

**Annual Local Evaluation Report
Boys & Girls Clubs of the Kenai Peninsula 21st CCLC
After School Program**



Fiscal Year 2023

Nikiski North Star Elementary
Mt. View Elementary
Nikiski Middle High School
Tustumena Elementary

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Executive Summary

Boys & Girls Clubs of the Kenai Peninsula (BGCKP) Mission statement

"To enable all young people, especially those who need us most, to reach their full potential as productive, caring, responsible citizens."

The Fiscal Year 2023 report examines performance data, surveys from teachers and members, and site visit observations to evaluate programming outcomes. Demographic data was collected from the Grant Director's reports and interviews with four Site Directors. The Evaluator utilized the gathered information to address questions centered on four primary objectives. These objectives encompass enhancing academic performance for at-risk students, improving overall physical health and social-emotional character, and increasing parental involvement. The comprehensive report presents several tables that summarize the progress of performance indicators and outline the strategies employed to achieve the intended outcomes.

The completion and return of 86 parent surveys this year reflect a commendable level of engagement, indicating meaningful participation from parents and providing valuable feedback and insights. This engagement is crucial for obtaining a comprehensive understanding of the experiences and perspectives of parents regarding the services or programs offered.

Student surveys reveal positive trends, with a high number of members reporting improvements in making healthy choices and positive behavior decisions. A significant portion of students surveyed also expresses enjoyment in the activities provided at their club, and well over 60% indicate they get to help choose the activities, demonstrating a sense of autonomy and satisfaction.

Teacher survey results further indicate a growth rate of 2.69% in social interactions and improved member behavior. These findings collectively suggest positive outcomes and affirm the effectiveness of the programs and initiatives in place, reinforcing the positive impact on students and the overall success of the programs.

All goals and performance indicators for the 2022-2023 Fiscal Year were met with the exception of one partially met, which is further detailed in the report. Because Data continues to be unavailable concerning the improvement in proficiency by 3% in one or both core areas of ELA and Math, this indicator was not reported on once again this year.

The 21st CCLC programs provided by the Boys & Girls Clubs of the Kenai Peninsula remain effective, delivering practical and highly regarded activities and services to members and their families. This suggests an overall positive impact and underscores the significant value these programs hold in meeting the needs of the community, demonstrating their ongoing relevance and contribution to the well-being and development of the individuals and families they serve.

Table of Contents

- I. Introduction**
 - Executive Summary.....Page 1
 - Table of Contents.....Page 2
 - Tables.....Page 3
- II. Program Overview**
 - Program Description.....Page 4
 - Program Logic Model.....Page 11
- III. Evaluation Approach**
 - Evaluation Questions.....Page 13
 - Evaluation MethodsPage 14
- IV. Evaluation Findings**
 - Program Implementation Findings.....Page 16
 - Program Outcome Findings.....Page 36
- V. Conclusions and Recommendations and Improvement Goal**
 - Conclusions.....Page 37
 - Recommendations.....Page 38
 - Grantee Improvement Goal.....Page 39
- VI. Appendices.....Page 42**

TABLES

- **Table 1. Enrollment and Hours of Operation, Summer 2022.....Page 5**
- **Table 2. Enrollment and Hours of Operation, School Year 2022-2023.....Page 6**
- **Table 3. Attendance and Typical hours per week.....Page 7**
- **Table 4a. Staffing Services Provided Summer 2022.....Page 8**
- **Table 4b. Staffing Services Provided School Year (by Site) 2022-2022.....Page 9**
- **Community Partnerships.....Page 10**
- **Table 5. Evaluation Questions and Sources of Evaluation Data.....Page 13**
- **Table 6. Sources of Planned Data and Strategies.....Page 14**
- **Table 7. Performance Indicators Reporting Summary.....Page 15**
- **Table 8. Recruitment Strategies Summary.....Page 17**
- **Table 9. Retention Strategies Summary.....Page 17**
- **Table 10. Family Engagement Strategies Summary.....Page 19**
- **Table 11. Teacher Survey Results, Spring 2023.....Page 21**
- **Table 12. Student Survey Results, Spring 2023.....Page 22**
- **Table 13. Parent Survey Results, Spring 2023.....Page 23**
- **Table 14. Parent-Teacher Conference Data 2022-2023.....Page 24**
- **Table 15. Kenai Annual Observation of Programming.....Page 25**
- **Table 16. Nikiski North Star Annual Observation of Programming.....Page 26**
- **Table 17. Tustumena Annual Observation of Programming.....Page 27**
- **Table 18 Nikiski Middle High Annual Observation of Programming.....Page 28**

Information provided in this section was obtained through interviews with the grant director, site directors, and reports for the fiscal year 2023 submitted by the 21st CCLC grant director, Michele Hayman.

Program Description

All the programs are situated within the Kenai Peninsula Borough School District and are housed in buildings owned and operated by the district. The Kasilof Clubhouse caters to kindergarten to sixth-grade students in the rural community of Kasilof and is situated at Tustumena Elementary. The Nikiski Clubhouse serves students from kindergarten to fifth grade in the rural community and is located at Nikiski North Star Elementary. The Kenai (Mt. View) Clubhouse accommodates students from kindergarten to fifth grade in Kenai and operates within the premises of Aurora Borealis Charter School. The Nikiski Middle High Clubhouse caters to students from grades 6 to 12 in the rural community and operates within Nikiski Middle High School.

The Boys & Girls Clubs of the Kenai Peninsula 21st CCLC programs are centered around three overarching goals, as outlined in the Grants for the Fiscal year 2019-2023 (Nikiski North Star, Nikiski Middle High School, and Mt. View) and the Fiscal year 2021-2025 (Tustumena).

- 1. To improve the academic performance of at-risk students.**
- 2. To enhance students' overall physical health and social-emotional character.**
- 3. To increase parent involvement.**

Active recruitment and retention efforts have been implemented to support members and their families. The program and implementation findings section describes the services available at each site and how they have consistently demonstrated their value. These efforts have resulted in a stable and sustainable membership population.

Schools continue to refer students from Title I, Special Education programs, and administrative channels. The program administration team collaborates with the schools to review behavioral incidents to identify students who could benefit from social-emotional learning opportunities. The focus is on identifying potential at-risk youth, such as those who qualify for free and reduced lunch, exhibit below or far below proficiency levels based on teacher feedback and academic assessment outcomes, and are at risk of retention or not on track for graduation. Tutors actively identify students who would benefit from supplementary academic support.

Continuous student recruitment is facilitated through various channels, including word-of-mouth referrals from parents within the community, peer-to-peer recommendations, distribution of

flyers and posted bulletins, as well as an active social media presence across the Kenai, Nikiski, and Kasilof communities.

Tables 1-3, provided below, outline the total number of students enrolled and the daily hours of operation for all four sites, encompassing both the Summer 2022 program (operating August 16th, 2022, to May 18th, 2023) and the school year program for 2022-2023. All four sites conducted in-person programs during both the summer and school-year sessions. (Exemplary schedules can be found in the Appendix).

Table 1: Enrollment & Hours of Operation
Summer 2022

Afterschool center location:	Total # of students enrolled	Daily hours of operation:
Mt. View/Kenai at Aurora Borealis Charter School	85	10.5 hrs.
Nikiski Middle High School	35	8.0 hrs.
Nikiski North Star Elementary	62	10.5 hrs.
Tustumena Elementary	62	10.5 hrs.

Table 2: Enrollment & Hours of Operation

School year 2022-2023

Afterschool center location:	Total # of students enrolled/30+ days of attendance:	Daily hours of operation:
Mt. View/Kenai at Aurora Borealis Charter School	91 Enrolled 64 (attended 30+ days)	2.5 hrs.
Nikiski Middle High School	86 Enrolled 38 (attended 30+ days)	2.5 hrs.
Nikiski North Star Elementary	110 Enrolled 64 (attended 30+ days)	2.5 hrs.
Tustumena Elementary	101 Enrolled 71 (attended 30+ days)	1.0 hr. (morning) 2.5 hrs. (afterschool) Total = 3.5 hrs.

Table 3: Attendance & Typical hours per week

Indicators:	Mt. View Kenai	Nikiski North Star	Nikiski Middle High School	Tustumena
<i>Typical hours per week (Summer)</i>	45	45	40	45
Attendance (Summer)				
1-9 days	17	12	8	17
10-29 days	52	34	15	31
30+ days	16	16	12	14
<i>Typical hours per week (School Year)</i>	12.5	12.5	12.5	17.5
Attendance (School Year)				
Less than 30	69	46	48	30
30-59 days	16	13	22	17
60-89 days	0	0	11	7
90+ days	0	3	5	47

Staffing

During Fiscal year 2023, there was a change in Site Directors at both the Nikiski Middle High and Kenai program sites following spring break. Staffing challenges persist at these locations and have proven to hinder maintaining consistency in program delivery.

Part-time certified teachers are responsible for implementing academic and evidence-based programming, while after-school Youth Development Professionals (YDPs) directly engage with students during enrichment activity blocks. All staff are adequately trained and qualified to work in the afterschool programs.

Each staff member has a role in facilitating activities, an understanding of the objectives, and how to use materials and activities to accomplish the goals and measurable outcomes.

Table 4a: Staffing Services Provided
Summer 2022

Program Location	Total # of Certified Staff	Certified Staff Responsibilities	Total # of Non-Certified Staff	Non-Certified Staff Responsibilities
Mt. View/Kenai	1	Tutoring in Math and Reading	1 Site Director 6 YDP's 2 Volunteers Total Staff: 10	STEM, Triple Play, drama, art, and safety monitor.
Nikiski North Star	1	Tutoring in Math and Reading	1 Site Director 7 YDP's 1 Bus driver 1 Custodian 1 Volunteer Total Staff: 12	Triple Play (Yoga, Zumba) STEM and SEL.
Nikiski Middle High	1	Credit Recovery	1 Site Director 8 YDP's 1 Driver 2 Volunteers Total Staff: 13	STEM, Triple Play, art, IXL, sewing, cooking, college, and career activities.
Tustumena	3	Tutoring in Math and Reading	1 Site Director 7 YDP's 1 Bus driver 2 Volunteers Total Staff: 14	STEM, SEL, art, and yoga.

Table 4b: Staffing Services Provided by Site

School Year 2022-2023

Program Location	Total # Certified Staff	Certified Staff Responsibilities	Total # Non-Certified Staff	Non-Certified Staff Responsibilities
Mt. View/Kenai	3	Tutoring in Math and Reading	1 Site Director 10 YDP's Total Staff: 14	Homework assistance, Ed based math/reading skills, Triple Play, art, drama, music, Lego League, STEM, Second step, SEL, and safety monitor.
Nikiski North Star	1	Tutoring in math, reading, and homework assistance	1 Site Dir. 7 YDP's 1 Bus driver 1 Custodian Total Staff: 11	STEM, art, choir, Triple Play, cooking, yoga, hands-on Science, web-based reading, math, Meet Up/Buddy Up, and SEL.
Nikiski Middle High	1	Tutoring, Credit Recovery, and homework assistance	1 Site Director 4 YDP's 1 Driver 2 Volunteers Total Staff: 9	SEL, Torch Club, cooking, college and career readiness, physical activities, sewing, art, and STEM.
Tustumena	3	Tutoring Math, STEM, and reading	1 Site Director 5 YDP's 1 Driver 3 Volunteers Total Staff: 13	SEL programs, STEM, art, and Triple Play.

Community Partners

Strong community partnerships continue for all sites. Ongoing and new partnerships for the clubhouses supported by the 21st CCLC include:

- The Kenai Peninsula Borough School District
- The Boys & Girls Clubs of America
- USDA CACFP, SFSP
- Bedtime Math Foundation
- Triumvirate Theater (New partner)
- Kasilof PTO and Title 1
- Blue Moose Animal Therapy (New partner)
- Nikiski Senior Center
- Nikiski North Star Elementary PTO and Title 1

Triumvirate Theater has played a significant role among the program's various partners by providing children with unique opportunities in drama and production that are not available through the school district or BGCKP. The drama camps offered by the theater have enabled children to learn about public speaking, drama, and set design, which in turn helped foster their self-confidence through live performances and immediate feedback. These activities have also encouraged the involvement of families and extended families by inviting them to attend the performances.

Blue Moose Animal Therapy allowed groups of students to interact with dogs trained specifically for emotional therapy. Students could groom and read to the dogs, providing a therapeutic and calming experience.

The Alaska Afterschool Network has proven to be an invaluable resource for BGCKP, providing on-site and online training for staff using the Weikart YPQI tools and delivering constructive feedback.

USDA, CACFP, and SFSP continue to offer healthy meals to all program members. In many cases, the food provided at school and in the after-school program constitutes their only meal of the day. By fulfilling this basic need for nourishment, the USDA remains an essential and supportive partner.

Template A: Boys & Girls Clubs of the Kenai Peninsula 21st CCLC Logic Model

Fiscal Year 2023 Goals: *To improve at-risk students' academic performance, improve overall health and social-emotional character, and increase parent involvement.*

Resources	Activities & Focus Population	Implementation Outputs	Outcomes
<p>Certified Teachers.</p> <p>CCLC Funding USDA Funding.</p> <p>Personalized Learning Strategies.</p> <p>Trained Afterschool Staff, Volunteers, and Mentors.</p> <p>Community Partners: KPBSD, USDA, CACFP, SFSP, The Boys & Girls Clubs of America, Triumvirate Theater, Kasilof PTO and Title I, Blue Moose Animal Therapy, Nikiski North Star Elementary PTO and Title I Bedtime Math Foundation, Nikiski Community Center.</p> <p>Evidenced-Based Programs in Math, ELA, and SEL.</p> <p>Parent and Teacher support.</p> <p>Boys and Girls Clubs of America.</p>	<p>Engage students. (K-12) in intense tutoring and instruction during Power Hour and credit recovery.</p> <p>Align with the school district's goals and state standards.</p> <p>Provide homework assistance, STEM, college and career competency, and readiness.</p> <p>Engage K-12 Students in Social-Emotional learning curriculum.</p> <p>Engage K-12 Students in Healthy Habits: cooking, healthy lifestyle activities, and nutrition classes.</p> <p>Engage all students in Triple Play, incorporating physical activities and challenges.</p> <p>Collaborate to offer science/math/ELA and technical assistance.</p> <p>Family Nights.</p>	<p>Students report being prepared for college, career, or job readiness.</p> <p>Strategies for personalized learning are implemented at all four sites.</p> <p>All students participate in and report elevated involvement in afterschool programs.</p> <p>Offer family Nights at all four sites.</p>	<p>On statewide assessments, regular attendees will see growth from the previous year by one or more proficiency levels in one or both core areas (ELA and Math).</p> <p>Students will improve Healthy lifestyle choices.</p> <p>Teachers will report improvement in student behaviors.</p> <p>Students will stay on target for graduation.</p> <p>Increased number of parent attendance at Parent/teacher conferences.</p>

Boys & Girls Clubs of the Kenai Peninsula 21st CCLC Logic Model

At all four locations, certified teachers actively engaged K-12 students in personalized learning through extensive small group tutoring (at a ratio of 10:1 or lower), homework assistance during Power Hour (aimed at supporting the completion and submission of classroom assignments), and credit recovery. The instructional approach involved employing the Personalized Learning Core Four strategies, including flexible content and tools, targeted instruction, student reflection and ownership, and data-driven decision-making, to enhance students' grasp of essential concepts and help them reach academic milestones. The program also integrated elements of STEM education, college and career competency, and readiness. The success of these initiatives is apparent in performance indicators, with 50% of regular high school students expressing readiness for college, career, or employment. Additionally, the goal of ensuring that 95% of regular high school attendees would achieve on-time graduation was successfully attained.

