Updated
MARCH 2024

Annual Evaluation Report (AER)
TEMPLATE

for NYS 21CCLC Local Evaluators

Purpose of the AER Template

The Annual Evaluation Report (AER) Template was developed at the request of the State Program Coordinator to create a **uniform method** to collect and organize information about local evaluations for New York State subgrantee programs. It is intended to function, both, (1) as a protocol for submitting end-of-year evaluation information in a way that allows for **systematic review** by members of the state-level leadership team, and (2) as guidance for program evaluators to inventory their data collection measures and reporting activities, and check alignment with NYS 21CCLC evaluation requirements and performance metrics.

The New York State Education Dept. (NYSED) is committed to maintaining and supporting **high-quality local evaluation** that helps to drive continuous improvement and raise the effectiveness of statewide 21CCLC programming. The review of AERs offers key insights into a program's measurability, the research methodologies used by the evaluator, and a snapshot of findings about implementation progress and success indicators.

Quick Facts *about AERs*

- **Due Date** | AERs are submitted to the NYSED Program Office by September 30. (See SMV Indicator H-1a)
- **Utilization** | AERs serve as a multi-purpose reference document used by NYSED and state-level partners; as such, the template is designed to collect information in areas that serve those groups' needs. Program-level stakeholders are not the primary audience for this report, yet programs are required to receive the AER from their evaluators and keep it for their records. Evaluators can provide a customized report, tailored to meet the needs of their clients and program-level stakeholders by adapting and or expanding the information from the AER. Reports designed for clients are not submitted to NYSED; they are useful for clients to utilize to communicate progress to community stakeholders (See SMV Indicator H-6), as well as for continuous program improvement.
- **Value** | AERs are reviewed by NYSED and the Resource Centers before each subgrantee Site Monitoring Visit (SMV) or Technical Assistance (TA) visit to enrich the team's understanding of the program. AERs are studied by the Statewide Evaluator to identify patterns, trends, effective design strategies, and areas for further inquiry. A collection of highlights and aggregated summaries from AERs will be included in presentations to federal level monitors and the network of SEA Coordinators, as needed, to demonstrate qualities of local evaluation across the state.
- **Alignment** | Components of the template are directly aligned with NYSED policies and program expectations that are the focus of Site Monitoring Visits (SMVs). These alignments are highlighted throughout this template with references to required indicators and evidence in the **SMV Tool**.

Contents & Instructions

	Section Heading	Pages	Instructions for Completion
I	**Project Info**	3	Enter info into the fields on the table. *Save your draft as you work; see submission instructions, below.
II	**Site Visit Findings**	4 - 9	Enter info into the tables; provide a brief narrative summary of visits 1 & 2.
III	**Conclusion & Recommendations**	10	Provide a written summary in the box provided. *Prepare Required Supporting Docs.
IV	**Collaboration & Utilization**	11	Provide a written summary in the box provided. *Prepare Optional Supporting Doc.
V	**Logic Model/TOC**	12	Insert/embed a *clear* picture of the model or attach as a separate document/PDF.
VI	**Evaluation Plan & EOY Results Tables**	13	Download the accompanying excel workbook. Review the GUIDE, defining the category headings; the OUTLINE, showing the organization and order of the sheets; and an EXAMPLE of table 1, Core Ed Services.

Instructions for Submitting the AER & Supporting Docs

1	Name the Word Doc File. Once you begin editing/inputting info into this Microsoft Word document Template, Save As: "**AER-[RoS/NYC]-[Last four digits of Project ID]-Submission Year**" | Example: "**AER-NYC-0123-2024**" | This unique tag will be used by the State to check that each project's AER has been received by 9/30/24 and locate the AER, the accompanying Eval Plan & Results Tables (Section VI), and required supporting docs (listed on p.10) into the correct program file folder. Send as an MS Word or PDF file.
2	Name the Excel File. Once you start editing/inputting info into the accompanying AER Eval Plan & Results Tables excel workbook, Save As: "**AER-[RoS/NYC]-[Last four digits of Project ID]-Submission Year-Tables**" | Example: "**AER-RoS-4567-2024-Tables**"
3	Name the Required Supporting Documents. Save As: "**AER-[RoS/NYC]-[Last four digits of Project ID]-[Type of item]**" | Example: "**AER-RoS-4567-Survey**" | Supporting Docs include blank copies of any instruments used for data collection (see p.10) and *may* include a PDF of the Logic Model or Theory of Change Model if it is not embedded into page 12 of this AER document.
4	Send an Email with All Attachments to **EMSC21STCCLC@nysed.gov**. It will be received and processed by the NYSED Program Office. The state-level partners – Measurement Incorporated (MI) team and the Regional RCs – will be notified about submissions and be able to commence their review. AERs for the 2022-23 program year are due to NYSED by 9/30/24.
5	Send an Email with all Attachments to your client/program director by 9/30/24 so they can review, if they wish, and add to their files. Use the amber color-coded notes throughout the AER Template to inform clients about which compliance indicators these items relate to.

Section I

PROJECT INFORMATION

Program	**Full, Unabbreviated Name**
Project #	0187-23- 8017 *Insert last four digits*
Lead Agency	**Full, Unabbreviated Name**
Program Director	**First & Last Name,** Title

#	Name of Participating Site(s) @ Locality (town or city name)	Grade level(s) served at each site
1	Little Flower UFSD, Wading River, New York	3 - 12
2	Name, Town/City	**Grade Min - Max**
3	Name, Town/City	**Grade Min - Max**
4	Name, Town/City	**Grade Min - Max**
5	Name, Town/City	**Grade Min - Max**
6	Name, Town/City	**Grade Min - Max**
7	Name, Town/City	**Grade Min - Max**
8	Name, Town/City	**Grade Min - Max**
9	Name, Town/City	**Grade Min - Max**
10	Name, Town/City	**Grade Min - Max**
11	Name, Town/City	**Grade Min - Max**
12	Name, Town/City	**Grade Min - Max**
13	Name, Town/City	**Grade Min - Max**
14	Name, Town/City	**Grade Min - Max**
15	Name, Town/City	**Grade Min - Max**

Program-wide **Target** Student Enrollment	110	**Actual** Enrollment at/above **15 hours**	108
Evaluator	Margareth Lafontant, PhD	Developmental Systems, Inc.	
Contact Info	917-364-3735	drmlafontant@gmail.com	

Section II

Site Visit Findings

*In this section you are asked to provide summary findings from each of the two required annual evaluator site visits. Please include a discussion of any observations you may have conducted. To assist our review and learn about your process, please attach observation/interview protocols you used, if applicable. N.B.: All items/artifacts submitted to NYSED as part of the AER are for state-level review purposes only; they will **not** be shared or used outside of the review process without explicit consent from, both, the evaluator and client program director. *Client assist: Evidence of completion of site visits is required for compliance with **SMV Indicator H-1**.*

First Site Visit: Readiness Review & **Walkthrough**

The Local Evaluator and Program Leaders schedule the First Site Visit to review installation activities and check readiness factors. Evaluators can observe early program implementation efforts, if possible. This is a collaborative, interactive experience where information is exchanged, questions are explored, and shared learning occurs.

This visit functions to demonstrate the value of the dialogue between partners: the evaluator and the program leaders. Evaluators use a protocol to review the program's anchoring and operational documentation: i.e., verify alignment between the grant proposal (including the Table for Goals and Objectives), logic model, calendar & schedule of activities/offerings, program timeline, program handbook, parental consent forms, and procedures for entering/documenting data. This visit should also serve to identify any obstacles to implementation.

1a. First Site Visit | Procedure

Date(s)	Site# (use p.3 list)	Program activities observed	Methods Used across all sites
00/00/202X	1	Athletics	☒ Observation using protocol*
00/00/202X	1	Calm / SEL	☐ Interview(s) using protocol*
00/00/202X	1	Drama	☐ Document review using protocol*
00/00/202X	# from list	Title of activity	☐ Insert description of Other Method
00/00/202X	# from list	Title of activity	☐ Insert description of Other Method
00/00/202X	# from list	Title of activity	
00/00/202X	# from list	Title of activity	

** Please submit a blank copy of each data collection instrument (see Required Supporting Documents, p.10)*

1b. First Site Visit | Summary of Findings

Briefly summarize the salient findings you gathered from your observation(s) & interview(s). *What did you see, hear, and learn about installation and initial implementation?*

As demonstrated in the previous academic year, the school environment was highly positive. All areas of the building and grounds were clean, well kept, and organized. Youngsters transitioned seamlessly from activity to activity and were actively engaged in each of the sessions observed. It was obvious that the afterschool program was benefitting from the strengths of the day program, i.e., teachers were already familiar with the students, setting was well-organized, and the ample resources of the school enhanced the overall functioning of the afterschool program. A sampling of the highly engaging activities observed in each of the sessions observed are briefly described below.

Athletics Club (5 participants)- took place in the gym. The coach modeled the drills and had students perform: warm up exercises, dribbling around cones with dominant hand vs. non-dominant hand, and shooting a basketball correctly. He also provided ample scaffolding, via verbal instructions, as students attempted to perform each of the targeted skills. Toward the end of the session, students were allowed to scrimmage.

SEL Club (5 participants) - the teacher effectively utilized with visual aids to support conversation on self-management goals. The students engaged in collaborative discussions via an "Emotion Circle" exercise; taking turns sharing a recent situation where they struggled with self-management, while others offered supportive feedback and suggestions. They also participated in hands-on exercises such as "Emotion Thermometer" where they created personalized charts to visually track their emotional states to help them recognize patterns and triggers.

