack time trash in the lined, rolling trash barrel, without being asked. 3:35pm Shelby is talking with Cortnee and hands her a paper towel and sanitizer wipes. She and another girl begin wiping down tables after snacks. Two young girls come into the cafeteria space, asking me for sanitizer wipes for a different space. 3:40pm Sharon and a boy with a black shirt arrive in MS cafeteria space with a rolling cart that has writing supplies on it. 4:10pm Sheila, "Only two more minutes. We need to clean up....I need you to return the

supplies."..."Once you put your microscope in the box, line up at the door...Thank you, everyone." A child in the Art Room picks up items at the end of the session. Ms. Allen, "Thank you for being my organizer."

2 (SA) Staff do not intervene intrusively

Staff do not take over any of the routine tasks assigned to the children.

EXTENDED OBSERVATION

Activity Structure

1 Intentional learning activities

STEM Microscope Use and Proper Handling of Microscopic Slides; Best Practice Coloring Techniques and Community Service for Senior Adults

2 Different types of activities

The program has a lot of variety; there are more than three types of activities.

3 Physical activity

The program provides at least 30 minutes of physical activity.

4 Time for free play

Free play occurs during outdoor time and at end of day.

5 Time for physical activity

There is intentional time for physical activity.

6 Communication of schedule and activity choices

All staff were very clear about schedule, using frequent verbal and occasionally, a written schedule to inform the children of program and session flow. 3:35pm - Shelby and an older boy look at daily program schedule; he doesn't look pleased. Shelby stands along side him, showing him something on the Y schedule. 4:42pm - Ms. Allen, "I'm not trying to rush you, but have 15 minutes before recess."

Homework Help

1 Readily available

Several staff observed assisting children and offering assistance to children working on homework in MS cafeteria space.

2 Actively support children in learning

Staff observed encouraging youth to discover the answers to their homework problems themselves. Example: 3:46 Shelby moves to another area, leans over and is helping Bryson, "What's 9 times 9?"

3 Productive studying and learning environment

Staff maintain a climate that is conducive to children successfully completing homework. 3:33pm Shelby motions hands to older children to have them lower voices. 3:40pm During homework help in MS cafeteria space, Shelby motions to group of older children (using both hands, palm down, in downward movement and quietly says, "Chill out." (Children get quieter.)

Recreation Time

1 Interacting with children

I did not see the recreation time as I was in other sessions.

2 Positive supervision

I did not see the recreation time as I was in other sessions.

Transitions

1 Organized transition

All transitions were quiet, smooth and quick. 3:34pm Jordan takes line of children out of cafeteria. 3:35pm Young children line up behind Kara in Middle School cafeteria space.

2 Procedure communication

Staff that facilitated activities in the room and the "traveling" staff respectfully and patiently communicated clear instructions on transitions. 4:18pm - Sheila, "Once you put your microscope in the box, line up at the door. 4:58pm - Ms. Allen, "Orange table, I'll let you line up." 5:00pm - Alivia to line of children, "Remember, we are going to have level zero in the hallway."

Departure

1 Organized departure process

Parents and Guardians are buzzed into the building through a (camera) monitored access system. Once in the building, staff can view the parent or guardian in several hallway mirrors just outside the program office door. Once inside, the Site Director radios to a staff member with her walkie talkie. The staff on the other end inform the youth s/he needs to go to the office to be checked out. Parents/guardians must sign out the child.

2 Constructive activities while waiting

No children were idle while waiting for a parent/guardian pick up. For example, Zaleb played in the program office with flexible Legos.

3 Parents acknowledged and updated

Denise, Site Director, acknowledged every parent and guardian that entered to check out their child from the program.