Unfortunately, comparable data for state testing is currently unavailable, making it impossible to assess growth in proficiency levels in one or both core areas of English Language Arts (ELA) and Math compared to previous years.

To realize the goal of improving students' overall physical well-being and fostering social-emotional character, the trained afterschool staff actively involved all K-12 students in various physical activities and challenges, such as Triple Play, SPARK, 101 PE games, and Blaze Pods. Students received education on healthy habits through nutrition classes and cooking activities, coupled with physical exercise. According to the annual student survey, these efforts played a key role in meeting the performance indicator, with 50% of regular attendees expressing an enhancement in their healthy lifestyles.

K-12 students actively participated in social-emotional learning (SEL) programs such as Mind Up, I Can Problem Solve, and a new initiative, S.E.L.F.I.E. BGCKP, made a purposeful endeavor to integrate SEL into all aspects of the afterschool day. Staff members played a pivotal role in fostering students' character development by establishing clear boundaries and rules. They lovingly guided the children to be accountable for adhering to these boundaries, providing behavior guidelines, and ensuring that students comprehended and took responsibility for meeting the expectations. These concerted efforts resulted in achieving the goal of observing 60% of regular attendees with one or more improved behaviors by the spring of 2022-2023, as reported on teacher surveys.

To enhance parental engagement, BGCKP organized two family nights at all four sites this year, with a primary focus on educating parents about supporting their children with homework and navigating Power School. To encourage attendance at parent-teacher conferences, staff implemented creative strategies, including setting up a refreshment table at each school and

sending reminders home with the children. Staff members worked diligently to build and nurture relationships with parents by frequently communicating during pick-up times, sending newsletters to keep them informed about their children's experiences, and sharing photos of their children enjoying various activities. These initiatives have demonstrated success in achieving the objective of increasing parent attendance at parent/teacher conferences. For the majority of sites, well over 65% of attendees had at least one parent present at their child's parent/teacher conference. NMHS, while falling slightly short of that goal, still exhibited notable progress, with a 14% increase compared to the previous year.

The table below lists the questions related to program implementation, the desired results, and the source of planned data for each question.

Table 5: Evaluation Questions and Sources of Evaluation Data

Evaluation Questions	Sources of Data
Did 50% of regular attendees show at least 3% growth in academic progress in ELA, math, or both?	<ul style="list-style-type: none"> • Teacher Surveys • State testing compared to the previous year. NOTE: No comparable data is available for The Fiscal Year 2023.
Was personalized learning implemented, and do stakeholders feel it successfully improved student engagement and outcomes?	<ul style="list-style-type: none"> • Site observation results utilizing the Weikart SA-PQA tool. • Interviews with the Grant Director and Site Directors.
Did 95% of regular attendees, who are High School Seniors, graduate on time?	<ul style="list-style-type: none"> • Review of student records.
Did 60% of regular attendees demonstrate improved social behaviors?	<ul style="list-style-type: none"> • Teacher and parent surveys.
Did 50% of regular attendees report an improvement in their healthy lifestyle?	<ul style="list-style-type: none"> • Student surveys.
Did all four sites offer 2 Family Nights for Science, math, ELA, or technical support this year?	<ul style="list-style-type: none"> • Interview with both Grant Directors and Site Directors. • Sign-in sheet review. • Flyers.
Did 60% of regular attendees have at least one parent attend Parent-Teacher Conferences?	<ul style="list-style-type: none"> • Interviews with the Grant Director and Site Directors. • Review of the School record.

Evaluation Methods

Three types of data are utilized to determine progress on the performance indicators in the Logic Model. ***Performance data*** from the Kenai Peninsula School District was unavailable this year as the annual PEAKS assessment has been replaced with MAPS. ***Survey data*** evaluations were obtained from teachers, parents, and students, in addition to interview data from program staff gathered during site visits. ***Observation data*** recorded during site visits was the third source of informative data. The Weikart SA-PQA assessment tool was utilized for observation and guidelines to evaluate each program. The table below provides information on the methods of evaluation.

Table 6: Sources of Planned Data and Strategies

Data Sources	Participants	Timing of Collection	Analysis strategies
PEAKS Statewide Assessment	All club members.	Replaced by MAPS	Data was unavailable.
Surveys	All club members.	Surveys were given to members in the spring and returned to the Site Director.	Each "Yes" question was accounted for, and a percentage of the total returns was calculated.
Graduation Rates	21st CCLC funded senior members.	Spring, typically in May.	Calculated by the number of Potential graduates compared to those who completed all graduation requirements.
Parent Conference Attendees	Members with at least one parent attending Parent-teacher conferences.	Bi-Annually: October and February. Directors obtain information from the school secretaries.	Percentages were calculated by comparing the number of members whose parents attended conferences to the number of regular attendees.
Observations	Four 21st CCLC sites and all members, staff, and volunteers involved in 21st CCLC programming.	There are a minimum of two annual observations, one in the fall and the other in late winter or early spring.	Weikart SA-PQA tool was utilized during observations at site visits.

Overall Summary and Progress on Performance Indicators

The following criteria are used to determine if indicators were met:

Met..... All centers met.
 Partially Met..... Some centers met.
 Not Met..... No Centers met.
 Data unavailable..... No Data was Collected.

Table 7: (Template B) Performance Indicators Reporting Summary

Goals and Performance Indicators	School Year: 2022-2023
21st CCLC programming will improve the academic performance of at-risk students.	
<i>Performance Indicator:</i> 50% of regular high school student attendees (30+ days) will report they are prepared for college, a career, or a job, as measured by the annual student survey in the spring.	<i>Met.</i>
<i>Performance Indicator:</i> 60% of students will report a high degree of involvement in programs during afterschool programming as measured by observation and annual student surveys.	<i>Met.</i>
<i>Performance Indicator:</i> 50% of 3rd- 10th-grade regular attendees (30+ days) will improve proficiency by 3% in one or both core areas of ELA and math on the statewide PEAKS assessment offered in April each year.	<i>Data Unavailable.</i>
<i>Performance Indicator:</i> Personalized learning is implemented in all four 21st CCLC afterschool programs, as observed during the 2022-2023 school year.	<i>Met.</i>
<i>Performance Indicator:</i> 95% of regular high school attendees (30+ days) will graduate on time.	<i>Met.</i>
21st CCLC programming will support and help improve students' overall physical health and social-emotional character.	
<i>Performance Indicator:</i> 60% of regular attendees (30+ days) will be observed to have one or more improved behaviors by the spring of the 2022-2023 school year, as reported on teacher surveys.	<i>Met.</i>
<i>Performance Indicator:</i> 50% of regular attendees (30+ days) will state on the annual student survey that they have improved their healthy lifestyles.	<i>Met.</i>
21st CCLC programming opportunities to increase parent involvement.	
<i>Performance Indicator:</i> All four 21st CCLC sites will offer two family nights annually for science, math, ELA, or technical assistance, as indicated on the family night attendance sheets.	<i>Met.</i>
<i>Performance Indicator:</i> 65% of regular attendees (30+ days) will have at least one parent attend Parent/Teacher conferences as determined by conference attendance sheets.	<i>Partially Met.</i>

Program Implementation Findings

Activities provided to Members and Families:

All afterschool programs consistently offer academic learning, homework assistance, and tutoring support from Monday to Thursday. Additionally, each location provides a variety of enrichment activities one to three times a week.

Throughout the afterschool program, enthusiastic and dedicated staff lead diverse, engaging, and enriching activities for participants. These activities include community service projects through Torch Club, STEM/STEAM programs, Crazy 8's Math Club in partnership with BedtimeMath.org, Prodigies music exploration, board games, art activities, dance, theatrical performances, jewelry making, macramé, yoga, structured physical activities, and cooking programs, among others. These programs are designed to be both engaging and educational.

During the Summer program, each of the four locations invited families to participate in the Independence Day parade and subsequently stick around to enjoy some refreshments and community socialization. Additionally, NNS organized a special event called “A Day in the Life of a Member” night, allowing families to gain insight into the experiences of club members.

During the academic year, Kasilof managed the sign-in table during the fall parent-teacher conferences. At this event, they provided every attending family with a STEM takeaway activity, including written instructions on navigating PowerSchool. NMHS followed a similar protocol but omitted the take-home activity, opting to supply PowerSchool information at their table.

All four site locations hosted “Lights on Afterschool” at the main office, welcoming a community of 2,500 attendees free of charge. The event featured engaging hands-on STEM activities, such as crafting homemade ice cream in a bag and creating personalized sensory bottles.

Kenai organized a family night carnival as a great conclusion to the school year.

Volunteers from the community actively participated in various activities. The Torch Club activities at NMHS empowered members to design and engage in initiatives to collaborate with and contribute to community organizations. These examples epitomize the essence of the program design, a characteristic consistently observed across all four sites.

Table 8: (Templet C): Recruitment Strategies Summary

Program Recruitment Strategies	+ Indicates Strategies utilized within the program
Creation of a spreadsheet to indicate students in the focus population.	+
Personalized outreach (letters, phone calls) to parents/guardians.	-
Referrals as part of the RTI process.	+
General Teacher referral.	+
Outreach materials are posted and distributed in school and on websites.	+
Outreach materials were sent home with students.	+
Outreach materials are available in multiple languages	NA
Announcements at community/family events.	+
Peer-to-peer recruitment.	+
Enrollment events.	+

** All 21st CCLC sites are part of the Boys & Girls Club, which requires open enrollment.*

Table 9: (Templet D): Retention Strategies Summary

Program Retention Strategies	+ Indicates Strategies utilized within the program
Student surveys to collect input and feedback for program planning and improvement.	+
Parent/guardian surveys to gather input and feedback for program planning and improvement.	+
Offering credit-bearing opportunities/credit recovery through the program.	+
Use spreadsheets or other tools to track participation and identify early signs of attrition.	+
Personalized outreach to families to determine the support needed for participation.	+
Transportation assistance.	+
Celebratory Events.	-

Program staff are dedicated to recruitment efforts, utilizing various strategies such as distributing newsletters, leveraging social media platforms for promotion, and collaborating closely with school staff to encourage enrollment among parents whose children would benefit from program membership. Moreover, program staff maintains regular interaction with parents of current members, actively seeking feedback to tailor activities to suit members and their families better. Annual surveys are distributed, and their data is collected and analyzed.

To boost member retention, the program maintains various initiatives, including the “member of the month awards,” Caught being great” cards, and “shout outs.” These initiatives recognize and commend consistent attendance and positive behavior observed during circle time. The collective dedication of staff to acknowledge, celebrate, and nurture positive relationships with members, combined with the program’s strong and favorable standing within the community, may be attributed to the increase in enrollment.

Efforts to retain student members continue to be a top priority, and it’s promising to note that registration appears to have rebounded after the challenges posed by two years of the COVID-19 pandemic. The Clubs are committed to providing valuable opportunities for students and their families, including meals at all four sites, transportation services at no cost to families, engaging and practical programming, and diverse activities. These comprehensive efforts aim to ensure that students and their families have access to a supportive and enriching environment.

Regrettably, despite intentions, additional efforts aimed at prioritizing the organization of enrollment events and the implementation of personalized outreach through letters and phone calls to families have encountered challenges due to inconsistent staffing resources.

Table 10: (Templet E): Family Engagement Strategies summary

Family Engagement Strategies	+ Indicates Strategies utilized within the program
Family academic programming (e.g., literacy night).	+
Parents/guardians volunteer in 21 st CCLC programming and events.	-
Face-to-face contact with families.	+
Positive phone calls to families about their child.	+
Positive notes home to families about their child.	+
Events to celebrate student achievement	-
Cultural events	-
Workshops to help parents/guardians to support student learning at home.	-
Newsletters or e-mails with tips for how to support learning at home.	+
21 st CCLC staff participate in parent/teacher conferences.	+
Parent/guardian advisory committee.	-
Parent/guardian feedback surveys or focus groups.	+

The clubs took part in the school wide "One Book, One Club" initiative, wherein all students read a chapter of a book each week, culminating in a family literacy night upon completing the book.

Parent and volunteer participation in 21st CCLC programming and events has been recognized as an area in need of improvement, with some parents' work schedules posing as a constraint to their availability.

The clubs excel in maintaining face-to-face communication with families, ensuring site directors are available at each of the four clubs' front desks during daily parent pick-up to foster engagement with parents as they collect their children. The staff takes immense pride in promptly sharing positive reports with student families through direct contact and positive calls and transmitting celebratory photos via text for special occasions, such as a lost tooth. Additionally, they prioritize the regular distribution of special notes, such as "caught being great," to foster a positive environment. Nonetheless, the absence of specific events to celebrate student accomplishments throughout the programs has been recognized, and it will be a primary focus in the upcoming year.

Despite not focusing strongly on cultural events in the current fiscal year, BGCKP has recently been re-categorized under Native services instead of rural services. The organization is committed to acknowledging the diversity of its student body by incorporating more comprehensive artwork, posters, and culturally relevant lessons aimed at highlighting children's heritage. BGCKP is dedicated to developing a more robust and culturally thoughtful program to serve its students better.

Creating opportunities for parent involvement has been identified by the grantee as an area of focus for the upcoming year; there is a specific goal set to create opportunities for parents to "learn" from BGCKP tutors to allow parents to support student learning at home.

21st CCLC staff actively engage with parents through attending conferences and distributing feedback surveys to ensure effective communication. However, a parent/guardian advisory committee has not yet been established.

The table below displays the K-12 teacher surveys and the percentage of students displaying improvement (30+ days) in the categories listed.