Drama Club (12 participants)- students engaged enthusiastically in reading and acting out their respective parts in an unusual rendition of Little Red Riding Hood tale. In addition to promoting literacy skills, it was clear that that social skills (via collaborative performance) were also being effectively promoted, in addition to boosting students' self-confidence through public speaking. We also observed that through thoughtful questioning and prompting from the teacher, these character portrayals also encouraged empathy and emotional understanding.

1c. First Site Visit | Delivery & Receipt of Report

Briefly describe the delivery of the findings report. *What form did your report take? How did you present it?*

Briefly describe the receipt of the report, and, if known, the use of the information. *How was it received? Was it shared with program staff and other stakeholders? What actions did program leaders take as a result of the information?*

Client & State leadership team assist: Evidence of collaboration between the evaluator and program, and the use of evaluation findings for continuous improvement, help satisfy requirements in **SMV Section H. This information also helps the state-level team understand more about the effective ways an evaluator presents formative findings, as well as the program leader's utilization of the feedback.*

Please enter your summary, here

After visiting the 3 activities mentioned, evaluators immediately met with the Program Director, Dr. Dean, who also serves as the Superintendent of the district. We shared our positive thoughts about the activities we observed and asked about plans to increase overall offerings and attendance. Dr. Dean provided *key details on how he and his staff have begun to operationalize suggestions offered by both the Evaluator and Project 3C's Advisory Committee.* He went on to explain that these plans would soon take better shape in the subsequent quarters of the program, as a bit more time was needed from the start of the school year to fully implement.

Indeed, throughout the 23/24 academic year, the program took a consistent and multi-pronged approach to increase overall program attendance. First, overall number and variety of offerings dramatically increased in subsequent quarters and activities offered were primarily based on preferences expressed by students (*as per preference data collected by the Evaluator from student surveys and focus groups*). There were more than twice as many afterschool offerings in quarters 2, 3, and 4. Additionally, strategies and progress in meeting attendance goals continued to be discussed at each of the four (4) Advisory Committee meetings and included offering afterschool and weekend activities in the cottages on campus where students reside. Furthermore, later on in the 23/24 academic year, Dr. Dean was also able to secure permission from NYSED to include special STEM and SEL "Extended Learning Time" (ELT) activities.

Second Site Visit: Point of Service Quality Review

The second of the two annual visits is focused on assessing fidelity at full implementation. Observations are conducted at each program site for selected activities, attending to activity/lesson content and structure, environment/context, levels of participation, and staff's use of effective engagement and instructional strategies. Additional items of interest include the quality of interpersonal relationships, program personnel's use of inclusion and restorative practices, preparedness of staff delivering the lesson, support for staff from site leader(s), and the degree to which activities/lessons activate critical thinking, collaboration, and promote skill development. Evaluators are required to use an observation walkthrough tool; it may be inspired by the NYSED-approved Out of School Time (OST) tool, or another validated, reliable observation instrument.

Client assist: As specified in **SMV Indicator D-2, grantees are also required to conduct **program activity implementation reviews (PAIR)** two times a year. Alignment between the Evaluator's observational measure and the program's internal observational measure is not required, yet it could be useful for program leaders and evaluators to share an understanding about the look-fors/indicators of service quality to be able to combine findings and complement improvement efforts.*

2a. Second Site Visit | Procedure

Date(s)	**Site#** (use p.3 list)	**Program activities observed**	**Methods Used** across all sites
00/00/202X	1	Children's Museum at Little Flower	☒ Observation using protocol*
00/00/202X	1	Chess Club	☐ Interview(s) using protocol*
00/00/202X	1	Weightlifting	☐ Document review using protocol*
00/00/202X	# from list	Title of activity	☐ Insert description of Other Method
00/00/202X	# from list	Title of activity	☐ Insert description of Other Method
00/00/202X	# from list	Title of activity	
00/00/202X	# from list	Title of activity	
00/00/202X	# from list	Title of activity	
00/00/202X	# from list	Title of activity	
00/00/202X	# from list	Title of activity	

** Please submit a blank copy of each data collection instrument (see Required Supporting Documents, p.10)*

2b. Second Site Visit | Summary of Findings

Briefly summarize the salient findings you gathered from your observation & interview(s). *What did you see, hear, and learn about implementation and progress toward outcomes? Was there evidence of improvement in the areas recommended in the previous evaluation report?*

Please enter your summary, here

There were a variety of activities being offered the afternoon of our visit. Of the seven (7) or eight (8) being offered, Evaluators visited three (3). One classroom was implementing activities and strategies from the program's partnership with the Long Island Children's Museum. Evaluators also visited the Chess Club and a Weightlifting session.

Children's Museum at Little Flower (22 participants)- Students were provided with a variety of materials to invent a robot, machine, or anything to their liking. The students demonstrated enthusiasm and creativity in their invention ideas (e.g., a robot that can make anything, a flying car, an oven that can make any dish). The use of readily available resources promoted adaptability and real-world problem-solving skills, while the creative aspect encouraged self-expression. The teachers actively engaged the students in conversation, promoting deeper thinking and planning.

Chess Club- (*6 participants)*- The children in the Chess Club were paired with other students of like ability. The teacher walked around from pair to pair to pair to ask or answer questions about the game. It was truly impressive to see how engrossed the students were and how quickly they took up another game as soon as the last one was completed.

Weightlifting (*7 participants)*- The instructor focused on the use of the barbell. This included proper form and how to spot a partner with this piece of equipment. Before handling the equipment, the instructor had students do pretend lifting. That latter was key to safely teaching proper form. Students took turns using the barbells and spotting each other. It was interesting to see the high levels of attention they put into observing one another.

2c. Second Site Visit | Delivery & Receipt of Report

Briefly describe the delivery of the findings report. *What form did your report take? How did you present it?*

Briefly describe the receipt of the report, and, *if known*, the use of the information. *How was it received? Was it shared with program staff and other stakeholders? What actions did program leaders take as a result of the information?*

Client & State leadership team assist: Evidence of collaboration between the evaluator and program, and the use of evaluation findings for continuous improvement, help satisfy requirements in **SMV Section H. This information also helps the state-level team understand more about the effective ways an evaluator presents findings, as well as the program leader's utilization of the feedback.*

We met with Dr. Dean after our observations of the activities. We were excited to share our excellent ratings for the Children's Museum class and we were also pleased to see the variety of activities being offered that afternoon, which included: e-Sports, Fun and Games, and SEL activity, Photography, and Walking. We also commented on the marked increase in the number of participating students that day in comparison to our first visit in October.

After discussing the visit that day, we began planning an agenda for the next Advisory committee meeting. It would be the last meeting for the school 23 / 24year. We agreed that the survey data and related focus group information that Evaluators collected from the teachers and students on key areas of the NYSAN would be presented and results would help in the planning for the 24/25 school year.

Section III

Conclusions & Recommendations

Synthesizing all the data from site visits, surveys, interviews, and other sources, please summarize the program's successes, struggles/lessons learned, and recommendations to integrate into next year's program implementation plan.

Client assist: Evidence of reporting is required for compliance with **SMV Indicator H-1.*

Please enter your summary, here

Project 3C is an exceptional 21st CCLC program in Suffolk County, serving residential students (grades 3 – 12) with emotional and learning disabilities. Of the 2 objectives that Project 3C was not able to fully realize this year, these only missed the mark by very slim margins. For example, the program achieved 94% of its targeted program participation objective, as opposed to the full 100%. This is a substantial improvement from the 65% participation rate last year! The program also made significant progress in developing the parental involvement component. This has understandably been the most challenging aspect of the program, given that students live on campus and the overwhelming majority of the families live 30 miles away or more. However, Project 3C's close collaboration with representatives from the Little Flower Residential facility and Advisory Committee has allowed them to collect key information this past year that will serve as a bedrock to effectively engage parents in Year 3.

Survey and focus group interviews with teachers and students have consistently revealed very positive ratings in all areas of the NYSAN that have been administered. These include: Environment and Climate, Relationships, Programming and Activities, in addition to Youth Participation and Engagement. Other areas not previously surveyed will be targeted for the 24/25 school year.

The administration from Project 3C is highly organized and proactive in partnering with all major stakeholders to continually develop and improve the program. Advisory Committee meetings are held on schedule, without an exception. In between Advisory meetings, the administration initiates and maintains close contact with Advisory members, the Evaluator, formal partners, and collaborators.

We look forward to continue working closely with Project 3C to further support their already exceptional program!

Required Supporting Documents (please attach)

- **Data Collection Instruments**. Please attach a blank copy of a survey, observation tool, and interview protocol utilized this past year – only if you did not previously submit the instruments in the Year 1 AER.

  *N.B.: All items/artifacts submitted to NYSED as part of the AER are for state-level review purposes only; they will **not** be shared or used outside of the review process without explicit consent from, both, the evaluator and client program director.*

The AER collects a sample of the instruments evaluators used to conduct their study activities. However, programs/clients are required to keep evidence of survey results capturing students' satisfaction with programming and their perceptions of program impact (SMV Indicator H-4**).*

Section IV

Collaboration & Utilization

Briefly describe the collaboration strategies you and program partners engaged in this year. *What worked well? How much was evaluation (your participatory study practices, your information sharing) applied to support program functioning,* if at all? If you could envision any improvements/enhancements to the communication, collaboration, and utilization of evaluation findings & services – what would those be? How would those improvements bring even greater benefit to your client?*

Please enter your summary, here:

We have found that the most effective collaboration strategy is to listen with intent and with sincere respect for clients' concerns and the deep funds of knowledge they possess about their settings and the population they serve. Yes, this approach does help to build trust and reciprocity. However, this approach also widens and deepens knowledge about the client, the community and its various stakeholders. In so doing, it also leads to the enhanced provision of services from Evaluator to the client / community.