Table 11: Teacher Survey Results

Spring 2023

Teacher Survey Results	Kenai/Mt. View	Nikiski North Star	Nikiski Mid/High	Tustumena
	Improvement Reported	Improvement Reported	Improvement Reported	Improvement Reported
Homework Completed Satisfactorily	22%	50%	50%	71%
Class Participation	77%	67%	47%	53%
Behaving well in Class	75%	58%	58%	29%
Working Collaboratively with Peers	77%	75%	63%	65%
Academic Performance	100%	71%	56%	65%
Seeking Assistance Appropriately	92%	62%	53%	41%
Persevering through Challenges	69%	62%	47%	47%
Expressing Needs and Feelings Appropriately	54%	67%	58%	47%
Getting Along Well with Others	50%	67%	74%	53%
Forms Positive Relationships with Adults	77%	67%	68%	50%
Overall Engagement in Learning Improved	92%	64%	64%	71%
Family Engagement	38%	50%	32%	29%

Table 12: Student Survey Results*Spring 2023*

Question:	Tustumena	Mt. View	Nikiski North Star	Nikiski Middle High
The Club helps me with my schoolwork.	100%	65%	85%	100%
I get to help choose the activities.	93%	76%	77%	78%
I have improved my healthy choices.	82%	80%	86%	78%
I am choosing to be kind.	100%	97%	100%	89%
I am making positive behavior choices.	95%	92%	88%	100%
I feel good about myself.	98%	86%	79%	83%
I like the activities we do at the Club.	100%	84%	85%	78%
I like coming to the Club.	100%	85%	79%	90%

Table 13: Parent Survey Results

Parent Surveys, Spring 2023

Question:	Tustumena	Mt. View	Nikiski North Star	Nikiski Middle HS
Number of Surveys Returned:	27	26	23	10
My family relies on the Club for after-school programming.	89%	96%	65%	70%
My family relies on the Club for Summer Programming	67%	77%	65%	70%
My family relies on the Club for transportation home.	26%	4%	43%	100%
The USDA meals are a benefit to my family.	84%	93%	70%	90%
The Club helps my child make healthier food choices.	33%	85%	65%	100%
The Club helps improve my child’s mental/emotional well-being.	100%	92%	91%	100%
The Club helps improve my child’s academics.	96%	76%	82%	100%
I am satisfied with the programming at this club.	96%	100%	100%	100%

Statewide Performance Testing (PEAKS)

No comparable data is available

Table 14: Parent-Teacher Conference Data

2022-2023

Parent-Teacher Conference Data	Tustumena	Nikiski North Star	Mt. View	Nikiski Middle High School
Attendance Rate	96%	94%	92%	55%

Parent Conference Attendance

Staff members at each site conveyed the parent Conference data to the Grant Directors. They reported the usual high attendance rates at the elementary schools, with a lower rate of 55% at the high school. However, this is a 14% increase from 2022. The goal continues to go unmet at NMHS.

Graduation Rates

The Site Director at Nikiski High School reported that all 21st CCLC Students eligible for graduation completed their required credits and graduated on time.

Site Observations

A local evaluator was brought on board in October 2022 to conduct a comprehensive data review and analysis for the fiscal year 2022/2023. She underwent Weikart training facilitated by the Alaska Children’s Trust and has completed evaluations at all four CCLC sites throughout the Fiscal Year.

Table 15: Weikart Program Quality Assessment

During Fiscal Year 2022-2023, program quality assessments were conducted by an external peer reviewer. Each program site underwent three separate evaluations from November 2022 to June 2023. In all instances, the assessments were performed using the Weikart Center’s program quality assessment tool, utilizing a scoring scale ranging from (1) low, (3) medium, and (5) high for each item assessed. This comprehensive evaluation aimed to gauge and enhance the programs' quality.

Site: Kenai	February 2023	July 2023
SAFE ENVIRONMENT		
Emotional Safety	4	5
Healthy Environment	5	5
Emergency Preparedness	4.6	5
Accommodating Environment	4.6	4.2
Nourishment	3	4
SUPPORTIVE ENVIRONMENT		
Warm Welcome	3.7	3.7
Session Flow	5	4.6
Active Engagement	3.7	4.3
Skill Building	3	5
Encouragement	3	2
Child-Centered Space	NA	NA
INTERACTION		
Managing Feelings	2.5	NA
Belonging	4	4
School Aged Leadership	3.7	5
Interaction with Adults	3.5	5
ENGAGEMENT		
Student Planning	1	1
Student Choice	2	2
Reflection	1	1
Responsibility	5	4

Table 16: Weikart Program Quality Assessment

Site: Nikiski North Star	November 2022	June 2023
SAFE ENVIRONMENT		
Emotional Safety	5	5
Healthy Environment	5	5
Emergency Preparedness	5	4
Accommodating Environment	5	5
Nourishment	5	5
SUPPORTIVE ENVIRONMENT		
Warm Welcome	5	5
Session Flow	4.2	5
Active Engagement	2.3	5
Skill Building	4.2	5
Encouragement	3	5
Child-Centered Space	NA	NA
INTERACTION		
Managing Feelings	NA	NA
Belonging	4	4
School Aged Leadership	4.3	3
Interaction with Adults	4	5
ENGAGEMENT		
Student Planning	2.3	3.7
Student Choice	3	5
Reflection	1.7	3
Responsibility	5	5

Table 17: Weikart Program Quality Assessment

Site: Kasilof at Tustumena	January 2023	March 2023
SAFE ENVIRONMENT		
Emotional Safety	5	4
Healthy Environment	5	5
Emergency Preparedness	4.6	5
Accommodating Environment	5	5
Nourishment	5	5
SUPPORTIVE ENVIRONMENT		
Warm Welcome	3.7	3.7
Session Flow	5	5
Active Engagement	3.7	4.3
Skill Building	4.6	1
Encouragement	4	5
Child-Centered Space	NA	NA
INTERACTION		
Managing Feelings	NA	NA
Belonging	4.5	4
School Aged Leadership	3.7	2.3
Interaction with Adults	5	3
ENGAGEMENT		
Student Planning	1	1
Student Choice	2	2
Reflection	3.7	3.7
Responsibility	5	3

Table 18: Weikart Program Quality Assessment

Site: Nikiski Middle High	March 2023	June 2023
SAFE ENVIRONMENT		
Emotional Safety	5	4
Healthy Environment	5	5
Emergency Preparedness	5	4.5
Accommodating Environment	4.6	4.6
Nourishment	5	5
SUPPORTIVE ENVIRONMENT		
Warm Welcome	3.7	5
Session Flow	5	5
Active Engagement	3	3
Skill Building	3.4	3.4
Encouragement	5	4
Child-Centered Space	NA	NA
INTERACTION		
Managing Feelings	NA	2
Belonging	4	4.5
School Aged Leadership	4.3	5
Interaction with Adults	5	5
ENGAGEMENT		
Student Planning	2.3	3.7
Student Choice	5	5
Reflection	3	1.7
Responsibility	5	5

Program Design

The mission and goals of the clubs are prominently displayed within the primary program areas at all four sites and serve as regular discussion points. Site directors and staff members understand these goals and the associated measurable objectives and are working to integrate and consistently uphold them.

All four sites are firmly committed to making decisions based on data. Site directors are familiar with the Youth Program Quality Assessment (YPQA) and have used this tool to conduct at least one self-assessment. Site directors are working with the grant director to develop a strategic plan for the fall. They aim to use insights from local evaluations and self-assessments to guide the plan. This approach highlights the importance of using data to improve program development and enhancement.

The activities at all four locations are primarily structured and developed by BGCA, along with resources from platforms like Teacher Pay Teachers. Although there are core structured activities, members also have access to unstructured options during operational hours, providing diversity in the program. The scheduling allows for small groups, which enables more in-depth focus on complex projects.

The program is well-rounded, broadly representing art, STEM (Science, Technology, Engineering, and Mathematics), SEL (Social and Emotional Learning), and physical and experiential activities such as music and Lego robotics.

All four sites offer programs such as “mind up,” “I can problem solve,” and BGCA conversation decks. These and other programs aim to create positive outcomes in the three overall goals of increased academic achievement, increased physical and emotional health, and increased parental involvement.

At all four sites, certified tutors are available to provide academic support Monday through Thursday. The tutor-to-student ratio is 1:10, ensuring personalized attention.

Site Directors and Tutors communicate with school-day teachers to ensure programming is aligned and supports the student's academic needs and school goals. They frequently discuss members' academic, behavioral, and social concerns with teachers.

Site Directors are developing programs that align with school-day learning, including students who have Individualized Education Programs (IEPs) to provide support and accommodations to meet their unique educational needs.

Staff members are committed to empowering students to make choices and have a voice in their activities. Some students may be unaware of the opportunity or struggle to express preferences. Therefore, the site directors work together to improve the process and give students a meaningful say in their activities. This collaborative effort aims to give students more power and involve them in shaping their afterschool experiences.

Program activities foster cultural diversity. However, the Grant Director seeks accurate artwork and posters to better represent the program's population and enhance inclusiveness and engagement.

The program actively promotes its activities and services through various channels within the schools and the local community. These promotional efforts include social media outreach, distributing flyers sent home with students, setting up information tables at school conferences, using visible signage on the program vehicles, and relying on word-of-mouth recommendations and peer-to-peer referrals. This multifaceted approach ensures its offerings reach and engage a broad audience.

There appears to be a notable lack of parental involvement in the program's operations. Encouraging increased parental engagement could prove beneficial in fostering a solid support system for the program and the students involved. Creating avenues for meaningful parental participation and communication might be vital in enhancing the overall program experience for all stakeholders.

The staff has been observed exemplifying positive relationships with each other and the participants they serve. They greet children warmly and make deliberate efforts to engage in meaningful conversations with the youth.

The children and their families are well-informed about the behavior policies and procedures, which encourage self-correction, and the staff employs positive techniques to guide behavior.

The program encourages children through project-based learning activities, fostering exploration, problem-solving, and reflection. Moreover, life skills are embedded into various activities, such as cooking, budgeting, mock interviews, and basic handyman skills, enabling a holistic approach to learning and development.

Program Management

The Grant Director collaborates closely with the organization's CEO, Finance Director, and Human Resources department. Robust policies and procedures are established, and each position is accompanied by a comprehensive job description outlining clear expectations. This year, all policy and procedure manuals were carefully reviewed, updated, and distributed to each team member, ensuring clarity and consistency across the organization.

The Grant Director and Site Directors hold weekly meetings with the administrative staff of the Boys & Girls Club. The Kenai Peninsula Borough School District (KPBSD) has also signed a Memorandum of Understanding (MOU) to share data. This partnership facilitates the exchange of critical information and a better understanding of student needs and improves support and coordination between the program and the school district.

The Kenai Peninsula School District oversees the building facilities, and each Site Director at the respective locations works in collaboration with the building principals to facilitate the use of the facilities. The allocation of space and rooms for 21st CCLC programming is contingent upon their availability within the facilities.

Program space is more than adequate at all four locations, providing ample space to carry out programs, provide meals, and ensure quality activities for the members. All four sites maintain a member-staff ratio of twenty to one or less. In rare circumstances, this is exceeded. The tutoring ratio remains at less than 10:1.

The 21st CCLC funding provides sufficient resources to support a comprehensive and robust program, ensuring that the necessary materials and supplies are readily available to meet the diverse needs of the programs.

Staffing and Professional Development

Recruiting and retaining skilled personnel at the Nikiski and Kenai locations has been challenging, even with a sustained social media recruitment campaign and a higher initial wage. This struggle with staff turnover has created an ongoing demand for training new employees to ensure the continued efficiency and effectiveness of the programs.

The Boys & Girls Clubs of the Kenai Peninsula employ certified and experienced teachers as tutors at all four locations. Despite staffing challenges, the tutors maintain small group instruction for maximum student benefit.

At the point of hire, team members receive onboard training and are given the mission statement, policies, and goals of BGCKP and those of the 21st CCLC grant. Staff members know and understand their roles in implementing the basic design of the 21st CCLC grant to ensure quality programs that help students reach their academic, physical, and social-emotional goals. To maintain quality, staff undergo evaluation at ninety days and annually thereafter.

All new employees receive a thorough orientation and mentorship from experienced staff members. Additionally, they must complete several courses to provide appropriate programming to high-risk students. These courses include Overcoming ACEs in Alaska Schools, Youth Mental Health First Aid, and Mandated Reporting of Child Abuse and Neglect. Additionally, staff members receive training in all USDA courses and obtain a food workers card. The school district requires them to complete Heads-Up Concussion training.

All staff members are registered with the Boys & Girls Clubs of America's web-based training program, "Spillett University." They must complete various courses, including orientation to the Boys & Girls Clubs movement, Outcome Driven Experience, Child Safety, Development Characteristics of Youth, Informal Guidance, and Discipline techniques. The Boys & Girls Clubs of America also offer numerous other development opportunities.

Furthermore, the school district and Alaska's After School Network provides various workshops, and 21st CCLC-funded employees can attend workshops and conferences in Anchorage sponsored by the State of Alaska and National Conventions and seminars sponsored by the 21st CCLC.

The Grant director identified the need to improve the assessment of training and ongoing professional development for site directors and clubhouse staff to develop more effective program practices.

The Grant director will begin training a successor this fall and is creating a written manual of procedures to be used if she should become incapacitated or unavailable.

Partnerships and Relationships

The program maintains its utilization of Crazy 8's Math, collaborating closely with the Bedtime Math Foundation, which supplied a comprehensive 16-week curriculum along with necessary resources. This partnership underscores the commitment to promoting an engaging and practical math learning experience for the participating students.

Triumvirate Theater's involvement at the beginning of FY23 marked a significant collaboration, while the recent partnership with Blue Moon Animal Therapy in the summer of 2023 added another valuable dimension. Furthermore, the program is actively pursuing an additional collaboration with 4-H at the Nikiski sites. Through the establishment of formal Memoranda of Agreement (MOAs), the program ensures structured and committed relationships with its partners. These initiatives reflect the program's continual dedication to cultivating meaningful collaborations, ultimately enhancing the experiences and opportunities of participating students.

Partnerships and relationships between the community and the 21st CCLC programs are fundamental to the success of these initiatives. During Fiscal Year 2023, the School District consistently demonstrated its ongoing support for the Kenai Boys & Girls Clubs of the Kenai Peninsula. This support included providing essential space and equipment covering the costs of utilities and phones, all of which underscore the district's commitment to the program's success.

The school district teachers and principals have played a pivotal role in promoting the program and are regarded as invaluable sources for recruitment. They recognize the program's value as an enhancement to the school community. Furthermore, all four schools actively facilitate access to their facilities and provide proactive support by sharing programming and training opportunities, contributing to the overall success and impact of the program.

The dedication of most partners, who volunteer their time based on the positive reputation of the afterschool programs and their benefits for students, has facilitated the development of enduring relationships with like-minded organizations. This collaborative effort has contributed to the shared goal of providing valuable opportunities and support for the students in the community.

The Boys & Girls Clubs of the Kenai Peninsula collaborate closely with the 21st CCLC, sharing in-kind resources and aligning their structures to work in harmony. Both entities prominently display their logos on all official and informal documents, emphasizing their strong partnership.

With similar goals and objectives, the shared mission focuses on empowering the students who require support to realize their full potential as productive, caring, and responsible citizens. This natural and cohesive relationship further strengthens their collective ability to impact the community positively.

Engaging parents of high-risk students remains a challenge across all locations. Some families find participating in large gatherings challenging, making it even harder. To combat this challenge, the staff has implemented several measures. They communicate with parents face-to-face during pick-up, share photos of their children enjoying activities at the Clubs via text messages, and maintain frequent social media updates. These adaptations reflect a proactive approach to reaching less engaged parents.

Acknowledging the reliance on social media for engaging with families, there is a notable emphasis on exploring alternative methods to reach community members who do not use social media as their primary means of interaction. This recognition underscores the importance of identifying additional strategies that cater to the diverse preferences and needs of the community.

Additionally, during family night events, a specific goal is to amplify the showcase of student accomplishments, intending to elevate this component to a prominent position during the evening. This strategic focus will highlight student achievements, reflecting the program's commitment to recognizing and celebrating the successes of its participants.

Center Operations

Student behavioral standards and expectations are communicated to the students through posters on the walls at each program site. These regulations are also included in the membership packets, which contain contracts outlining the rules for student participation in club activities. To ensure a clear direction and well-structured implementation of activities, Site Directors submit monthly project plans for assessment. Many of the lesson plans used are acquired from Teachers Pay Teachers. Additionally, weekly schedules are prominently displayed in each building. Fiscal year 2023 schedules are included in the Appendix as samples.

Attendance data is recorded daily and reviewed weekly by the Site Directors and the Grant Director. The student attendance is closely monitored using membership software, which enables precise tracking down to the minute. While enhancing the active attendance incentive strategy remains a focus, all sites offer a "Fun Friday" incentive for students who consistently participate in activities and complete their homework throughout the week.

All the programs offer excellent spaces for students and staff to engage in various activities and lessons. These areas are consistently maintained to be clean, secure, and well-illuminated. The program aims to provide culturally appropriate outreach, but there is limited availability of artworks that reflect the native Alaska population. Although the student body is predominantly Caucasian, there is a noticeable lack of representation of children of color and Russian Old Believers in the lesson plans.

The Boys & Girls Clubs of the Kenai Peninsula accept all students, irrespective of their abilities or backgrounds. The programming, including academic, social, and physical activities, is tailored to accommodate and adjust to the requirements of all members.

Program Self-Assessment

During fiscal year 2023, local assessments were carried out by an independent peer reviewer using the Weikart Center's program quality assessment (PQA) tool. All four CCLC program sites were evaluated on three separate occasions, resulting in consistent data shared with the Grant Director for review.

After each assessment, the Grant Director effectively communicates the evaluation findings to the staff and BGCKP administration. Following this, a meeting is held between the staff and the Grant Director to come up with appropriate responses to the implications of the evaluation. However, the program recognizes that it needs to improve communication with parents regarding evaluation findings. Despite this, the program is dedicated to closely monitoring and measuring its objectives and has made progress by applying the Weikart tool to enhance its programs.

The theory of change and the logic model are being used to analyze program enhancements, with implementation starting in the summer. The Boys and Girls Club of the Kenai Peninsula (BGCKP) is dedicated to improving students' lives through education. They collect stories from teachers, students, and families about how the program has helped children. A third-grade teacher from Tustumena Elementary, also a tutor at the Kasilof Club, recently shared an anecdote about the impact of BGCKP's tutoring services. Two students receiving tutoring for two years made significant progress and were selected for the Battle of the Books teams. One of the students may no longer need special education minutes for reading, which shows how crucial the tutoring services provided by BGCKP are for children who lack support at home.

Program Outcomes Findings

Student outcomes for academic competencies

There was no comparable data.

Student Outcomes for Social-Emotional Competencies

The teacher survey results indicated positive progress in social interactions and improved member behavior. The analysis honed in on four critical questions: behaving well in class, collaborating with peers, expressing needs and feelings appropriately, and getting along well with others. When the results from all four sites across the four areas were aggregated, there was an overall improvement from the previous year, showing a positive change of 2.69%. This suggests a gradual but steady enhancement in the targeted social and behavioral aspects among Club members.

Staff across all areas demonstrated dedication to fostering social-emotional development in Club members. This was achieved through the implementation of standalone SEL (Social-Emotional Learning) programs such as "I Can Problem Solve" and "Mind Up." Moreover, the staff utilized BGCA Conversation Decks effectively, seamlessly integrating SEL principles into various aspects of the day. This holistic approach contributed to the observed positive outcomes in social interactions and member behavior.

Conclusions

All performance indicators were met except for one "partially met" underachieved result of 55% representing middle-high students with at least one parent in attendance at parent-teacher conferences: see Table 7, page 15.

The Weikart assessments have highlighted solid scores in Safe Environment, Supportive Environment, and Interaction. However, there is a recommended additional focus on Engagement, particularly in the areas of student planning, student choice, and reflection. This targeted focus aims to further enhance the overall quality of the learning environment by encouraging more active involvement and participation from students.

Member enrollment increased both in the summer and during the school year. The summer enrollment saw a noted increase of 14.5% from the previous year, indicating a substantial growth in participation during this period. Similarly, school year enrollment also experienced a significant rise, up by 12.75% compared to the previous year. These increases suggest a growing interest and engagement in the programs and activities offered, showcasing a positive impact on the community and the organization's outreach efforts.

Member attendance has increased both during the summer and the school year. The data indicates a positive trend, with both summer and school year attendance up by over 2% compared to the previous year. This uptick in attendance suggests a continued and growing interest and engagement among members, reflecting the effectiveness and appeal of the programs and activities provided by the organization. It also signifies a successful effort in retaining and attracting members to participate in various club activities throughout the year.

The achievement of becoming an endorsed reliable assessor by the BGCKP CCLC Grant director is commendable. This accomplishment demonstrates a notable commitment to professional development and maintaining high standards in the assessment process. Looking forward, the site directors are poised to undergo additional Weikart training with Erin Moriarty through the Alaska Afterschool Network. Additionally, they plan to attend a workshop on "working with data" at the Alaska Out of School Time conference scheduled for November 2023. This proactive approach to ongoing training and skill development reflects a commitment to continuously improving the quality of programs and assessments within the organization.

The Boys & Girls Clubs of the Kenai Peninsula 21st CCLC programs are meeting current standards while also demonstrating progress and improvement. This suggests a positive and upward trajectory, showcasing the programs' evolution, expansion, and the attainment of increasingly positive outcomes. The commendable commitment to positively impacting both individuals and the broader community underscores the meaningful and impactful work carried out by the organization.

While the data in the report indicates an increase in positive outcomes in all areas, it also reveals various prospects for growth and development. The following recommendations aim to support continued progress in the impending fiscal year 2024.

Recommendations

1. Create events dedicated to celebrating student achievements, workshops to help parents/guardians support student learning at home and the creation of a parent advisory committee to promote family engagement and encourage parent/guardian volunteerism.
2. Enhance cultural programming and visual representation with an enriched approach that authentically represents the diverse heritage of the members served while actively seeking ways to hold cultural events to engage families.
3. Sustain ongoing education and implementation of the Weikart PQA tools, focusing on enhancing Student Planning, Student Choice, Reflection, and the practical application of information for making data-driven decisions.
4. Rededicate time to personalized outreach measures, such as letters and phone calls to parents/guardians and hold enrollment events as a means of program recruitment.

Grantee Continuous Quality Improvement Goals for Fiscal Year 2024

After examination of the Fiscal Year 2023 evaluation report, the following goals have been identified for the upcoming Fiscal Year 2024

1. Enhancing Staff Retention:

Objective: Elevate staff retention rates by implementing a comprehensive onboarding process that incorporates in-person soft skills training, regular feedback mechanisms, and a robust system for recognizing and highlighting staff achievements to create a positive and supportive work environment, ultimately contributing to increased job satisfaction and a stronger commitment to the organization.

Implementation:

- ***Structured Onboarding:***
Utilization of a robust onboarding program that seamlessly integrates essential online training modules tailored to the organization's needs.
- ***In-person Soft-Skills Training:***
Conduct in-person training sessions within the first 90 days to enhance soft skills crucial for effective collaboration and communication.
- ***Feedback and Recognition:***
Foster a positive work culture by prioritizing intentional positive feedback, offering constructive redirection when needed, and consistently recognizing and celebrating staff contributions.
- ***Staff Highlights:***
Implement a system for regularly highlighting and celebrating notable staff achievements to boost morale and team spirit.

2. Enhancing Parent Involvement:

Objective: Develop and implement a structured and multi-faceted system across sites to ensure parents are well-informed and actively engaged in their children's activities and learning experiences. This involves establishing clear communication channels, delivering regular updates, and creating opportunities for parental engagement. The overarching goal is to foster a collaborative and supportive educational environment that encourages active participation and partnership between parents, educators, and students.

Implementation:

- ***Celebratory Gatherings:***
Establish avenues for parents to celebrate their children's accomplishments by hosting events such as family game nights and highlighting exhibitions of kids' artwork and STEM creations. Cultivate a supportive and engaging environment for parents and students during these gatherings, fostering a sense of community celebration.
- ***Utilize Digital Platforms:***
Introduce digital communication platforms to enable instant updates on children's daily activities and educational progress. Ensure a user-friendly interface for easy accessibility, allowing parents to stay informed and engaged.
- ***Arrange Tutor-led Sessions:***
Arrange sessions where tutors can directly share effective homework assistance strategies with parents. Establish a platform facilitating direct interaction and learning, fostering a collaborative environment where parents can gain valuable insights and skills to support their children's academic progress at home.

3. Enhancing Cultural Programming:

Objective: To acknowledge and celebrate the various cultural backgrounds within the student population, foster inclusivity, promote a learning environment that respects and values cultural diversity, and strive to create an educational experience that is meaningful and relevant to the rich tapestry of our student community.

Implementation:

- ***Cultural programming:***
Research, identify, and implement culturally relevant lessons that provide a more enriching and meaningful learning experience that reflects and respects the diverse perspectives of our students.
- ***Acquire culturally diverse visual representation:***
Source and acquire artwork, posters, and other visual representations that authentically depict the diverse cultures of our students, providing a visual environment within our clubs that allows children to identify with and see themselves reflected in the cultural diversity represented in the artwork displayed.

4. Program Quality Assessment Tool:

Objective: Deepen the integration of the PQ tool within the staff structure. The goal is to ensure that staff not only comprehends the aspects they are being assessed on but also recognizes and values the underlying reasons for the assessment. This initiative aims to foster a more comprehensive understanding and appreciation among the staff for the purpose and impact of the assessment tool.

Implementation:

- Implement ongoing training sessions in small, manageable sections each month to enhance the proficiency of staff using the Weikart Center's Program Quality Assessment tool. This approach is designed to avoid overwhelming the teaching staff, providing them with continuous and digestible insights into the tool's effective utilization. The goal is to ensure that staff members gradually build confidence and expertise in using the assessment tool to improve the quality of their lessons.

Appendix

- Alaska Key Quality Indicators, 2012.
- Examples of Weekly Schedules and newsletters.
- Photographs of program members actively engaged in education provided by BGCKP.
- Example of member recruitment flyer.
- Example of Social media staff recruitment flyer.
- BGCKP's Club Member Agreement.
- Data Collection Instruments (Alaska 21st CCLC Quality Assessment Tool)
- Weikart's School-Age Program Quality Assessment Tool.

****Permission to publish pictures shown in these documents was obtained. Permissions may be accessed through the 21st CCLC Grant Director at the Boys and Girls Clubs of the Kenai Peninsula administrative offices in Kenai.***

Alaska 21st CCLC Key Quality Indicators

Program Design

1. The program has a clear mission and goals.
2. Activities address students' academic, physical, and social-emotional needs within the context of the program's mission and goals.
3. Program fosters meaningful connections to the broader curriculum and to local communities.
4. The program promotes positive youth development through experiential activities and constructive staff/student interactions.

Program Management

5. Staff understands goals and has appropriate tools to accomplish them.
6. Program management and staff communicate effectively at all levels:
 - a. each other
 - b. students
 - c. other school staff
 - d. parents
 - e. partners
 - f. community

Staffing and Professional Development

7. The program actively recruits quality staff in a way that, to the extent possible, ensures consistent staffing over time, including site-coordinator succession.
8. Staff receive structured orientation and training and have access to professional development.

Partnerships and Relationships

9. The program actively recruits partners who are motivated and equipped to participate.
10. Partners understand Program goals and culture.
11. School district officials consider the program goals a high priority.
12. The program encourages family involvement.

Center Operations

13. Program activities have a clear structure and purpose.
14. The program pursues an active attendance strategy.
15. The physical environment is safe and conducive to learning.

Program Self-Assessment

16. Local evaluations are rigorous and performed consistently.
17. Staff uses assessment results for continuous improvement.

GREAT FUTURES START HERE.



Kasilof Clubhouse "Around the USA" Summer

Open May 31st To July 29th
Monday Thru Friday
7:30 am To 6:00 pm
Closed for 4th of July



Nita M. Lowey 21st CCLC



Friday	
9:00	Members Choice time
10:00	Members Choice time
11:00	Members Choice time
12:00	Lunch and outdoor recreation time
1:30	Blue Ticket Prize Drawing Movie & Popcorn
3:00	One Club One Book
3:30	Snack & Recess
4:30	Late Afternoon Choices
6:00	Parent Pick-Up

7:30-8:30	Check-In / Reading Focus / Board Games / Morning Chill			
8:30-9:00	Free USDA Breakfast/Recess/Gym or Playground			
Grades	Kinder	1st/2nd Grade	3rd/4th Grade	5th/6th Grade
	Monday thru Thursday	Monday thru Thursday	Monday thru Thursday	Monday thru Thursday
9:00-9:50	Art (Monday & Wednesday) Stem)Tuesday & Thursday)	SEL Games and Activities/ Conversation Decks, Board Games & Lessons	Summer Explorers	Art (Monday & Wednesday) Stem)Tuesday & Thursday)
10:00-10:50	Summer Explorers	Art (Monday & Wednesday) Stem)Tuesday & Thursday)	SEL Games and Activities/ Conversation Decks, Board Games & Lessons	Summer Explorers
11:00-12:00	SEL Games and Activities/ Conversation Decks, Board Games & Lessons	Summer Explorers	Art (Monday & Wednesday) Stem)Tuesday & Thursday)	SEL Games and Activities/ Conversation Decks, Board Games & Lessons
12:00-1:30	Lunch / Recess / Running Club Lunch & Recess / Running Club Lunch & Recess / Running Club Lunch & Recess / Running Club			
1:30-3:00	Special Projects			
3:00-3:30	One Club One Book... "Flora & Ulysses"			
3:30-4:30	Snack & Recess Snack & Recess Snack & Recess Snack & Recess			
4:30-6:00	Members Choice Activities: Games Digital & Board / IPads / Karaoke / Wii, etc.			
6:00-6:30	Parent Pick-up			

Special Projects:

- Music (Wednesday)
- Lego Robotics (Tuesday—Thursday)
- Cooking
- Triple Play: Outdoor or Gym Games
- Garden Club
- Torch Club

Contact Info: Tristin Kruse
tkruse@bgckp.com
907-260-1361 or 907-513-1705

AM & PM Transportation Available
Bus Route Departure Times
1st-5:20 / 2nd-5:40 / 3rd 6:00

TC is a Community Civic Club. Members work together to implement activities in four areas: service to community, education, health & Fitness and social recreation. Members will be able to engage in real-world problem solving.