We presented at all four (4) Advisory Committee meetings. About half of the time, it was to report on data collected via survey or focus groups. It could also be to provide an overview of major findings in the overall evaluation of the program. At times it was also to ask questions on how best we can meet a challenging objective. At all times, even when we reported on data, we made an effort to frame our talks as inquiries as opposed to spitting out data and predetermined recommendations. Our presentations and overall stance were to present in a way that showed appreciation for and encouraged input from all stakeholders.

We also touched base in between Advisory Committee meetings, which usually was on at least a monthly basis. This was primarily done by contacting the Director of the program to provide reminders of upcoming deadlines and how we could best support each other in meeting the latter.

Optional Supporting Documents (please attach)

- **Sample Communication Artifact** featuring formative, data-based recommendations. Please share a memo, brief, correspondence, abridged record from a meeting, etc., in which you provided your client with applicable, improvement-focused recommendations this past year.

This information helps the state-level team understand more about the effective processes evaluators used to engage with their program partners/clients. Please provide your client with this communication because evidence of collaboration between the evaluator and program, and the use of evaluation findings for continuous improvement, helps satisfy program compliance requirements in **SMV Section H.*

Section V

Logic Model (LM) *and/or* Theory of Change Model (ToC)

*Please provide your most up-to-date logic model and/or theory of change model. Consult the Logic Model Guidance document if you are still constructing your model and would like to review the standard components and basic scaffold. *This illustration helps the state-level team see how the evaluator used client input to visually organize program activities and map those across change pathways to targeted outcomes.*

INSERT HERE or **ATTACH SEPARATELY**

Section VI

Evaluation Plan & End-of-Year Results Tables

*Download the companion excel workbook, **AER Eval Plan & Results Tables**. Review the first two sheets with guidance and the overview of the seven tables. Input into the tables the information for the program's local objectives (as listed in the Template for Goals and Objectives), performance indicators, how they were measured, and what the year-end results were. See below for an example of table 1, Core Ed services – one of the five implementation-related 21CCLC program objectives.*

EXAMPLE

OBJECTIVE 1 Program Implementation	21st CCLCs **will offer** a range of high-quality educational, developmental, and recreational services for students and their families.
Sub-Objective 1.1	**Core Educational Services**. 100% of Centers will offer high quality services in **core academic areas**, e.g., reading and literacy, mathematics, and science.
Local Program Objective	*All sites provide ELA and STEM activities at schedules allowing students to participate in at least 15 hours of programming.*

(A) **Performance Indicator(s) (PI)** of success	(B) **Target Participants** whose data will be gathered	(C) **PI Measures** data collection instruments & methods	(D) **Analysis performed** *Brief description*	(E) **Sample Studied** % of participants data was collected from (*if applicable*)	(F) **Was PI Met?** Yes/ Partially/ No/ Data pending	(G) **Results** in same metrics as PI *(if Partially or Data Pending briefly explain)*
ELA enrichment programming offered 3 hours/day, 3 days/week for 30 weeks, annually	Program Sites A and B	☐ Program schedules ☐ Observation w/ protocol	☐ Review of operating dates, days, and hours ☐ Observations verify enrichment programming	NA	Partially	Site A offered ELA activities for 3 hrs/day x 3 days/wk. for 30 weeks. Site B had staffing limitations and offered ELA for 2 hrs/day x 2 days/wk. for 25 weeks.
100% of participating ENL/MLL students receive integrated ENL supports	Students designated as ENL/MLL at the beginning of the academic year	☐ Site visit observations; review of evidence of Sheltered Instruction Observation Protocol (SIOP) in lesson plans	☐ Reviewed notes from observations of ENL/MLL afterschool classrooms to check for observational evidence of SIOP used in instruction ☐ Reviewed lesson plans for ENL/MLL afterschool classes for evidence of SIOP methodologies	100% ☐ 30 ENL/MLL students in 2 afterschool classrooms were observed; weekly lesson plans were reviewed	Yes	100% of the ENL/MLL students in the program received integrated SIOP ENL supports
50 students will participate in a STEM class for at least 30 hours each year	All 21st CCLC program participants	☐ EZ Reports session attendance records	☐ Descriptive statistics analysis of EZ Reports data	100%	No	35 students participated in 30 or more hours of STEM classes

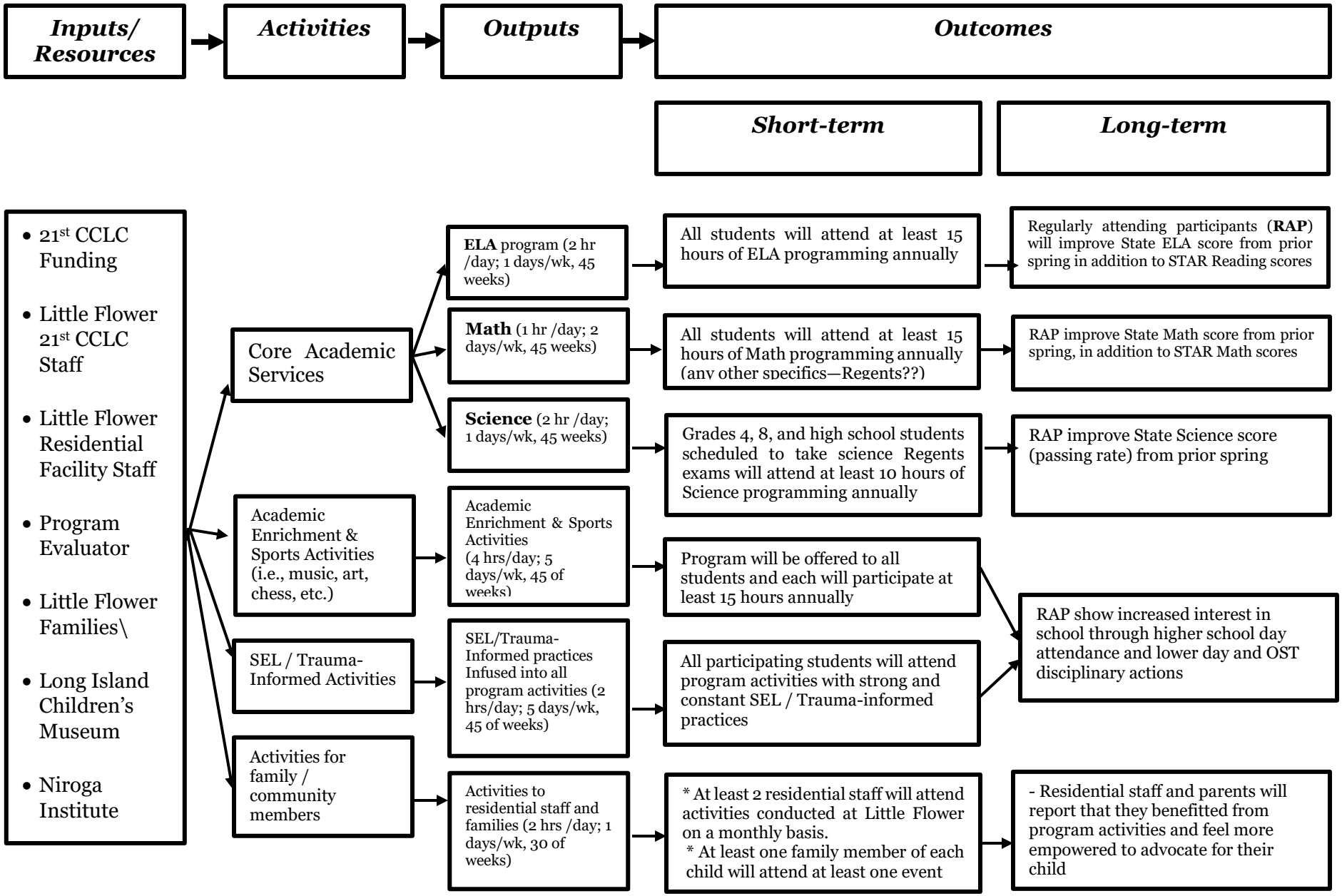
Performance Indicators (PIs) of success	**Target Participants** whose data will be gathered	**Measures** | Data collection instruments & mentods
100% of targeted residential stu	Student	Average Daily Attendance
In-school disciplinary actions wi	Student	NYS PD8 Data on Little Flower U
Each year, disciplinary actions d	Student	NYS PD8 Data on Little Flower U

Analysis breifly describing the process used for making sense of the data	**Sample Studied** *if applicable* **|** *E.g., Response rate, etc.*	**Was PI Met?**	**Results** expressed in same metric as PI (if Partial or Data Pending, briefly explain)
The evaluator was provided v	All regularly attending st	Yes	ADA for regularly attending students av
Examined PD8 reports for 21	Aggregated data for Litt	Yes	In school suspensions decreased from 11 to zero (0) in 22/23 and 23/24,
Examined PD8 reports for 21	Aggregated data for Litt	Partially.	There was a slight decrease, with a tota

al of 29 out of school suspensions in the 22/23 year vs. a total of 27 in the 23/234 school year.

Caring Campus Connections - Project 3C

LOGIC MODEL



Results from NYSAN Adapted Google Forms Survey

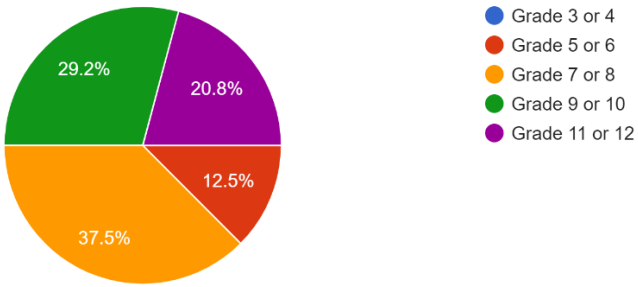
Administered to Little Flower

STUDENTS

March 2024

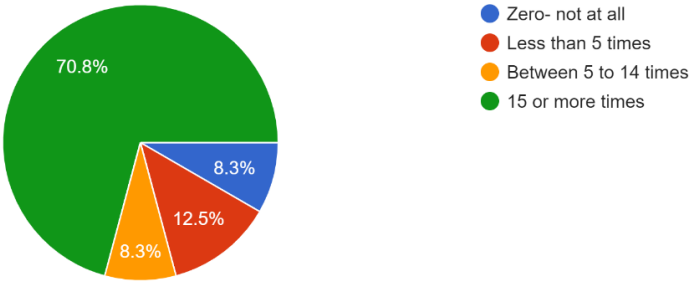
I am in Grade:

24 responses



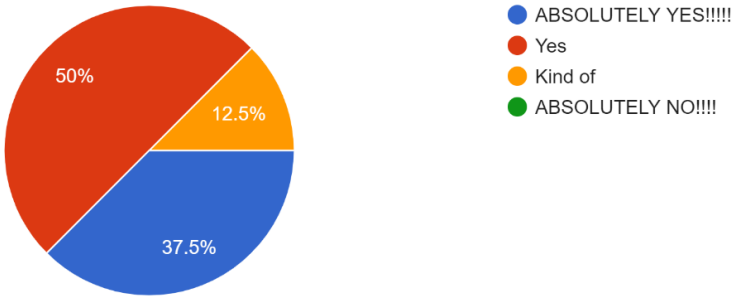
About how many times have you come to the afterschool program this school year?

24 responses



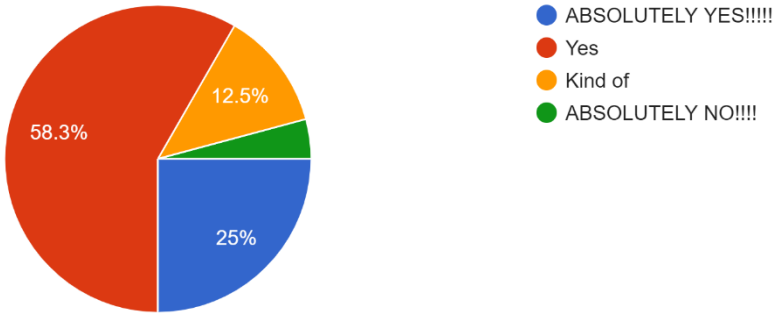
1. I think the activities in the afterschool program are fun.

24 responses



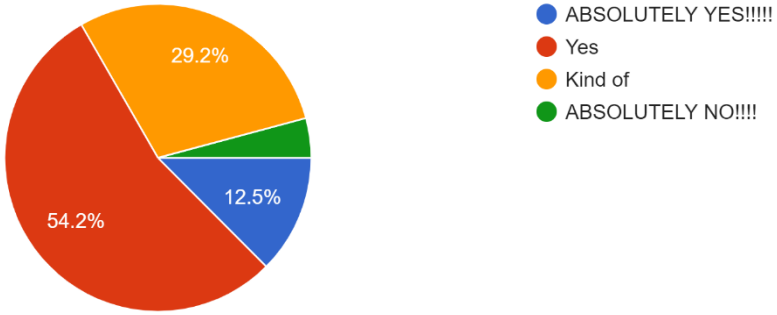
2. I think the activities in the afterschool program help me to get along better with other students.

24 responses



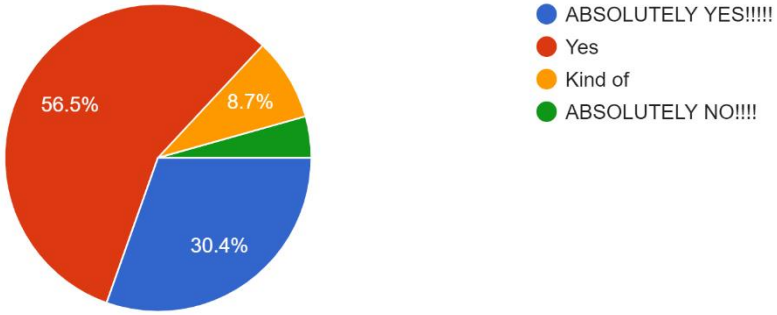
The afterschool program offers all kinds of activities, including field trips and special projects.

24 responses



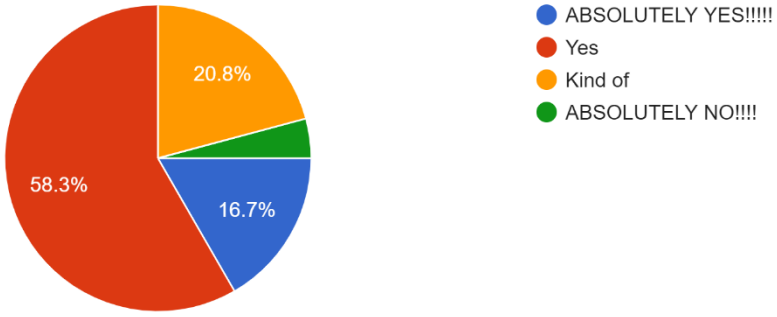
I think the afterschool program is well organized.

23 responses



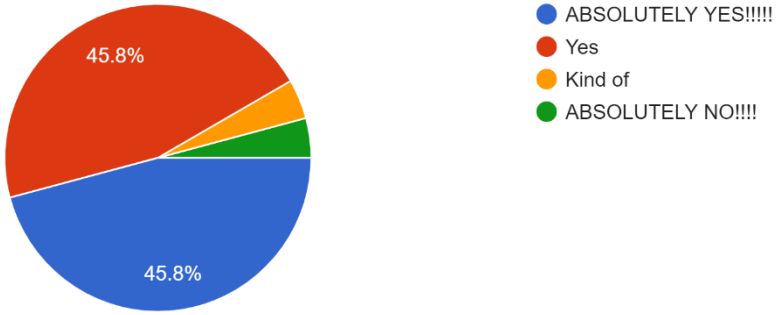
I do and learn things in the afterschool program that help me to be a better student in my regular day time classes.

24 responses



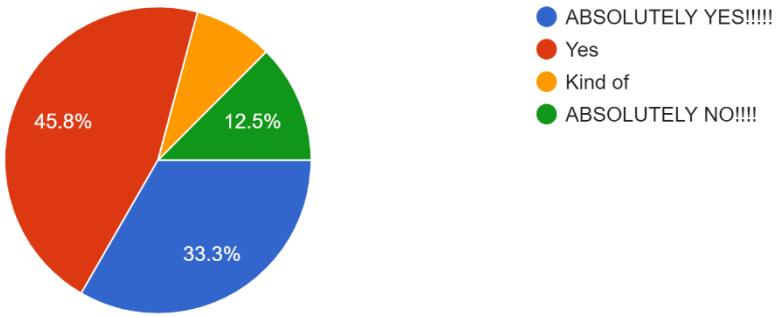
My teachers care about what I think about the afterschool program.

24 responses



This year, two visitors came to my class to ask the students what they thought about the afterschool program (Miss Margaret and Mr. Pierre).

24 responses



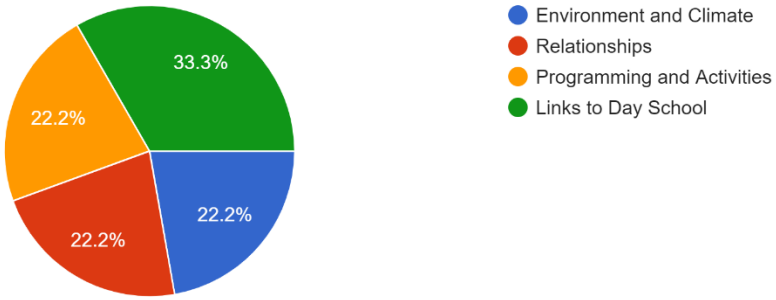
Google Forms Survey Administered to

Advisory Committee Members

Inquiring on Most Important NYSAN Survey Areas to be Administered Teachers & Students

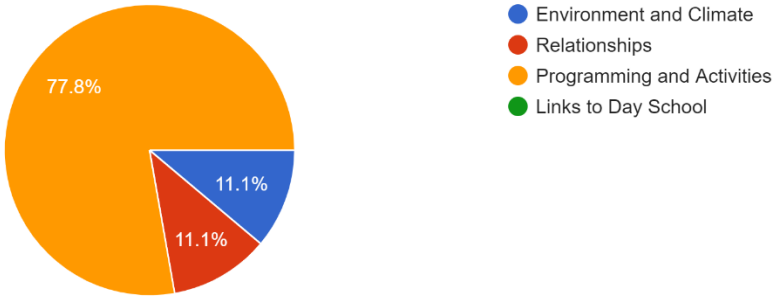
Select the #2 area in which we should survey the children in again.