This organization is an equal opportunity provider.

GREAT FUTURES START HERE.



Kasilof Clubhouse 2022/2023 Afterschool Program

Kasilof Club is funded by the Nita. M Lowey 21st CCLC Grant



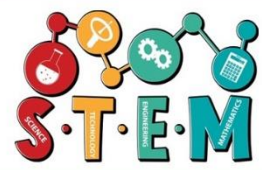
	Monday	Tuesday	Wednesday	Thursday
3:30-4:00	Check In & Supper in Multi Purpose Room			
Kinder-1st 4:00-4:50	S.T.E.M. ↔	S.E.L./Board Games ↔	Music Exploration ↔	Gym/Triple Play ↔
4:55-5:45	ART/Creative Play	Gym/Triple Play	Yoga/ GoNoodle	ART/Creative Play
2nd-3rd 4:00-4:50	Gym/Triple Play ↔	ART/Creative Play ↔	Gym/Triple Play ↔	S.T.E.M. ↔
4:55-5:45	Music Exploration	S.E.L./Board Games	ART/Creative Play	Gym/Triple Play
4th-6th 4:00-4:50	S.E.L./Board Games ↔	Gym/Triple Play ↔	Music Exploration ↔	ART/Creative Play ↔
4:55-5:45	Gym/Triple Play	S.T.E.M.	Gym/Triple Play	S.T.E.M.
5:30 & 6:00	Transportation Home: 1st Route leaves @ 5:30 pm & 2nd Route leaves @ 6:00 pm			
5:45-6:00	Parent Pick Up	Parent Pick Up	Parent Pick UP	



- POWERHOUR SHOPPING & MEMBERS CHOICE:**
- MOVIE & POPCORN
 - GYM GAMES
 - DIGI GAMES
 - KARAOKE
 - BLUE TICKET DRAWING
 - TORCH CLUB

Contact Info: Tristin Kruse
tkruse@bgckp.com
907-513-1705

Transportation home provided at no cost. Limited space and routes, please call Tristin to confirm.



PowerHour helps Club members achieve academic success by providing homework help, tutoring and high-yield learning activities and encouraging members to become self-directed learners. PowerHour is a great opportunity for our members to get their homework completed in a quiet place with support from tutors and staff.

USDA Meals provided at no cost to all youth attending Kasilof Clubhouse. Supper served at 3:30 pm M-F

S.T.E.M. ~ Activities such as; Cooking, Engineering Challenges, Coding, Animal Habitats, Aeronautics, 3D models, and lots more.





the Enchanted Forest SUMMER 2022 AT KENAI CLUBHOUSE



Welcome - Sign in and Table Toys in Gym

7:30-8:30	Break your fast in the Great Hall followed by Outdoor Recreation											
8:30-9:00	Break your fast in the Great Hall followed by Outdoor Recreation											
	ELVES				GNOMES				DRAGONS			
	Mon	Tues	Wed	Thurs	Mon	Tues	Wed	Thurs	Mon	Tues	Wed	Thurs
9:00-9:50	Triple Play in Gym	Youth Arts P1	SEL I can problem solve P2	Triple Play in Gym	SEL I can problem solve P2	Triple Play in Gym	Youth Arts P1	SEL I can problem solve P2	Youth Arts P1	SEL I can problem solve P2	Triple Play in Gym	Youth Arts P1
10:00-10:50	SEL I can problem solve P2	Triple Play in Gym	Youth Arts P1	SEL I can problem solve P2	Youth Arts P1	SEL I can problem solve P2	Triple Play in Gym	Youth Arts P1	Triple Play in Gym	Youth Arts P1	SEL I can problem solve P2	Triple Play in Gym
11:00-11:50	Youth Arts P1	SEL I can problem solve P2	Triple Play in Gym	Youth Arts P1	Triple Play in Gym	Youth Arts P1	SEL I can problem solve P2	Triple Play in Gym	SEL I can problem solve P2	Triple Play in Gym	Youth Arts P1	SEL I can problem solve P2
12:00-1:30	Mid-day meal in the Great Hall followed by Outdoor Recreation											
1:30-3:00	Guild Meeting Time											
3:00-3:30	One Club One Book... "Flora & Ulysses"											
3:30-4:30	Snack & Recess			Snack & Recess			Snack & Recess			Snack & Recess		
4:30-5:30	Computers Portable 1				LEGO Portable 2				Fun & Games Gym			
5:30-6:30	Re-group in Gym											

Friday	
9:00-10:00	Members Choice time
10:00-11:00	Members Choice time
11:00-12:00	Collegium: meets in Gym. Guilds and individual members show others what they have learned throughout the week.
12:00-1:30	Lunch and outdoor recreation time
1:30-3:00	Quest of the week. Travel to new and unusual locations to unravel the mysteries of the Kenai
3:00-3:30	One Club One Book
3:30-4:30	Snack & Recess
4:30-5:30	Late Afternoon Choices
5:30-6:30	Regroup in Gym



SPRITES Morning Schedule room 10	
9:00	Welcome and "Table Work"
9:15	Opening Circle
9:30	Learning Centers
10:30	Active Group Game
10:45	Learning Centers
11:45	Closing Circle
Noon	Wash Hands and Head to Lunch

After Lunch Sprites participate in Guild meetings and choice time

Sprites will also participate in Friday Collegium and Quest trips

Guild Meetings
Youth sign up for 4 guild meetings a week. Guilds present this year at Kenai Clubhouse:

- Music Guild (Music Makers)
- Craft Guild
- Cooking Guild
- Sports Guild
- Theater Guild (TNT Drama Matters)
- STEM Guild

Lego Robotics (Room 5/6)
Youth in grades 3rd and up can participate in LEGO robotics on Thursday and Friday Mornings. Groups are limited to 8 participants.

Summer Smarts (Room 7)
Small group lessons Monday—Thursday in the Morning only.

This organization is an equal opportunity provider.

Contact Info: Dylan Holloway
dholloway@bgckp.com
907-513-7686



Kenai clubhouse winter 2023

	Monday	Tuesday	Wednesday	Thursday
2:45-4:15	Check-In, USDA Meal & Kid's Choice Daily Activity Centers			
4:15pm—5:00pm ENRICHMENT BLOCK #1				
K-1st:	STEM Projects: P2	SEL Activities: Rm 10	The Arts: P1	SPARK: Gym or Hall
2nd—3rd:	SPARK: Gym or Hall	The Arts: P1	SPARK: Gym or Hall	STEM: P2
4th—5th	SEL Activities Rm 10	SPARK: Gym or Hall	STEM: P2	The Arts: P1
5:00pm—5:50pm ENRICHMENT BLOCK #2				
K-1st	The Arts: P1	SPARK: Gym or Hall	SEL: Rm 10	STEM: Rm 10
2nd—3rd	STEM: P2	SEL Activities: Rm 10	The Arts: P1	SPARK: Gym or Hall
4th—5th	SPARK: Gym or Hall	The Arts: P1	SPARK: Gym or Hall	STEM: P2
CERTIFIED TUTORS will work with small groups who need academic support throughout the week				
KIDS CHOICE DAILY ACTIVITY CENTERS are designed to allow kids to work semi-independently and prompt them to create, problem solve and explore new skills.				
SPARK is a structured physical activity program				
THE ARTS refers to a wide variety enrichment such as visual, theatrical, music, etc.				
STEM could be but not limited to cooking, hands on science experiments, math games, engineering projects and more.				
SOCIAL / EMOTIONAL (SEL) could be but not limited to intentional conversations, board games and/or programs such as "I Can Problem Solve", "Second Step" or "Meet Up Buddy Up".				



Contact Info: Dylan Holloway dholloway@bgckp.com
Club Phone: 907-513-7686
Club Hours: Afternoon Bell—6:00pm (School Days)
Open For Early Release, Winter Camp, Spring Break Camp & Summer Camp

USDA Meals provided at no cost to all youth attending Kenai Clubhouse. Supper served at 3:45 pm M-F

This Institution Is An Equal Opportunity Provider





SUMMER @ Nikiski Clubhouse



7:30-8:30	Welcome ~ All Ages ~ Sign In ~ Gym ~ Chapter Chats Book Club / Centers		
8:30-9:00	Free USDA Breakfast/Recess/Gym or Playground		
Grades	Kinder-1st	2nd-3rd	4th-5th
	Monday thru Thursday	Monday thru Thursday	Monday thru Thursday
9:00-9:50	I Can Problem Solve in Library (Monday & Wednesday) Crazy 8s in Library (Tuesday & Thursday)	Art in Room 16 (Monday & Wednesday) STEM in Room 15 (Tuesday)	Summer Smarts With Mrs. Young Room 12
10:00-10:50	Summer Smarts With Mrs. Young Room 12	I Can Problem Solve in Library (Monday & Wednesday) Crazy 8s in Library (Tuesday & Thursday)	Art in Room 16 (Monday & Wednesday) STEM in Room 15 (Tuesday)
11:00-12:00	Art in Room 16 (Monday & Wednesday) STEM in Room 15 (Tuesday)	Summer Smarts With Mrs. Young Room 12	I Can Problem Solve in Library (Monday & Wednesday) Crazy 8s in Library (Tuesday & Thursday)
12:00-1:30	Lunch & Recess	Lunch & Recess	Lunch & Recess
1:30-3:00	Members Choice Clubs		
3:00-3:30	One Club One Book... "Flora & Ulysses"		
3:30-4:30	Snack & Recess	Snack & Recess	Snack & Recess
4:30-5:30	Activity Tables and Games Room 16	Triple Play in Gym	Art Activities Room 14
5:30-6:00	Re-group in Gym		

	Friday
9:00-10:00	Members Choice time
10:00-11:00	Members Choice time
11:00-12:00	Members Choice time
12:00-1:30	Lunch and outdoor recreation time
1:30-3:00	Movie & Popcorn
3:00-3:30	One Club One Book
3:30-4:30	Snack & Recess
4:30-5:30	Late Afternoon Choices
5:30-6:00	Regroup in Gym

Open
May 31st
To
July 29th
Monday
Thru
Friday
7:30 am
To 6:00 pm
Closed for
4th of July

Morning and Evening Transportation Available
1st Route Leaves at 5pm & 2nd Route Leaves at 6m
Please contact Sam Moore for more info

Members Choice Clubs:

- Gardening (Monday & Thursday)
- Lego Robotics (Monday-Wednesday)
- Cooking (Thursday)
- Outdoor or Gym Games
- Tinker Tables
- Crafting
- Beading & Weaving
- Music, Dance & Drama



This organization is an equal opportunity provider.



Weather permitting, we will stop and get outside to do Slip & Slide and other outdoor activities.

Contact Info: Sam Moore
smoore@bgckp.com
907-776-2668



Nikiski Clubhouse January 2023 Afterschool Program

NNS Club is funded by the Nita. M Lowey 21st CCLC Grant



	Monday	Tuesday	Wednesday	Thursday
3:30 to 4	All Grades & Members meet in the gym for sign-in and supper			
PowerHour 4 to 5:50	Library, Homework Assistance and Completion / Reading & Math Skills Open / Rotation by grade if needed.			
Kinder-2nd 4 to 5	ART/Creative Play	Gym/Triple Play	S.T.E.M.	S.E.L./Board Games
Kinder-2nd 5 to 6	S.T.E.M.	S.E.L./Board Games	ART/Creative Play	Gym/Triple Play
3rd-5th 4 to 5	S.T.E.M.	S.E.L./Board Games	ART/Creative Play	Gym/Triple Play
3rd-5th 5 to 6	ART/Creative Play	Gym/Triple Play	S.T.E.M.	S.E.L./Board Games
5:30 & 6:00	Transportation Home: 1st Route leaves at 5:30 pm / 2nd Route leaves at 6:00 pm			
5:45-6:00	Parent Pick Up	Parent Pick Up	Parent Pick Up	Parent Pick UP



POWERHOUR SHOPPING & MEMBERS CHOICE:
MOVIE & POPCORN
GYM GAMES
GAME ROOM
MINI CLUB ROTATIONS:
DRAMA, LITTLE SPROUTS GARDEN, LEGO ROBOTICS, MUSIC CLUB, AND TORCH CLUB (ONCE MONTHLY).

Contact Info: Carol Sinenko
csinenko@bgckp.com
907-776-2668



S.T.E.M. ~ Activities such as; Cooking, Engineering Challenges, Coding, Animal Habitats, Aeronautics, 3D models, and lots more.

PowerHour helps Club members achieve academic success by providing homework help, tutoring and high-yield learning activities and encouraging members to become self-directed learners. PowerHour is a great opportunity for our members to get their homework completed in a quiet place with support from tutors and staff at NNS.

USDA Meals provided at no cost to all youth attending Nikiski Clubhouse. Supper served at 3:30 pm M-F

Transportation home provided at no cost. Limited space and routes, please call to confirm.



This institution is an equal opportunity provider.



Winter/Spring 2023

Office: 776-9436
 rchurch@bgckp.com
 Located at NMHS
 Unit Director: Rosy Church

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
2:15-2:30pm	Check-In & SEL in the Library			Movie
2:30-3:30pm	Homework Help, Tutoring & Credit Recovery STEM Challenge	Homework Help, Tutoring & Credit Recovery ART Challenge	Homework Help, Tutoring & Credit Recovery Physical Challenge	Popcorn Digital Games Snow Cones Italian Sodas
Available 3:30-4:30pm	FREE USDA Meal Served 3:30-4:30pm in the Library			War Ball
4:00-4:45pm	Art Project	STEM Project	SEL or Life Skills	Dance W/Mrs. Boyle
4:45-5:00pm	Clean Up & Transportation Home This Institution Is An Equal Opportunity Provider			

THE CLUB @ NMHS

LIFE SKILLS: Students will learn all about basic life skills; such as, household appliance usage, budgets/bill paying, banking, resume/interviewing skills.

S.E.L.: Learning to manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, civic projects (Keystone Club) and make responsible decisions.

POWER HOUR: Homework help, tutoring & Credit Recovery.

S.T.E.M.: Preparing youth for the future with Lego Robotics, 3-D Printing, Cooking and other hands on science, Technology, engineering and math.

ART: Allowing youth to express themselves visually thru a variety of mediums such as watercolor, acrylic, clay, jewelry making, leather tooling etc. as well as musical expression thru dance.

BGC'S WORKFORCE DEVELOPMENT FRAMEWORK
 CAREER EXPLORATION & NETWORKING | POST-2ND SKILLS DEVELOPMENT | WORK-BASED LEARNING EXPERIENCES | PLAN FOR THE FUTURE

YOUTH OF THE MONTH
BE GREAT

KEYSTONE
 The Ultimate Teen Program

PowerHour
 :making minutes count

www.facebook.com/bgckp
www.bgckp.com





Kasilof Clubhouse

April 2023



WOW! What a blast we had this month at Kasilof Boys & Girls Club! We did so many different activities like a painted paper flower garden, a paper airplane challenge, lots of different free draw activities, a Kandinsky torn paper art project, made tessellations, enjoyed a geometric club collaboration project, designed our own musical instruments using various materials, learned about Henri Matisse and made our own vase of flowers using paper cut outs, challenged ourselves with a coin tower challenge, did lots of different gym activities and so much more! Our last two family Saturday events were a huge success! We made cinnamon rolls on the 22nd and played dodgeball! On April 29th, we made pizza, played dodgeball, and created some family summer bucket lists! Thank you to the families who came out to join us at our Saturday events!