9 responses



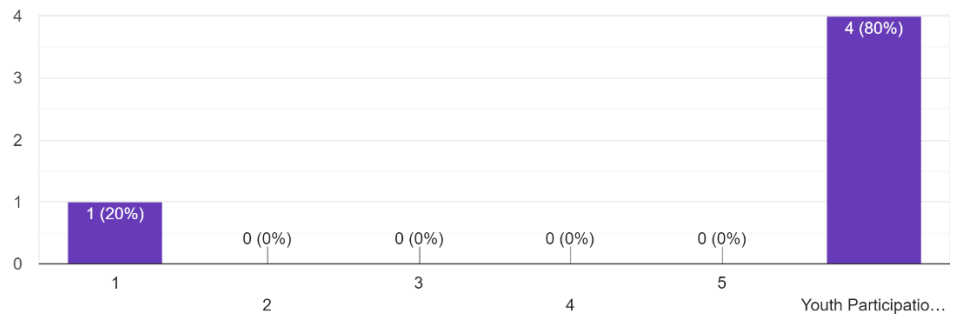
Select the #1 area in which we should survey the children in again.

9 responses



Last year, students were NOT surveyed in any of the areas listed below. Amongst the choices below, kindly indicate the #1 area in which we should make sure to survey them this year.

5 responses



CONTENT- Please indicate any specific question(s) or other content that you think should be included in the student surveys this year

8 responses

Safety metrics
How can each student's voice be heard more effectively?
Any resources (tech, books, activities) that they would like to have access to.
How could the Program be improved for the student experience each day?
preferences for healthy snacks
What other activities/Clubs would you like to have available
What programs would interest them more to come
Hygiene and Health Care and Education

STRATEGY OR APPROACH- Please indicate any other ideas about strategy or approach and / or important things to consider in designing and administering the student survey

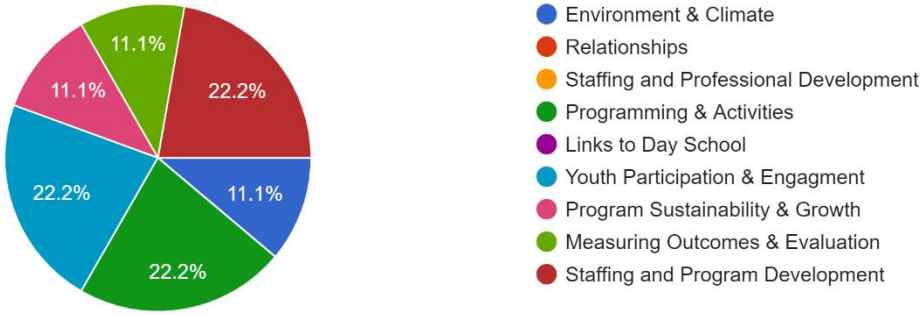
7 responses

Are there ways to encourage thoughtful/applicable responses (not 'you're mom')
Ho can we foster a greater sense of belonging?
Special consideration to the understanding and abilities of our exceptional needs youth; providing proctor for completion of survey.
Make sure that the students have the time and support to feel comfortable answering the questions on the survey
what type of environment do you feel most comfortable in and or helps you be more social and meet new people
have students sit with a program leader to discuss survey

How to deal with and manage behavior/anger

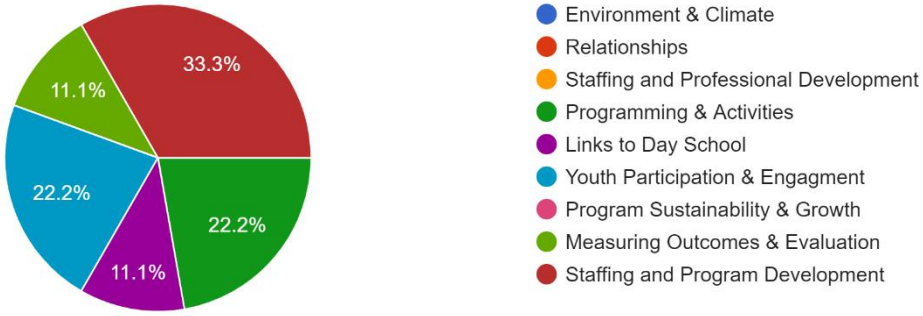
Select the #1 area in which we should survey the teachers and staff again this year.

9 responses



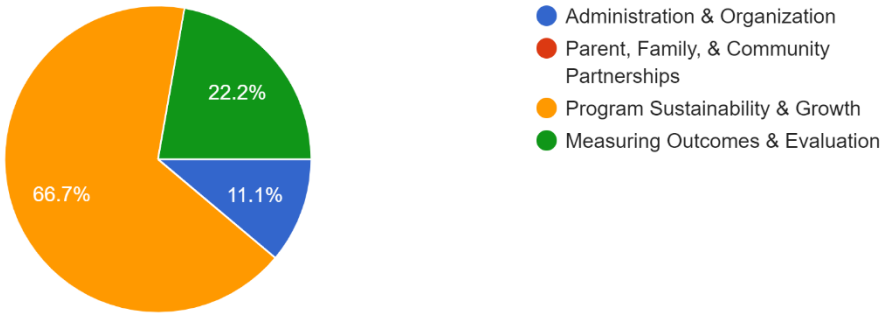
Select the #2 area in which we should survey the teachers and staff again this year.

9 responses



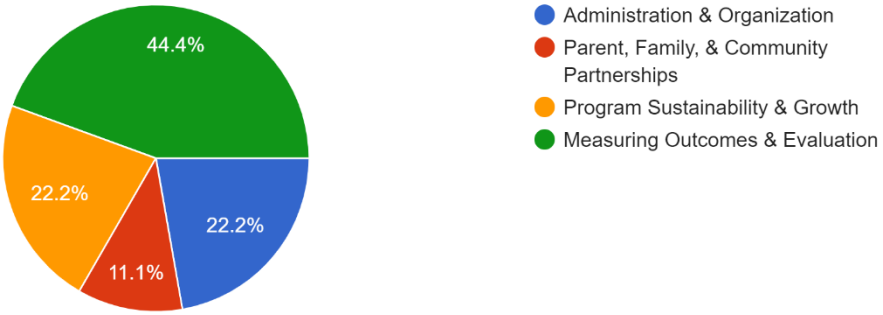
Last year, teachers were NOT surveyed in any of the multiple choices below. Amongst the choices below, kindly indicate the #1 area in which we should make sure to survey them this year.

9 responses



Now kindly select the #2 area (NOT surveyed last year) that we should make sure to survey them in this year.

9 responses



CONTENT- Please indicate any specific question(s) or other content that you feel should be included in the teacher/staff surveys this year

4 responses

How can we foster a greater sense of belonging for both the students and the staff?
How do we optimize student participation considering the transient and residential factors?
How to sustain and grow the program
Growth within the student population

STRATEGY OR APPROACH- Please indicate any other ideas about strategy or approach and / or important things to consider in designing and administering the teacher / staff survey

4 responses

I would like to see questions posed to staff that would elicit less opinion and more personal commitment to action. Staff often offer critical judgement without proposing solutions that incorporate their specific effort.
That this program should be giving students further exposure to social and educational content
Have meetings amongst staff in regards to approach
Mindfulness and stress management

Thank you for your time and thoughtful responses!

OUT-OF-SCHOOL TIME (OST) OBSERVATION INSTRUMENT

Ellen M. Pechman
Christina A. Russell
Jennifer Birmingham

Policy Studies Associates, Inc.

February 2008

Prepared with the support of
The Charles Stewart Mott Foundation

Contents

Page

Observer Procedures 1

Operational Definitions 6

OST Observation Instrument 11

OBSERVER PROCEDURES

Use of the following procedures is essential to achieve the reliability levels described in the report, *Out-of-School Time Observation Instrument: Report of the Validation Study* (2008).[1]

Overview

For OST program staff and researchers, the OST Observation Instrument provides a tool for measuring observable indicators of positive youth development and OST program features known to contribute to positive youth outcomes. The instrument's conceptual framework is grounded in the youth development literature, and, in particular, it assesses activities against the four SAFE features found by Durlak and Weisberg (2007) to contribute to positive outcomes for youth in OST programs that sought to affect participants' social and personal outcomes.[2]

SAFE activities in OST programs are:

- **SEQUENCED:** The activity content and staff instructional strategies build progressively toward increasingly advanced skills and knowledge, and they challenge youth to achieve goals.
- **ACTIVE:** The activity offers opportunities for youth to engage actively in learning. Youth lead and participate in discussions, develop their own projects, contribute their original ideas, work together, take on leadership roles, and/or are highly oriented toward completing tasks.
- **PERSONALLY FOCUSED**: The activity strengthens relationships among youth and between youth and staff.
- **EXPLICIT:** The activity explicitly targets specific learning and/or developmental goals.

The OST Observation Instrument, booklet and insert, includes the following:

- ***Cover Sheet*:** A checklist for capturing basic facts about the observed activity, such as activity type, staff roles, number of participants, and grouping patterns

[1] Pechman, E.M., Mielke, M.B., Russell, C.A., White, R.N., & Cooc, N. (2008, February). *Out-of-school time (OST) observation instrument: Report of the validation study.* Washington, DC: Policy Studies Associates, Inc.

[2] Durlak, J.A., & Weissberg, R.P. (2007). *The impact of after-school programs that promote personal and social skills*. Chicago, IL: Collaborative for Academic, Social, and Emotional Learning (CASEL); University of Illinois at Chicago.

- ***OST Indicator Item Ratings*:** A list of items under five domains: youth relationship-building; youth participation; relationship-building among staff and youth; instructional strategies; and the activity content and structure

  Observers rate each item on a 1-7 scale.

- ***Academic and Technology Features*:** Items related to literacy and math instruction and the use of technology

  Ratings indicate which academic processes and content features of activities occurred during the observation period.

- ***Environmental Context*:** Items related to the adequacy of the learning context for the observed activity, including adequacy of supervision, space and materials

- ***Observer's Synthesis and Rating*:** Observer's syntheses of the activity's overall quality, using the SAFE framework as the quality standard and rating each SAFE feature on a 1-7 scale

- ***Observer's Notes*:** A worksheet for recording notes describing how the observed interactions are consistent with SAFE features

Completing the OST Observation Instrument

Every activity should be observed for 15 minutes.