REGISTERED MEMBERS:	MEMBERS SERVED APRIL:	MEALS SERVED APRIL:	APRIL ADA:	
117	90	1025	51	

This Institution is an equal opportunity provider. USDA meals and transportation provided at no cost to families.

<p>Monday – Friday May 30th - July 28th, 2023 8:30am - 5:30pm Inside Tustumena Elementary</p>	<p>Mornings: 7:30am-8:45am</p> <p>*Drop off time: 7:30-7:45am (No late entry). No morning club on Fridays.*</p>	<p>YOUTH OF THE MONTH</p> <p>★ April 2023 ★</p> <p>James & Kelsey</p>
	<p>After School: 3:30pm- 6:30pm</p>	
	<p>Early Release: 2:00pm-6:30pm</p>	
	<p>Spring Break: 8:00am-6:00pm</p> <p>Summer Break: 8:30am-5:30pm</p> <p>B&GC Phone: (907)-513-1705</p>	



KPBSD posts flyers as a community service. Such posting does not constitute an endorsement for or against the materials and viewpoints expressed in them.

KASILOF CLUBHOUSE



2022



October was full of fun! We finished up our “around the USA” theme this month and our members learned so many neat things about all 50 states! Our last two states were Virginia and Alabama this month. We also did many other fun activities like making fluffy pumpkin slime, different 3D pumpkin crafts, a bridge out of various supplies, and so much more! Lights on Afterschool was October 20th, we discussed all the benefits afterschool programs bring and what some of our favorites are. We also had our Trunk or Treat and Carnival games in Kenai on the 29th, thanks to everyone who provided candy and joined us! We had so much fun, we hope you all enjoyed it as well! Bring on November!



REGISTERED MEMBERS:	MEMBERS SERVED OCTOBER:	MEALS SERVED OCTOBER:	OCTOBER ADA:
144	91	854	51

This Institution is an equal opportunity provider. USDA meals and transportation provided at no cost to families.

UPCOMING EVENTS

Annual Gala & Auction
November 12th, 2022
OLD CARRS MALL
Doors Open @ 6:00PM.

Mornings: 7:30am-8:45am
After School: 3:30pm- 6:30pm
Early Release: 2:00pm-6:30pm
Summer Break: 7:30am -6:30pm

No Club:
November 24th & 25th

B&GC Phone: (907)-513-1705

YOUTH OF THE MONTH

★ *October 2022* ★

Quinn & Everly



KPBSD posts flyers as a community service. Such posting does not constitute an endorsement for or against the materials and viewpoints expressed in them. Please contact the sponsoring organization regarding their COVID mitigation plans.

GREAT FUTURES START HERE.



Family Fun!

A Day in the Life of a Club Member!

Monday, July 25

6:30 PM – 8:00 PM

Samantha Moore 907-776-2668 smoore@bgckp.com



At Nikiski Clubhouse NNSE



Please join us to see what Nikiski Clubhouse is all about! As an honorary Club Member for the night, you will experience what all club members enjoy each day they attend!

Open to all Club families!



Projects & Activities!



STEM, Fitness, Music & Project Learn

This institution is an equal opportunity employer.





**BOYS & GIRLS CLUBS
OF THE KENAI PENINSULA**



NIKISKI Clubhouse News

August - December 2022

Club Info & Stats

Location: Nikiski North Star Elementary
Operated By: Boys & Girls Clubs of the Kenai Peninsula
Hours: Afterschool - 6:00pm on school days only. *Open For Early Release
Serves: Students K-5th
Club Director: Carol Sinenko
Club Phone: 907-776-2668
This Institution Is An Equal Opportunity Provider



KIDS ZONE



AUGUST - DECEMBER 2022

Members Served: 96

Meals Served: 2,873

Partners: KPBSD, NNSE PTO, Bedtime Math, 21st CCLC







BOYS & GIRLS CLUBS
OF THE KENAI PENINSULA



Kasilof Clubhouse

Club Phone: 907-513-1705

NOW IS A GREAT TIME TO
JOIN OUR CLUB

Mornings: 7:30-8:45am
Afterschool 3:30pm 6:30pm
Spring Break: 7:30am-6:30pm
Summer Break: 7:30am-6:30pm

Boys & Girls Club is FREE to all Tustumena students K-6th both in the morning and after school.

- We have certified teachers who offer small group tutoring before and after school!
- Free USDA Meal at 3:30pm to all members.
- Hands On fun STEM Projects, ART, Music and More.
- Free transportation to designated bus stops
- **Back by popular demand! Basketball with Coach Joe Kruse**

**We teach Kids To Be Caring,
Respectful, Responsible and Honest all
while learning and having fun with
friends.**



KPBSD posts flyers as a community service. Such posting does not constitute an endorsement for or against the materials and viewpoints expressed in them. Please contact the sponsoring organization regarding their COVID mitigation plans.

GREAT FUTURES START HERE.



We're Adding To Our Team @ The Nikiski Clubhouse!
Part-Time With Kids!



Email Resume To:
info@bgckp.com
or Speak To Site Dir.
Lori Chase @ NNSE

KIDS ZONE

**Mon - Fri
Weekends & School
Holidays Off.**



This Institution Is An Equal Opportunity Provider

JOIN OUR TEAM & BE A CHAMPION FOR YOUTH ON THE KENAI PENINSULA

Lori Chase, Site Director: Ichase@bgckp.com 907-776-2668



BOYS & GIRLS CLUBS OF THE KENAI PENINSULA

CLUB MEMBER AGREEMENT

I AGREE TO BE SAFE

I will go only in areas with adult supervision. I will walk inside the building. I will keep my hands and feet to myself. I will use the restroom appropriately.

I AGREE TO BE RESPONSIBLE FOR MYSELF

**I will follow sign-in rules. I will clean up after myself.
I will be responsible for my personal items.
I will be responsible for my own actions.**

I AGREE TO BE HONEST

I will tell the truth. I will tell an adult staff person if something needs attention.

I AGREE TO COOPERATE

**I will follow the staff's directions at all times.
I will be with my group and participate in group activities. I will work as a team member and be supportive of other Club members. I will follow field trip rules.**

I AGREE TO BE RESPECTFUL

I will be respectful to all Staff and Club members at all times. I will not call names, use profanity or vulgar language, OR actions. I will not destroy or vandalize property or equipment. I will show good sportsmanship during activities.

Alaska 21st CCLC Quality Assessment Tool

Date:

Grantee:

Program Director:

Other Participants:

Sites:

Evaluator:

Recommended Assessment Process

- 1) The overall purpose of the assessment is twofold:
 - a. To document program quality indicators independent of the performance statistics recorded in 21apr
 - b. To encourage and assist grantees in a process of continuous self-improvement.
- 2) The evaluator will schedule the assessment at least 30 days in advance and will send the Assessment and Observation Tools to the local program director at that time.
- 3) Program directors are encouraged to review the Assessment and Observation Tools in advance and to gather any useful documentation.
- 4) The Assessment Tool is designed to be completed during one or more in-person interviews between the evaluator and a small team from the program including the program director, site coordinator, and front-line staff. Visits to observe program sites typically are conducted during the same time period as these interviews.
- 5) We anticipate it will take approximately two hours to complete the assessment tool. During this interview, the evaluator will work with the program director to incorporate local goals and priorities into the assessment.
- 6) The assessment and observation results will be conveyed in draft form to both the state program coordinator and the program director, along with a brief report of findings and recommendations by the evaluation team. The state program coordinator and the evaluator will schedule a phone conference with the program director to discuss the results and correct any faulty information before the report is finalized.

Contents

A. Program Design	3
B. Program Management	Error! Bookmark not defined.
C. Staffing and Professional Development	Error! Bookmark not defined.
C. Partnerships and Relationships	10
D. Center Operations and Programming	13
F. Measurement and Evaluation.....	16

METHOD OF SCORING

Each quality area is scored from a low of 1 to a maximum of 7, as described below. Scores for the Evidence Examples are combined to form the basis for the indicator score; however, all evidence examples are not weighted equally (i.e., an indicator score may not be the simple average of the evidence scores associated with it). **Further, a program may present other evidence, in addition to the prescribed examples, that are relevant to a particular indicator.** (See below.)

7 = Excellent. Exceeds Standards. Consistently shows evidence of promising practices and innovation. Could serve as a model for other programs. Staff works proactively and intentionally, such that they could be coaches and mentors for other practitioners.

6 = Approaching 7

5 = Satisfactory. Meets Standards. Acceptable. Practice is consistent with the program strategy and goals but may not be innovative or always reflect best practices.

4 = Approaching 5

3 = Progress. Working toward Standards. Evidence of ongoing efforts to improve but may need additional focused assistance in this area. Meets standards some of the time.

1 or 2 = Will Address. Standards not met. Needs a structured improvement plan and may need significant support in this area.

Programs are expected to work toward satisfactory (level 5) performance on all quality indicators. Programs that achieve a 5 on all indicators demonstrate exemplary strength and accomplishment. Over time, programs should continue to strive for excellent performance through intentional and continuous self-improvement.

A. Program Design

Quality Indicator and Examples	Notes
<p>1. Program has clear mission and goals.</p> <ul style="list-style-type: none">• Mission and goals are written and widely distributed.• Staff knows and understands the mission and goals.• Annual planning activities are used to assess and update goals as needed.	
<p>2. Activities address academic, physical, social and emotional needs of students within the context of program mission and goals.</p> <ul style="list-style-type: none">• Activities are both structured and unstructured and designed for individuals, small groups and large groups.• Program includes a range of enrichment opportunities that includes experiential activities.• Program activities are matched to students' needs, skills and interests.• Program activities provide diverse recreational, cultural, art, music and other activities.• Program provides academic support and enrichment activities aligned with school day curricula.• The program is culturally appropriate.• Program offers accommodation for youths with disabilities.• Site coordinators and other key staff can use a theory of change and a logical model to explain how the program accomplishes its goals.	

3. Program fosters meaningful connections to the broader curriculum, to parents, and to local communities.

- Staff communicates regularly and effectively with day teachers to supplement school educational activities and to inform and receive information on students' academic and behavioral progress.
- Program activities and services are promoted in the schools and community through a variety of methods and forums.
- The program encourages parent involvement in decision-making about the program's operations and provides activities for families of participating students.
- The program maintains on-going documentation of contributions (in-kind or resources) from partnering agencies.
- The program provides a range of opportunities to showcase participants' work.

4. Program promotes positive youth development through experiential activities and constructive staff/student interactions.

- Curriculum and process enable participants to develop life skills, resiliency and self-esteem via activities.
- Program affords participants opportunities to express their ideas, concerns and opinions.
- Program promotes teamwork and respect for others.
- Staff acknowledges youth when they arrive and leave.
- Staff model positive adult relationships with one another.
- Staff use positive techniques to guide behavior of students.
- Staff promotes youth development by asking questions, posing challenges, or extending the ideas of the students.

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Program Design

Summary

Strengths to Celebrate:

Opportunities for Quality Improvement in this Area:
--

B. Program Management

Quality Indicator and Examples	Notes
<p>5. Staff understands program objectives and has appropriate tools to accomplish them.</p> <ul style="list-style-type: none"> • The program's organizational structure is well defined and sound. • The program has written policies and procedures to promote effective management. • The student/staff ratio is appropriate and safe for the activities conducted. • The program has the administrative capacity and infrastructure to develop budgets, track expenses, and collect and maintain program data. • The program has adequate space. • The program has adequate materials. 	
<p>6. Program management and staff communicate effectively at all levels, including with each other, students, other school staff, parents, partners, and community.</p> <ul style="list-style-type: none"> • The program director communicates regularly and effectively with the site coordinators. • The program employs an effective marketing strategy to publicize the program and its achievements within the school and broader community. • School and local communities know about the center and support its goals. • The program provides regular communication with, and outreach to, participants' families, including information about students' experiences, behavior, and achievements. Information is structured to accommodate Limited English Proficient families. 	

Program Management

Summary

Strengths to Celebrate:

Opportunities for Quality Improvement in this Area:

C. Staffing and Professional Development

Quality Indicator and Examples	Notes
<p>7. The program actively recruits quality staff with a goal of consistent management and operations over time.</p> <ul style="list-style-type: none">• Staff has the experience and skills to address diverse student needs.• Staff has competence in core areas for an afterschool environment, including academics. Teachers are highly skilled and understand how to link to the day curriculum.• The program evaluates staff and works to retain quality staff.• The program has a management succession plan for the program director that includes interim management should the director become unavailable for a period of time.	
<p>8. Staff receives structured orientation and training and has access to professional development.</p> <ul style="list-style-type: none">• Program staff is recruited, screened, and oriented.• Staff is trained in program goals, policies and procedures.• The program assesses the training needs of staff and provides relevant training and ongoing professional development experiences to build more effective program practices.	

Staffing and Professional Development

Summary

Strengths to Celebrate:

Opportunities for Quality Improvement in this Area:

D. Partnerships and Relationships

Quality Indicator and Examples	Notes
<p>9. Program actively recruits partners who are motivated and equipped to participate.</p> <ul style="list-style-type: none">• The program makes efforts to recruit new, and retain established, partners and collaborators.• The program uses a wide variety of methods to identify and secure human, material, and financial resources.	
<p>10. Partners understand program goals and culture.</p> <ul style="list-style-type: none">• Program partners are aware of the program goals and objectives and how their activities support the achievement of those goals.• The program enters formal written agreements with subcontractors.• The local community knows about the center and supports its goals.	

<p>11. School-district officials consider the program goals a high priority.</p> <ul style="list-style-type: none">• Superintendent, site principals, site councils, and other school district officials and entities as applicable provide proactive support.• The program has access to needed school facilities and resources.• School staff support the program's goals.	
<p>12. Program encourages family involvement.</p> <ul style="list-style-type: none">• The local community knows about the center and supports its goals.• Program organizes parent/family-oriented events to showcase student accomplishments and inform families about program activities and goals.• Program communicates with families through a variety of means, depending on appropriateness, for example, newsletters, email lists, fliers, posters, social media, etc.	

Partnerships and Relationships

Summary

Strengths to Celebrate:

Opportunities for Quality Improvement in this Area:

E. Center Operations and Programming

Quality Indicator and Examples	Notes
<p>13. Program activities have a clear structure and purpose.</p> <ul style="list-style-type: none">• The program has adopted clear standards for student behavior and communicates them to students and parents.• Sessions are well organized with schedules established in advance according to clear principles.	
<p>14. Program pursues an active attendance strategy.</p> <ul style="list-style-type: none">• Each student's attendance is tracked.• Policies attach (non-tangible) incentives and consequences to attendance and participation levels.• The program conducts culturally appropriate outreach.	