STEP 1. Enter the activity area and situate yourself as unobtrusively as possible to observe the setting. Fill in the introductory items on the *Cover Sheet* (e.g., location, observer, date, time) and check appropriate descriptive categories.

STEP 2. In the *Observer's Notes*, record the types of interactions, strategies, and other actions occurring in any or all of the SAFE categories (structured, active, personally focused, and explicit). To the extent possible, record details about the activities, youth and staff comments, and descriptions of the general affect in the setting. Bring extra paper to record on as many pages as your descriptions warrant. While taking notes, make sure to look for both the occurring indicators and the SAFE features, and check that all aspects of the observable events are being captured in your notes.

After 10 minutes of observation, while still in the activity setting, complete Steps 3-5.

STEP 3. Complete all sections of the *Cover Sheet* and, in the box on the left of each indicator, enter an *OST Indicator Item Rating* using a rating of 1-7, as follows:

1 = Exemplar is not evident
2 = Exemplar may occur momentarily but is not sustained
3 = Exemplar may occur once or twice but is rarely evident throughout the observation
4 = Exemplar occurs more frequently but is not fully evident
5 = Exemplar is evident or implicit
6 = Exemplar is strongly evident or implicit, but could be more consistent
7 = Exemplar is highly and consistently evident

To select one of the preceding ratings, first move to the ODD NUMBER that most closely reflects how evident and pervasive the item is. If that number is imprecise, move up or down to the even number that more accurately reflects the item's level of presence within an activity.

> **HELPFUL HINT**: When rating an item, read its definition and then underline those elements that are observed. This will help highlight how much of an item's full definition occurred and clarify the prevalence of the behaviors during the activity segment.

Neutral items. Use the "5" rating when the exemplar is implicit in the activity. For instance, if youth are observed engaging in casual, friendly interactions, then the rating would be a "5."

Homework activities. Homework help activities should not be rated on the *Content* and *Structure: Activity* items of the *OST Indicator Item Ratings*.

STEP 4: Complete the three *Environmental Context* questions on the last page of the *OST Indicator Item Ratings*.

STEP 5: Complete the *Observer's Synthesis and Rating* section. Write one or two sentences that describe or synthesize the overall quality of each element.

Observing more than one staff member in an activity. If more than one staff member is actively working in the room with youth, ratings involving staff should reflect all staff interactions taken together. For instance, if one staff member uses effective behavior management techniques while the other resorts to threats and sarcasm, the ratings should reflect an average of the two approaches (e.g., a rating of "3" or "4").

Sampling

Reviewing the program's activity schedule. If possible, meet first with the program director to select observable activities using the following guidelines:

1. Identify activities that reflect the range of main activities conducted at the program, prioritizing the most important activities and those with the greatest opportunities for serious youth engagement.

2. Observe across varied grade levels as well as varied activities.

3. Verify with the program director that each scheduled activity will occur as planned and determine where it is located.

4. Verify the staff member who will be present at each activity, noting the staff member's title, level of education, or special skills (e.g., high school student, certified teacher, arts specialist) to accurately rate the staff categories.

Determining the number of observations to conduct. At the outset of the observation period, site visit teams should co-conduct two observations to confirm inter-rater reliability, following the procedures described above. Check YES in the co-observed checkbox and enter both observers' initials.

After completing these observations, take 5 to 10 minutes to discuss the commonalities and differences in your ratings and to achieve a mutual understanding of the definitions, ratings, and quality of activities and interactions observed. DO NOT CHANGE THE ORIGINAL RATINGS, even if observers and co-observers later remember them differently.

In a typical, three-hour OST program that offers multiple activities, each site visitor should observe 8 to 12 after-school activities over at least two afternoons. This number of observations improves the overall reliability of the evidence collected on each program. Each site visitor team should complete an observation instrument for every observed activity during the program visit. This level of observation will ensure a representative sample of the typical afternoon in an OST program and will generate the optimal number of observations for later analysis. If the after-school program is not comprehensive, or if it offers relatively few activities, the site visitors or program leaders should determine the appropriate number of observations to be conducted based on the requirements for adequate data collection. The reliability and validity of quality judgments increase as the number of observations increases.

Selecting activities to observe. Site visitors should select activities to observe that are representative of the activities offered and that prioritize skill-based and/or content-based activities.

- Depending on the activities offered, site visitors should try to co-observe **either** a homework help or content-based academic enrichment activity and **either** an arts

or fitness activity. *Other enrichment* activities can replace the second, non-academic or homework joint observation.

- Site visitors should avoid observing activities and groups with the same staff and the same students in the same activity session more than once in a single observation visit. However, if an activity involves two very different dimensions of teaching/learning, such as students planning a dance performance in one observation and students practicing the performance later, the same activity or group can be observed twice during the same observation visit. The same activity leader and content can also be observed if the observation involves a different set of staff/student pairings (e.g., a different group of students).

Observe all major activities offered, regardless of the reported quality.

OPERATIONAL DEFINITIONS

COVER SHEET ITEMS	
ACTIVITY NAME	The title of the activity, as given by the project
ACTIVITY OVERVIEW	1-2 sentence description of activity
ACTIVITY TYPE (check all that apply)	
Homework Help/Test Prep	Check this category when youth work on homework or specially assigned skill drill. If youth participate in academic activities that are not homework, mark *Academic activities*. If youth are working on an in-depth, expanded academic assignment, but it IS homework, mark THIS category.
Tutoring	Tutoring refers to skill-focused academic assistance to individuals or small groups with common learning needs. It is distinguished from homework or other activities in that it aims to strengthen or remediate specific academic skills.
Academic activities (not homework)	This item refers to an activity that develops broad-based conceptual/cognitive learning; it may or may not be directly related to school content, but it includes enriched supplementary instructional content that goes beyond homework, tutoring, and rote skill practice. Examples could include purchased literacy or numeracy curriculum, research, science, social studies, newspaper club, poetry club, or school store. If supplementary activities are offered but are not in-depth or cognitively rich, do not mark this activity type.
Story reading/listening	Reading or listening to a story.
Visual arts	Specialized visual arts-based activities such as painting, drawing, clay/sculpture, photography, knitting, sewing, etc. that include structured lessons in appropriate use of techniques, materials, and design elements to create products. Often the activity involves creating projects in multiple stages that may take several days, weeks, or months to complete.
Dance	Dance lessons, practices, or performances. This area does NOT include athletic types of movement such as cheerleading or martial arts, which are marked in one of the *Sports* categories.
Music	Instrumental or vocal lessons, practices, or performances.
Drama	Drama lessons, practices, or performances.
Crafts	Non-specialized arts activities, using crayons, paints, yarn, etc. Involves creating a product for fun, but does not involve basic instruction in design or technique. Often is a short-term project, involving a product but requiring only the activity period or a few days to complete.
Sports—practicing/learning a skill	Preparation and training in a sport or athletic skill of any kind, including basketball or baseball skill clinics, martial arts, gymnastics, weightlifting, yoga, cheerleading practice.
Sports—playing competitive or non-competitive physical game	Supervised or non-supervised games using athletic skill, indoors or outdoors, such as basketball or baseball games.
Open, unstructured time (e.g., table games, Internet, free play)	This category refers to a focused activity freely chosen by youth and not structured (but may be supervised) by adults; typically, youth have invented, selected, or identified a task and are implementing it without adult direction.
Staff-assigned learning games (dominos, chess, etc.)	Staff assign youth to engage in certain specified educational games.

COVER SHEET ITEMS (continued)		
Community service	Planning or assisting with projects that support the quality of community life or foster program-school or community-school linkages.	
College/career preparation	Activities directly involved in career or college planning or preparation.	
Cultural awareness clubs/projects	Activities/projects that develop cultural, religious, or ethnic awareness, understanding, or identity.	
Other	Describe here activities observed that cannot be categorized or grouped above (e.g., chess club or student government).	
Type of Space (Check only one.)	**Classroom**	Check the one location in this category that best applies to the setting in which the activity takes place. If "Other" is marked, specify the type of space used.
	Gym	
	Computer lab	
	Library	
	Cafeteria	
	Auditorium	
	Art room	
	Music room	
	Hallway	
	Outside playground	
	Other	
Total Staff (Count and record in the space on the right the NUMBER of staff in each activity. The number should correspond to staff levels/skills. Do not count middle school students who are acting as helpers.)	**High school student**	High school students are in grades 9-12.
	College student or young adult	College student or young adult refers to staff who have finished or left high school and are approximately 18-24 years of age.
	Certified teacher	Certified teachers are classroom teachers from the host school OR another school.
	Specialist/other professional	A specialist has skills or talents that are the focus of the activity, such as a musician, artist or chess instructor. *Other professional* includes social workers, guidance counselors, or other staff with professional degrees.
	Other adult	Other adult refers to staff approximately 25 years of age or older; these staff are school aides, paraprofessionals, parents, community members, etc. who may or may not have an undergraduate degree.
Total Participants (Count and record the number of girls and the number of boys in the activity.)	**Total number of girls**	If in doubt about gender, make an educated guess rather than disrupting the class.
	Total number of boys	

COVER SHEET ITEMS (continued)		
Grade Levels (Circle all that apply.)	**Grade level observed**	Circle all the grades that are represented in the classroom or activity space. More than one category can be circled, if appropriate.
Participation Type (Check one.)	**By age or grade**	Indicate the predominant way that youth are selected to participate in this activity.
	By interest (child's choice)	
	All attendees (in the program)	
Skill Development (Check one.)	**Skill-building**	Check "Skill-building" if youth are engaged in an activity that builds on a previously learned skill and is intended to help youth reach the next level of mastery, or if a new skill is learned and built upon. An example may be a new piece of dance choreography, rehearsing the next scene in a play, revising a piece of writing, or continuous practice and improvement of a recital piece.
	Skill practice/ reinforcement	Check "Skill practice" if youth are using or reinforcing a skill already learned but the activity is not intended to help youth reach the next level of mastery. An example might include completing a math skills sheet.
	Neither	Check "Neither" if activities do not build or reinforce skills already learned.
	This is a homework activity	Check "This is a homework activity" if youth are working on homework.
Primary Skill Targeted in Skill-Building (Only complete this area if "Skill-building" or "Skill practice" were checked in the Skills Development section above.)	**Physical/athletic**	Athletics, games, skills of physical sport (including martial arts, yoga, step, cheerleading, gymnastics, etc.).
	Artistic	Artistic skills, working in any medium (visual, musical, dance, dramatic, photographic, video, etc.).
	Math/numeracy	Mathematics learning, skill development, practice.
	Reading/ writing/ literacy	Reading/language arts learning, skill development, practice.
	Decision making/ problem solving	Developing skills in making practical or conceptual decisions or solving practical or conceptual problems.
	Interpersonal communication	Developing skills that involve self- or group reflection, negotiating, interaction, and/or improvement of connections/relationships among people.
	Other	Check this category AND DESCRIBE here specific other content areas (e.g., science, social studies, foreign language) or skills developed that are not listed above.

ENVIRONMENTAL CONTEXT ITEMS	
1. Is the level of adult supervision appropriate to activity and age group?	Mark YES if the number of adults in the room allows for safety, activity implementation, and individualized attention to youth. Mark NO if there are too few adults to ensure participant safety, to implement the activity, or to provide adequate support to individual participants; also mark NO if there are too many adults deterring youth interactions and/or leadership. Provide an explanation of the NO response in the space provided.
2. Is the work space conducive to the activity?	Mark YES if the physical work space is conducive to the group size and activity type. Mark NO if the physical work space has evident hazards, is not conducive to the group size, or is inappropriate for the activity type. Provide an explanation of the NO response in the space provided.
3. Are necessary materials available and in sufficient supply?	Mark YES if participants have an adequate supply of the materials/tools they need to make progress on tasks or activities, if the quality or condition of the materials is adequate (materials/equipment are in working order, not piecemeal or broken), and if activities/tasks can be completed with what is available. Mark NO if materials are in poor working condition, or if there is an inadequate supply, to the extent that the activity is not effective for youth. Provide an explanation of the NO response in the space provided, such as “Not enough instruments for all youth.”

RATING OF SAFE FEATURES	
Sequenced	Sequenced activities are content-driven and develop core skills. This includes any activity that uses some content—academic or non-academic—to extend or deepen youth's learning. If a lesson is in the context of other lessons that came before and will follow, that is evidence of "sequence." If youth are relying on skills previously learned to develop those skills and/or add new skills, that is sequenced learning. A sequenced activity structure can characterize any kind of learning, whether academic or non-academic.
Active	Active learning engages youth dynamically with the content of learning, through dialogue, questioning, collaboration, youth-to-youth support, and by creating a product (paper, report, performance). Active learning opportunities can occur in both academic and non-academic activities, such as sports, dance, theater, music, or in situations where youth are creating a project, an artistic product, or trying to win a game. Active learning also includes competitive activities in which youth are collaborating or reflecting on how to be more successful competitors (e.g., math/science competition, sports competition). It could involve planning or completing such activities as a community service project, advisory groups, governance committees, events, etc.
Personally Focused	Interpersonally focused activities build and sustain healthy adult-to-youth and youth-to-youth relationships. They include activities in which the adults engage in and strengthen positive relationships with individuals or the group. Evidence of this element would include personal discussions that are part of lessons or activities, exploring personal thinking and ideas among youth, or warm and supportive behavior that the leaders exhibit and/or encourage youth to exhibit. If leaders seek to engage all members of the group productively, interpersonally, and ensure that anyone who might feel left out is included, the activity is interpersonally focused.
Explicit	When the activity is well enough organized that youth know what they are doing and why they are doing it, with or without the facilitator's direction, the activity is explicit and targeted. If youth are focused and working actively on a task, it is likely because this "explicit" element is in place. It is possible the observer does not actually observe the goals and purposes being communicated, but observers will see evidence that participants understand well what they are doing and why. Facilitators/adults might be circulating to check progress and understanding, or they may be keeping participants on task and in focus with encouraging guidance, questions, or suggestions. Participants are task-oriented and engaged.

OUT OF SCHOOL TIME (OST) OBSERVATION INSTRUMENT

COVER SHEET

CO-OBSERVED?
☐ Yes ☐ No

CO-OBSERVERS' INITIALS:
1._____ 2._____

Program ID/Location:	Observer Initials:	Observation Number:	Room Number:	Date: (mm/dd/yy)	Start Time:	End Time:

ACTIVITY NAME:	
ACTIVITY OVERVIEW (1-2 sentence description):	

ACTIVITY TYPE	✓ ata*	TYPE OF SPACE	✓ one
Homework Help/Test Prep		Classroom	
Tutoring		Gym	
Academic activities (not homework)		Computer Lab	
Story reading/listening		Library	
Visual arts		Cafeteria	
Dance		Auditorium	
Music		Art Room	
Drama		Music Room	
Crafts		Hallway	
Sports—practicing/learning a skill		Outside Playground	
Sports—playing competitive or non-competitive physical games		Other: _____	
Open, unstructured time (e.g., table games, Internet, free play)		**TOTAL STAFF**	**#**
Staff-assigned learning games (dominos, chess, etc.)		High school student	
Community service		College student or young adult	
College/career preparation		Certified teacher	
Cultural awareness clubs/projects		Specialist or other professional	
Other: _____		Other adult	

TOTAL PARTICIPANTS	#
Total number of girls	
Total number of boys	

GRADE LEVELS (circle all that apply)						
K	1	2	3	4	5	6
7	8	9	10	11	12	other

PARTICIPATION TYPE	✓ one
By age or grade	
By interest (child's choice)	
All attendees (in the program)	

*ata = all that apply

At the end of the observation, please indicate what type of skill development, if any, took place in this activity.	
SKILL DEVELOPMENT	**✓ one**
Skill-building	
Skill practice/reinforcement	
Neither	
This is a homework activity	

PRIMARY SKILL TARGETED IN SKILL-BUILDING	**✓ one**
Physical/athletic	
Artistic	
Math/numeracy	
Reading/writing/literacy	
Decision making/problem solving	
Interpersonal communication	
Other:_____	

OST INDICATOR ITEM RATINGS

Directions to Observers: After 15 minutes of observation, assign a rating of 1 (not evident) to 7 (highly evident and consistent) to each item below. To select a rating, identify the ODD NUMBER that most closely reflects how evident and pervasive an indicator is. If that number does not precisely reflect the level of evidence observed, then move down or up to the adjacent even number that more accurately reflects the item's presence within an activity.

Note that each indicator may not be present or applicable in each observation; therefore, a rating of "1" may be accurately descriptive and not necessarily negative. The "5" rating is also used in cases where the indicator's presence is implicit within the activity. For instance, if youth are generally friendly to each other throughout the observation, but most do not go beyond a casual, friendly interaction, the rating would be a "5." If the congeniality is active, pervasive, and continuous, the rating would be a "7."

RATINGS:

-------1-------	-------2-------	-------3-------	-------4-------	-------5-------	-------6-------	-------7-------
Exemplar is not evident		Exemplar is rarely evident		Exemplar is evident or implicit		Exemplar is highly evident and consistent

	RELATIONSHIP BUILDING: YOUTH…		PARTICIPATION: YOUTH…
	Are friendly and relaxed with one another. Youth socialize informally. They are relaxed in their interactions with each other. They appear to enjoy one another's company.		**Are on-task.** Youth are focused, attentive, and not easily distracted from the task/project. They follow along with the staff and/or follow directions to carry on an individual or group task. Noise level and youth interactions can be high if youth are engaged in the expected task(s).
	Respect one another. Youth refrain from causing disruptions that interfere with others accomplishing their own tasks. When working together, they consider one another's viewpoints. They refrain from derogatory comments or actions about an individual person and the work s/he is doing; if disagreements occur, they are handled constructively.		**Listen actively and attentively to peers and staff.** Youth listen and respond to each other and staff. They appear interested in what others have to say. They look at peers and/or staff when they speak, and they provide concrete and constructive feedback about ideas or actions.
	Show positive affect to staff. Youth interact with the staff, and these interactions are generally friendly interactions. For example, they may smile at staff, laugh with them, and/or share good-natured jokes.		**Contribute opinions, ideas, and/or concerns to discussions.** Youth discuss/express their ideas and respond to staff questions and/or spontaneously share connections they've made. This item goes beyond basic Q&A and refers to sharing as part of the activity and within the class norms. Calling out – or disruptively talking out of turn – is not part of this item.
	Assist one another. One or more youth formally or informally reach out to help/mentor peers and help them think about and figure out how to complete a task. This item refers to assistance that is intentional and prolonged, going beyond answering an incidental question. May include assisting one another with drama, dance, step, or sports techniques/moves.		**Have opportunities to make meaningful choices.** Within this activity, youth choose what they do, how they do it, and/or with whom they collaborate, and they experience the consequences of their choices. This item refers to genuine options about how to accomplish the task, not simple choices such as choosing between two types of games, or two sets of homework pages.
	Are collaborative. Youth work together/share materials to accomplish tasks. Youth are equal partners in the work. This item includes strategizing how to complete a product and includes planning a cohesive product or performance (e.g., a dance, a play, or a musical event) or winning a game. This item is different from item D (above) in that it involves a joint intellectual effort.		**Take leadership responsibility/roles.** Youth have meaningful responsibility for directing, mentoring or assisting one another to achieve an outcome; they lead some part of the activity by organizing a task or a whole activity, or by leading a group of youth within the activity.