15. Physical environment is safe and conducive to learning.

- Space is adequate for its purpose, clean and well lit.
- Program accommodates students with special needs and encourages their participation in the program.

Center Operations and Programming

Summary

Strengths to Celebrate:

Opportunities for Quality Improvement in this Area:

F. Measurement and Evaluation

Quality Indicator and Examples	Notes
<p>16. Local evaluations are rigorous and based on a clear theory of change.</p> <ul style="list-style-type: none">• Goals are measurable and tracked.• Evaluation includes analysis of cause-and-effect relationships within the program to understand what the data means.• In addition to measurement data, the program collects stories about program impacts on students and their families.• Local evaluation includes site visits by a third-party observer using a structured observation tool.	
<p>17. The program uses the evaluation results for continuous improvement.</p> <ul style="list-style-type: none">• Evaluation findings are communicated to staff, collaborators, parents, students, and other stakeholders.• Staff and management hold scheduled planning sessions to develop responses to evaluation implications.• Staff use theory of change and logic model to analyze and discuss potential program improvements.	

Measurement and Evaluation

Summary

Strengths to Celebrate:

Opportunities for Quality Improvement in this Area:

SCHOOL-AGE PROGRAM QUALITY ASSESSMENT

Organization name:

Site/program name:

Name(s) of program offering(s) observed:

Date of observation:

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TABLE OF CONTENTS

FRONT MATTER

Introduction i
Conducting a Program Self-Assessment iii
Conducting an External Assessment v

Program Information 1

I. SAFE ENVIRONMENT

Emotional Safety 2
Healthy Environment 3
Emergency Preparedness 4
Accommodating Environment 5
Nourishment 6

II. SUPPORTIVE ENVIRONMENT

Warm Welcome 7
Session Flow 8
Active Engagement 9
Skill-Building 10
Encouragement 11
Child-Centered Space 12

III. INTERACTION

Managing Feelings 14
Belonging 15
School-Age Leadership 16
Interaction with Adults 17

IV. ENGAGEMENT

School-Age Planning 18
School-Age Choice 19
Reflection 20
Responsibility 21

School-Age PQA Observation Guide 22

INTRODUCTION

PURPOSE

The School-Age Program Quality Assessment (School-Age PQA) is based on the validated Youth PQA & is designed to evaluate the quality of children's programs & identify staff training needs. It consists of a set of score-able standards for best practices in afterschool programs, community organizations, schools, summer programs & other places where children have fun, work & learn with adults. The School-Age PQA is designed to empower people & organizations to envision optimal-quality programming for children by providing a shared language for practice & decision-making & producing scores that can be used for comparison & assessment of progress over time. The School-Age PQA measures the quality of children's experiences & promotes the creation of environments that tap the most important resource available to any child-serving organization: a young person's motivation to engage critically with the world.

THE 2012 REVISION

The School-Age PQA is an assessment tool for best practices for any child-serving program. Each scale was given a short label or name to focus attention on the intent & purpose of the scale. This edition also contains some minor changes to make the items easier to interpret & score. When an item was substantively rewritten to clarify scoring, the original intent of the item was preserved wherever possible. We added three items to Skill-Building to better assess this important scale. Minor changes were made to increase consistency in wording across the School-Age PQA & the Youth PQA. Items in the School-Age PQA but not the Youth PQA are identified by (SA) after the item number.

THE 2020 REVISION

In March 2020, many programs transitioned to virtual learning environments. To support virtual assessment, an additional scoring option, Not Scored (NS), was created, allowing assessors to decide before the assessment not to score specific items because they are not applicable to the purpose or modality of the program. Similar to an "X", it was decided that a score of "NS" will also be excluded from the scale and domain averages so as not to negatively impact the scores. This change then updated the scoring calculations. If less than 50% of items in a scale are given a 1, 3 or 5 score, no scale score will be computed. If less than 50% of the scale in a domain have scores, no domain score will be computed. If less than 50% of the domains in the tool have scores, no Total Score will be computed.

BENEFITS

The School-Age PQA offers several important attributes:

- *Experience-tested approach* – The standards for best practices that make up the School-Age PQA are grounded in extensive experience working with young people. Together, the scales in the instrument represent a child development approach that works.
- *Research-based rubrics* – The School-Age PQA contains proven measurement rubrics that allow observers to differentiate programs in important and meaningful ways.
- *Opportunities to observe practice* – Staff using the School-Age PQA must spend time watching what happens in their program.
- *Flexibility* – The School-Age PQA is designed to meet a range of accountability and improvement needs, from self assessment to research and evaluation.

TERMINOLOGY

- *Form* refers to the entire group of scales used for assessment. For example: Form A – Program Offerings and Form B – Organization Practices & Policies.
- *Domain* refers to the group of scales falling under one of the sections I–VII. For example, in Form A – Program Offerings, a domain is "I. Safe Environment," which contains scales that pertain to that domain. *Domain score* is the average of scale scores for each domain I–VII. For example, the domain "I. Safe Environment" contains five scale scores to be averaged for a domain score.
- *Scale score* refers to the average of the scores (one per item) that make up a scale. For example, the Healthy Environment scale, has four items that can be scored as 1, 3 or 5 and then averaged for a scale score.
- *Item or item row* refers to a single row on the School-Age PQA for which there are descriptors for scores 1, 3 and 5. Level 5 is best practice.

DEFINITIONS

- *Organization* refers to the agency that operates services for young people. An organization may be a community-based nonprofit agency, church or temple, private center, neighborhood association or school.
- *Site* refers to the physical location of the activities being observed. For example, Middleton School or Bay Area Country Club.
- *Program offerings* refer to structured activities led by regular staff with the same children over time. This includes the range of scheduled services available to children at an organization (classes, workshops, meetings, special events, homework help, discussion groups, etc.)
- *Session* refers to one scheduled period of a program offering, e.g., a session might be when the photography club meets from 3 to 5 p.m. on Wednesday.
- *Staff* refers to the person or persons facilitating a session. Staff may include paid workers, volunteers or peer leaders.
- *Activities* are the planned interactions led by staff within a program offering. For example, the activities in an art club might include making a collage, learning different painting techniques and making sculptures with found objects.
- *Program hours* are the normal hours that the full range of program offerings are in session.

INTRODUCTION TO ITEMS & SCORING

The School-Age PQA items measure quality in different ways. Some items measure aspects of the environment or the way the session is structured. The bulk of these are in domain "I. Safe Environment." Some items measure if staff exhibit specific behaviors or best practice methods, or how frequently staff carries out the practice. Some items distinguish between child-initiated behaviors that occur informally/spontaneously & those that have been set up intentionally by staff. Others measure *how many* children have certain opportunities. It is important to note that items generally capture *either* staff practices or child behaviors/opportunities, but not both. Both are indicators of a quality program, although the School-Age PQA & continuous improvement approach focus on staff behaviors as that is where staff can directly make changes or improvements.

Scores at all levels are based on a five-point measurement scale ranging from 1-5, where 1 generally represents the absence of a practice or the presence of a poor practice, 3 represents the informal presence of the practice or availability of the practice to only some youth, and 5 represents intentional delivery of the highest quality practices.

A site, network or organization 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). Before the assessment, have a conversation to determine if any items or scales are not to be scored because they are not applicable to the purpose or modality of the program.

To complete the assessment, any items which were pre-determined to be omitted are marked NS. A rater may decide certain items should be scored with an "X" 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., Managing Feelings if no conflict or incident involving strong feelings was observed).

In observing and scoring, it is helpful to keep the following in mind:

- Think about the intent of the item when scoring. Consult the handbook as needed.
- Follow through and pay attention to an entire sequence of events (e.g., child behavior, staff response, child response).
- If the item assesses children's opportunity for something, score based on whether the opportunity was present or explicitly offered, even if some children do not take advantage of the opportunity.
- Score based on what you see that day, even if there were extenuating circumstances present that affected scores.
- If there are two or more staff members, score on whether any one of the staff members carry out a certain practice. Otherwise, focus on the primary staff member.
- *Structured* refers to the quality of being intentional, planned, prompted, initiated and/or named by the staff; it does not refer to children's informal conversation or actions.

CONDUCTING A PROGRAM SELF-ASSESSMENT

Team-based program self assessment using the School-Age PQA is a highly effective, low stakes strategy for building a quality-focused culture. Program self assessment can help managers and staff co-create meaningful improvement objectives for the quality of their programming and ultimately the outcomes for their young participants.

Throughout the process, keep in mind these three aspects of a constructive program self assessment process:

- Work as a team.
- Base scores on observational evidence.
- Focus on conversations about quality.

1. SELECT AND TRAIN A SELF-ASSESSMENT TEAM

The program self assessment team should consist of the site leader and at least two program staff, volunteers or parents. The site leader attends PQA Basics training. Team members can prepare to be a part of the program self-assessment process by completing the PQA Basics training online. The site lead should also conduct a meeting or mini training for team members using the materials shared at PQA Basics. Use this time to have a conversation with your team to decide if any items or scales are not to be scored because they are not applicable to the purpose or modality of the program.

2. PREPARE FOR DATA COLLECTION

Team members collect data by taking turns observing their programs in action. Sometimes, schedules need to be rearranged, or a program manager needs to arrange coverage in order to provide the opportunity for staff to observe each other. Plan time as soon as possible following the observations for discussion and scoring. This time should also be used to

The site teams should observe *program offerings*: structured activities that are led by regular staff with the same children over time. Enrichment classes or afterschool clubs that get together at the same time each week for the entire school semester are a great example. Avoid homework help, open gym, unstructured computer lab time, drop-in, etc. Always notify program staff of scheduled observations ahead of time. This is not a test!

If timing and staff schedules do not allow for full observations, then try to observe at least one hour of programming, divided among self assessment team members (e.g., three people each observe for 20 minutes, four people each observe for 15 minutes). Vary observation times so that your observations include the beginning, middle and end of different sessions.

3. OBSERVE AND TAKE NOTES

When conducting an observation, find a place to sit that allows you to see and hear as much as possible without getting in the way. Take notes by hand or using a laptop. Bring a copy of the back page of the School-Age PQA. You can bring the full School-Age PQA to your observation, but do not write notes onto the form or try to score the form while observing.

Take notes throughout the offering on factual information; include quotes, actions, etc. As a general rule, expect to take 3–4 or more handwritten pages (1–2 typed) of notes per 30 minutes of observation.

Your notes should be:

- Factual and objective (rather than judgmental, evaluative or impressionistic)
- Specific and detailed (rather than general)
- Accessible (language should make sense six months from now)
- Chronological (include time markers)

Your notes should include:

- Anecdotal descriptions of interactions
- Quotes of what children and/or staff say when interacting
- Actions and language of the children involved
- Materials lists
- Sequences of daily events and routines

At the end of the session, ask the session leader(s) any follow-up questions, as listed on the back of the PQA. After the observation, you will not score the PQA, but save your notes to use during the scoring meeting.

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4. SCORING THE PQA

After all data has been collected, the site leader guides the team in scoring a single, program-wide School-Age PQA Form A. This scoring process can last three hours or more and may be divided among several shorter meetings. During the scoring meetings, the team will pool and review all anecdotal records and go through the School-Age PQA item by item, selecting an anecdote and agreeing on a score for each. It is important that the team rely on the anecdotes rather than their memories to produce scores.

The most important outcome of the scoring meeting is the conversation that occurs while discussing scores and arriving at agreement. The scores can provide a reliable indication of the quality of staff interactions with children, so it is important to be accurate.

5. ENTER SCORES

The School-Age PQA produces scores at the item, scale and domain level. All scores beyond the item level are created using mathematical means, or averages. Scales are averages of items, and domains are averages of scales.

After scoring the items in Form A of the School-Age PQA, you can enter the scores into the online Scores Reporter. You can access the online Scores Reporter through the Weikart Center website at www.cypq.org. The staff at the Weikart Center is available to offer technical assistance as needed.

CONDUCTING AN EXTERNAL ASSESSMENT

For an external assessment, a trained, reliable external assessor visits a site to observe a single program offering and score a PQA based on the observation.

1. ATTEND AN EXTERNAL ASSESSOR RELIABILITY TRAINING

External assessors attend an External Assessment Reliability Training to practice skills and complete a reliability check. All assessors must pass the reliability check to be endorsed as external assessors prior to conducting any site visits.

2. PREPARE FOR DATA COLLECTION

The network leader will often coordinate schedules and assign assessors to sites. External assessors should confirm the date and time of observation with the site leader and ask him or her to inform the relevant staff that they will be visiting to conduct an observation. This time should also be used to confirm if any items or scales are not to be scored because they are not applicable to the purpose or modality of the program.

3. OBSERVE AND TAKE NOTES

When travelling to the assigned children's program, assessors should arrive at least 15 minutes before the scheduled observation time. Assessors will view program offerings in their entirety (usually 45-90 minutes long).

Assessors take objective observational notes which describe only observable behaviors, language and materials. They focus on the behaviors of the staff and children with whom the staff is interacting and record as many quotations as possible.

Notes should be:

- Factual and objective (rather than judgmental, evaluative or impressionistic)
- Specific and detailed (rather than general)
- Accessible (language should make sense six months from now)
- Chronological (include time markers)

Notes should include:

- Anecdotal descriptions of interactions
- Quotes of what children and/or staff say when interacting
- Actions and language of the children involved
- Materials lists
- Sequences of daily events and routines

At the end of the session, the assessor asks the session leader(s) any follow-up questions, as listed on the back of the PQA. The assessor should also ask the staff who led the session the questions on the Staff Information page.

4. SCORING THE PQA

After the visit, assessors fit and score using their notes, making sure to fill out all evidence boxes and program description information.

The assessor uses the answers to the follow-up questions as evidence to score the items as applicable. Some evidence can be cross-referenced against multiple items. In fact, items with a score of 5 may provide a full listing of relevant evidence.

5. ENTER SCORES

The School-Age PQA produces scores at the item, scale and domain levels. All scores beyond the item level are created using mathematical means, or averages. Scales are averages of items, and domains are averages of scales. Please note that items scored as "X" or "NS" 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. Under these circumstances, scale and domain scores should not be calculated.

After scoring the items in the School-Age PQA, the assessor can enter the scores into the online Scores Reporter. The online Scores Reporter can be accessed through the Weikart Center website at www.cypq.org. The staff at the Weikart Center is available to offer technical assistance as needed.

PROGRAM INFORMATION

[Complete for Program Self-Assessment or External Assessment]

Organization name: _____ Site/program name: _____

Date of observation (mm/dd/yyyy): _____
If multiple observations were conducted, provide the date of the last one conducted.