RELATIONSHIP BUILDING: STAFF…		INSTRUCTIONAL STRATEGIES: STAFF...	
	Use positive behavior management techniques that allow youth to accomplish the activity's objectives. Staff set consistent limits and clear behavioral standards, and these are appropriate to the age of the youth and the activity type. If it is necessary to discipline, staff do so in a firm manner, without unnecessary accusations, threats, or anger and there is no evidence of disciplinary problems.		**Communicate goals, purpose, expectations.** Staff make clear the purpose of what youth are doing and/or what they expect them to accomplish. Activity goals/expectations may also be implicit if students are clearly on task without staff direction. This item goes beyond how youth are expected to behave (which would be captured in item K).
	Encourage the participation of all. Regardless of gender, race, language ability, or other evident differences among students, staff try to engage students who appear isolated; they do not favor (or ignore) a particular student or small cluster of students.		**Verbally recognize youth's efforts and accomplishments.** Staff explicitly acknowledge youth's participation and progress to motivate them using praise, encouragement, and/or constructive guidance/modeling. (Must involve verbal statements not just implied affirmation.)
	Show positive affect toward youth. Staff tone is caring and friendly; they use positive language, smile, laugh, or share good-natured jokes. They refrain from threats, cutting sarcasm, or harsh criticism. If no verbal interaction is necessary, staff demonstrate a positive and caring affect toward youth.		**Assist youth without taking control.** Staff refrain from taking over a task or doing the work for the youth. They coach, demonstrate, or employ scaffolding techniques that help youth to gain a better understanding of a concept or complete an action on their own. This assistance goes beyond checking that work is completed.
	Attentively listen to and/or observe youth. Staff look at youth when they speak and acknowledge what they have said by responding and/or reacting verbally or nonverbally. They pay attention to youth as they complete tasks and are interested in what youth are saying/doing.		**Ask youth to expand upon their answers and ideas.** Staff encourage youth to explain their answers, to give evidence, or suggest conclusions. They ask youth "why," "how," and "if" questions to get youth to expand, explore, better clarify, articulate, or concretize their thoughts/ideas. This item goes beyond basic Q&A.
	Encourage youth to share their ideas, opinions, and concerns about the content of the activity. Staff actively elicit youth ideas, opinions, and concerns on the activity content through discussion and/or writing. This item goes beyond basic Q&A to fully engage with youth's ideas and thinking.		**Challenge youth to move beyond their current level of competency**. Staff give constructive feedback that is designed to motivate youth, to set a higher standard, and meant to help youth gauge their progress. Staff help youth determine ways to push themselves intellectually, creatively, and/or physically.
	Engage personally with youth. Staff show a personal interest in youth as individuals, ask about their interests, and engage in discussion about events in their lives. This goes beyond content-based discussions to include personal interest and demonstrate caring by the adults.		**Employ varied teaching strategies.** To engage students and/or reach those with different learning styles, staff use diverse instructional strategies, which may include: direct instruction, coaching, modeling, demonstrating, or others. Varied instructional strategies can occur simultaneously and/or sequentially within the observation period.
	Guide positive peer interactions. The lesson structure/content explicitly encourages positive relationships/interactions and/or teaches interpersonal skills. May involve staff explaining or through planned activity content why negative behavior (e.g., bullying, teasing, etc.) is unacceptable and offering constructive behavior alternatives. However, this item does not refer to behavior management, as described above (see item K).		**Plan for/ask youth to work together.** Staff structure activities so that youth work cooperatively to solve problems, and/or accomplish tasks. The focus of the activity is youth-to-youth, rather than youth-to-staff. This item goes beyond staff-assigned teams for competitive games and sports. In the case of staff-assigned teams, staff actively encourage youth to collaborate, plan, devise strategies, etc.
CONTENT AND STRUCTURE: ACTIVITY (Note: When homework is the observed activity, do not score these indicators.)			
	Is well organized. Activity has clear (implicitly or explicitly stated) goals/objectives; there is evidence of a clear lesson plan and process(es), and tasks can be conducted in the timeframe available. If special materials are needed, they are prepared and available.		**Involves the practice/a progression of skills.** Activity involves practicing skills needed to complete tasks. If a long-term project, youth's activity on the project provides the opportunity to apply or expand skills or techniques previously learned.
	Challenges students intellectually, creatively, developmentally, and/or physically. Activity's level of challenge is not so difficult that youth have trouble participating successfully and not so easy that youth complete tasks routinely, without thought, and become restless/disengaged.		**Requires analytic thinking.** Activity calls on students to think about and solve meaningful problems and/or juggle multiple activities or strategies/dimensions to accomplish a task. For example, the activity requires youth to think about two or more ideas, and/or understand and apply sequencing or patterns. This can apply to complex dance, arts, theater, or sports moves, routines, or strategies.

OST ACADEMIC AND TECHNOLOGY FEATURES

RATINGS:
Not Present. *Activity did not occur at all.*
Present. *Feature is evident during the activity, although it may not have been a central goal of the activity; or the feature is addressed directly by the assignment or in staff statements or instructions.*

Observer's Initials:	Site Name: Observation #:	Activity Name

LITERACY FEATURES

☐ **If this activity/lesson is NOT literacy-focused, mark the box and move to the next section.**

In this literacy activity, students:	Present	Not Present
a. Work on original writing	☐	☐
b. Work on a reading workbook, worksheet, or quiz	☐	☐
c. Read aloud to peers or staff	☐	☐
d. Read books independently	☐	☐
e. Work on understanding new words/word attack skills	☐	☐
f. Discuss the style or structure of literacy activities (e.g., book, poetry, drama, video, other media, etc.)	☐	☐
g. Discuss interpretations, make predictions, or draw inferences from literacy activities (e.g., book, poetry, drama, video, other media, etc.)	☐	☐

MATHEMATICS FEATURES

☐ **If this activity/lesson is NOT mathematics-focused, mark the box and move to the next section.**

In this mathematics activity/lesson, students:	Present	Not Present
a. Practice basic whole number math facts/operations (e.g., addition, subtraction, multiplication, division)	☐	☐
b. Work on a mathematics workbook, worksheet, or quiz	☐	☐
c. Work on problems using fractions or decimals, etc.	☐	☐
d. Work on problems using algebra, geometry/measurement, or data analysis	☐	☐
e. Use manipulatives, mathematics charts, or other tools to solve problems	☐	☐
f. Explain the reasoning behind how a problem is solved	☐	☐
g. Make charts, tables, or graphs	☐	☐
h. Complete open-ended math problems requiring youth to determine method	☐	☐

USE OF TECHNOLOGY

☐ **If technology is NOT used in this activity/lesson, mark the box and move to the next section.**
If computers are used, how many computers are being used during this observation? _____

In this activity, students use:	Not at all	L/T half the group	M/T half the group	Almost all
a. Internet search tools (e.g., Google, Yahoo!)	☐	☐	☐	☐
b. Spreadsheet programs (e.g., Excel)	☐	☐	☐	☐
c. Word processing program (e.g., Microsoft Word)	☐	☐	☐	☐
d. Presentation software (e.g., PowerPoint)	☐	☐	☐	☐
e. Drill and practice software for reading (e.g., Destination Reading, READ 180)	☐	☐	☐	☐
f. Drill and practice software for mathematics (e.g., Achieve Now, SuccessMaker)	☐	☐	☐	☐
g. Calculators	☐	☐	☐	☐
h. Digital cameras or video recording/editing equipment	☐	☐	☐	☐
i. Other (describe below)				
	☐	☐	☐	☐

ENVIRONMENTAL CONTEXT		
1. Is the level of adult supervision appropriate to activity and age group?	**Yes**	**No**
If no: →Why not?		
2. Is the work space conducive to the activity?	**Yes**	**No**
If no: →Why not?		
3. Are necessary materials available and in sufficient supply?	**Yes**	**No**
If no: →Why not?		

OBSERVER'S SYNTHESIS AND RATING On a 1-7 scale, rate the extent to which this activity demonstrates these features:		
Element	**OBSERVER'S SYNTHESIS**	**RATING**
SEQUENCED: Activity builds progressively more sequenced and advanced skills and knowledge and challenges youth to achieve clear goals.		
ACTIVE: Youth engage actively in learning. They lead/participate in discussions, develop or research a product, contribute original ideas, collaborate, take on leadership roles, and/or are oriented toward completing tasks.		
PERSONALLY FOCUSED: Actively strengthens relationships among youth and between youth and staff.		
EXPLICIT: The activity explicitly targets specific learning and/or developmental goals		

OBSERVER'S NOTES

Observer's Initials:	**Site Name:** **Observation #:**	**Activity Name:**
SEQUENCED: The activity builds progressively sequenced and advanced skills and knowledge and challenge youth to achieve goals.		**ACTIVE:** Youth actively in learning. They lead/participate in discussions, develop or research a product, contribute their original ideas, work together, take on leadership roles, and/or are highly oriented toward completing tasks.
PERSONALLY FOCUSED: The activity strengthens relationships among youth and between youth and staff.		**EXPLICIT:** The activity explicitly targets specific learning and/or developmental goals.