How was this observation conducted? Check all that apply:

In-person observation Live virtual observation Observed a recorded session

Name(s) of program offering(s) observed: _____

Brief description of program offering(s): _____

Staff: Youth Ratio: Total number of staff observed _____ Total number of youths observed _____

Grades of young people observed (Circle all that apply):

K 1 2 3 4 5 6 7 8 9 10 11 12 12+

Type(s) of program/activity observed (Check all that apply):

Mentoring Literacy STEM Other academic enrichment
(e.g., homework help, tutoring, college prep)

Career readiness Youth leadership Community service/
(e.g., entrepreneurship) civic engagement (e.g., drama, painting, music)

Sports, fitness & physical health (e.g., basketball, dance, cooking) Other:

EMOTIONAL SAFETY | Psychological & emotional safety is promoted.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
<p>1. 1 The emotional climate of the session is predominantly negative (e.g., disrespectful, tense, exclusive, even angry or hostile); negative behaviors, such as rudeness, bragging, insults, "trash talking," negative gestures or other such actions are not mediated by either children or staff.</p>	<p>3 The emotional climate of the session is neutral or characterized by both positive and negative behaviors.</p>	<p>5 The emotional climate of the session is predominantly positive (e.g., mutually respectful, relaxed, supportive; characterized by teamwork, camaraderie, inclusiveness, and an absence of negative behaviors). Any playful negative behaviors (not considered offensive by parties involved) are mediated (countered, curtailed, defused) by staff or children.</p>	<input type="checkbox"/>
<p>2. 1 Comments or slurs intended to hurt someone who is present explicitly indicate religious, ethnic, class, gender, ability, appearance or sexual orientation bias(es).</p>	<p>3 There is evidence (e.g., comments or slurs) of religious, ethnic, class, gender, ability, appearance or sexual orientation bias, but comments are not directed at anyone present.</p>	<p>5 There is no evidence of bias; rather, there is mutual respect for and inclusion of others of a different religion, race/ethnicity, class, gender, ability, appearance or sexual orientation.</p>	<input type="checkbox"/>

HEALTHY ENVIRONMENT | The physical environment is safe & free of health hazards.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1.	1 There are major safety and health hazards (e.g., broken equipment or supplies, unmopped spills, flammable and/or toxic materials) affecting the program space.	3 There are minor safety and health concerns (e.g., dirty floors or furniture, wobbly furniture, program materials in disarray) affecting the program space.	5 The program space is free of health and safety hazards. <input type="checkbox"/>
2.	1 There are major sanitary concerns (e.g., unsanitary toilet facilities, dirty or clogged drains, open or spoiling food, overflowing trash container) affecting the program space.	3 There are minor sanitary concerns (e.g., unswept floor, dirty tables or chairs) affecting the program space.	5 The program space is clean and sanitary. <input type="checkbox"/>
3.	1 There are major inadequacies in either ventilation or lighting in the program space.	3 Ventilation or lighting is inadequate in some areas in the program space.	5 Ventilation and lighting are adequate in the program space. <input type="checkbox"/>
4.	1 The temperature is uncomfortable (e.g., it is too hot or too cold) in the program space.	3 The temperature is uncomfortable for some activities and/or in some areas of the program space.	5 The temperature is comfortable for all activities in the program space. <input type="checkbox"/>

EMERGENCY PREPAREDNESS | Appropriate emergency procedures & supplies are present.

Note: Local fire codes govern the number & location of fire extinguishers.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1.	1 There are no written emergency procedures (e.g., fire escape route, lost swimmer drill, severe weather instructions), or staff are unable to locate procedures.	3 Written emergency procedures are not posted, but staff is able to locate them.	5 Written emergency procedures are posted in plain view. <input type="checkbox"/>
2.	1 There is no charged fire extinguisher accessible from the program space.	3 At least one charged fire extinguisher is accessible (but not plainly visible) from the program space.	5 At least one charged fire extinguisher is accessible and visible from the program space. <input type="checkbox"/>
3.	1 A complete first-aid kit is not accessible from the program space.	3 At least one complete first-aid kit is accessible (but not plainly visible) from the program space.	5 At least one complete first-aid kit is accessible and visible from the program space. <input type="checkbox"/>
4.	1 Other safety or emergency equipment appropriate to the activities is not available to the program offering.	3 Other safety and/or emergency equipment appropriate for the program offering is in poor condition, and/or staff cannot locate it.	5 Other appropriate safety and emergency equipment (e.g., for water or vehicle safety, sports or repairs) is available to the program offering as needed, can be located by staff and is maintained in full-service condition. <input type="checkbox"/>
5.	1 Entrances to the indoor program space are unsupervised during program hours.	3 At least one entrance to the indoor program space is supervised for security during program hours but others are not, or entrance(s) are sometimes supervised and sometimes not.	5 All entrances to the indoor program space are supervised for security during program hours. (Can include electronic security system.) <input type="checkbox"/>
6.	1 Access to outdoor program space is unsupervised during program hours.	3 Access to outdoor program space is sometimes supervised during program hours.	5 Access to outdoor program space is supervised during program hours. <input type="checkbox"/>

ACCOMMODATING ENVIRONMENT | Program space & furniture accommodate activities.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1.	1 Program space is crowded, without sufficient room to move freely.	3 Program space is crowded in some areas.	5 Program space allows children and staff to move freely while carrying out activities (e.g., room accommodates all participants without children blocking doorways, bumping into one another and crowding). <input type="checkbox"/>
2.	1 Program space is not suitable for activities offered.	3 Program space is suitable for some of the activities offered.	5 Program space is suitable for all activities offered (e.g., furniture and room support small and large groups; if athletic activity is offered, then program space supports this). <input type="checkbox"/>
3.	1 Furniture is neither comfortable nor of sufficient quantity for the program offering.	3 Furniture is either comfortable or of sufficient quantity for the program offering (but not both).	5 Furniture is comfortable and of sufficient quantity for all children participating in the program offering. <input type="checkbox"/> If there is no furniture and none required, do not rate. Write an "X" in the box at the left.
4.	1 The physical environment cannot be modified to meet the needs of the program offering.	3 The physical environment can be modified to meet the needs of the program offering, but children and/or staff are discouraged from doing so.	5 The physical environment can be modified to meet the needs of the program offering (e.g., furniture and/or supplies can be moved). <input type="checkbox"/> If there is no furniture and none required, do not rate. Write an "X" in the box at the left.
5. (SA)	1 There is little or no furniture appropriate to the physical size of children (e.g., small children must sit at full-size desks, the work surface is chest height).	3 There is some furniture appropriate to the physical size of children served, but not enough appropriately sized furniture for all children.	5 Furniture appropriate to children's physical size is available for all children served (e.g., small furniture for small children). <input type="checkbox"/> If there is no furniture and none required, do not rate. Write an "X" in the box at the left. Can the furniture be moved around?

NOURISHMENT | Healthy food & drinks are provided.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1. 1 Drinking water is not available.	3 Drinking water is available but not easily accessible (e.g., water is located away from program space; faucet is difficult to use).	5 Drinking water is available and easily accessible to all children.	<input type="checkbox"/>
2. 1 Food or drinks are not available to children during the session.	3 Food and drinks are available at appropriate times, but there is not enough for every child to receive a serving.	5 Food and drinks are plentiful and available at appropriate times for all children during the session.	<input type="checkbox"/> If a meal or snack is not necessary because of structure of program offering, do not rate. Write an "X" in the box at the left.
3. 1 Available food or drink is not nutritious (e.g., junk food – high in fat, sugar or hydrogenated oils).	3 Some available food or drink is not nutritious, and some is healthy.	5 Available food and drink is healthy (e.g., vegetables, fresh fruit, real juices).	<input type="checkbox"/> If no food or drink is served, do not rate. Write an "X" in the box at the left.

WARM WELCOME | Staff provides a welcoming atmosphere.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1.	1 No children are greeted by staff as they arrive or at the start of the session.	3 Some children are greeted by staff as they arrive or at the start of the session.	5 All children are greeted by staff as they arrive or at the start of the session. <input type="checkbox"/>
2.	1 Staff mainly uses a negative tone of voice and disrespectful language.	3 Staff sometimes uses a negative tone of voice and disrespectful language and sometimes uses a warm tone of voice and respectful language.	5 Staff mainly uses a warm tone of voice and respectful language. <input type="checkbox"/>
3.	1 Staff generally frowns or scowls, uses unfriendly gestures and avoids eye contact.	3 Staff sometimes exhibits unfriendly behaviors and sometimes uses a friendly approach.	5 Staff generally smiles, uses friendly gestures and makes eye contact. <input type="checkbox"/>

SESSION FLOW | Session flow is planned, presented and paced for children.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1. 1 Staff does not start or end session within 10 minutes of scheduled time.	3 Staff either starts or ends session within 10 minutes of scheduled time (but not both).	5 Staff starts and ends session within 10 minutes of scheduled time.	<input type="checkbox"/> Record the following: Scheduled starting time _____ Actual starting time _____ Scheduled end time _____ Actual end time _____
2. 1 Staff does not have materials and supplies ready to begin activities.	3 Staff has some materials and supplies ready to begin activities, or staff has materials and supplies ready to begin only some activities.	5 Staff has all materials and supplies ready to begin all activities (e.g., materials are gathered, set up).	<input type="checkbox"/> If no materials/supplies are required, do not rate. Write an "X" in the box at the left.
3. 1 There are only enough materials and supplies prepared for less than half of the children to begin activities.	3 There are enough materials and supplies prepared for more than half, but not all, of the children to begin activities.	5 There are enough materials and supplies prepared for all children to begin activities.	<input type="checkbox"/> If no materials/supplies are required, do not rate. Write an "X" in the box at the left.
4. 1 Staff does not explain any activities clearly.	3 Staff explains some activities clearly.	5 Staff explains all activities clearly (e.g., children appear to understand directions; sequence of events and purpose are clear).	<input type="checkbox"/>
5. 1 There is not an appropriate amount of time for more than one activity.	3 There is an appropriate amount of time for all but one activity (e.g., for one activity, most children either do not finish or finish early with nothing to do).	5 There is an appropriate amount of time for all of the activities (e.g., children do not appear rushed; most children who are generally on task finish activities; most children do not finish significantly early with nothing planned to do).	<input type="checkbox"/>

ACTIVE ENGAGEMENT | Activities support active engagement.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES	
1.	1 The activities provide no opportunities for children to engage with materials or ideas; activities mostly involve waiting, listening, watching and repeating.	3 The activities provide opportunities for children to engage with materials or ideas for less than half of the time.	5 The activities involve children in engaging with (creating, combining, reforming) materials or ideas (e.g., role play, projects, experiments, writing and illustrating stories, outside exploration) for at least half of the time.	<input type="checkbox"/>
2.	1 Staff does not provide any children structured opportunities to talk about (or otherwise communicate) what they are doing and what they are thinking about to others.	3 During activities, staff provides some children a structured opportunity to talk about (or otherwise communicate) what they are doing and what they are thinking about to others (e.g., staff asks some children to explain what they are doing or why, staff has half the children explain their art project to another child).	5 During activities, staff provides all children a structured opportunity to talk about (or otherwise communicate) what they are doing and what they are thinking about to others (e.g., each child explains the reasoning behind his or her design to staff; staff assigns children to small groups to work on a shared task).	<input type="checkbox"/>
3. (SA)	1 Staff does not provide explicit opportunities for children to make connections between current activities and prior experiences and/or knowledge.	3 Staff tells children about a connection between the current activity and children's prior knowledge or experience (e.g., staff says, "This is a follow up to the experiment we did last week").	5 Staff has children make a connection between the current activity and the children's prior knowledge or experience (e.g., staff asks children what they learned in a related experiment, staff asks children what similar tools they have at home, staff has children draw a picture of their favorite fruit or vegetable).	<input type="checkbox"/>

SKILL-BUILDING | Staff supports children in building skills.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1. 1 Staff never mentions a specific learning or skill-building focus for the session or activity (e.g., objective, learning target, goal).	3 Staff tells children a specific learning or skill-building focus for the session or activity (e.g., objective, learning target, goal) but the focus is not clearly linked to the activity.	5 Staff tells children a specific learning or skill-building focus for the session or activity (e.g., objective, learning target, goal) and the focus is clearly linked to the activity (e.g., students do activity related to focus, language from focus is described in activity).	<input type="checkbox"/>
2. 1 Staff does not encourage children to try skills or attempt higher levels of performance.	3 Staff encourages some children to try skills or attempt higher levels of performance.	5 Staff encourages all children to try skills or attempt higher levels of performance.	<input type="checkbox"/>
3. 1 Staff does not model skills.	3 Staff models skills for some children.	5 Staff models skills for all children.	<input type="checkbox"/>
4. 1 Staff does not break difficult task(s) into smaller, simpler steps for any children or there are no tasks of sufficient difficulty to warrant explaining steps.	3 Staff breaks difficult task(s) into smaller, simpler steps for some children.	5 Staff breaks difficult task(s) into smaller, simpler steps for all children (e.g., steps are explained in sequence; instructions are provided for specific steps; examples of completed steps are shared).	<input type="checkbox"/>
5. 1 When children struggle (with errors, imperfect results or failure), staff, even once, responds with sarcasm, condescension, criticism, punishment or making fun of the child.	3 When children struggle (with errors, imperfect results or failure), staff sometimes does not respond with learning supports or encouragement (e.g., numerous children are raising their hands for help, but the staff does not get around to responding to all of them; staff ignores struggling children).	5 When children struggle (with errors, imperfect results or failure), staff always provides learning supports or encouragement (e.g., children are helped to problem solve, encouraged to try another approach, told why an error was made, encouraged to keep trying, given guidance or explanation when needed).	<input type="checkbox"/> If no children struggle with imperfect results, do not score. Write an "X" in the box at the left. Expect to score this item if item 2 above scores a 3 or 5.

ENCOURAGEMENT | Staff supports children with encouragement.

Note: Open-ended questions do not have predetermined, correct answers; they seek the opinions, thoughts & ideas of children.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES	
1.	1 Staff does not support contributions or accomplishments of children in either of the ways described for a score of 3 or 5, or simply doesn't support children at all.	3 Staff supports contributions or accomplishments of children but uses subjective or evaluative comments, such as "Good job!", "I like it!" or "You're so smart!"	5 Staff supports at least some contributions or accomplishments of children by acknowledging what they've said or done with specific, non-evaluative language (e.g., "Yes, the cleanup project you suggested is a way to give back to the community," "It looks like you put a lot of time into choosing the colors for your painting").	<input type="checkbox"/>
2.	1 Staff rarely or never asks open-ended questions.	3 Staff makes limited use of open-ended questions (e.g., only uses them during certain parts of the activity or repeats the same questions).	5 Staff makes frequent use of open-ended questions (e.g., staff asks open-ended questions throughout the activity and questions are related to the context; most children have opportunities to answer questions that seek opinions or require thoughtful answers).	<input type="checkbox"/>

CHILD-CENTERED SPACE | The physical environment is flexible & child-centered.

SUPPORTIVE ENVIRONMENT SUPPLEMENT

Note: If not compatible with the design and purpose of the program, do not score this scale. Mark all items with an "X".

ITEMS			SUPPORTING EVIDENCE/ANECDOTES	
1. (SA)	1 There are no interest areas in or accessible to the program space.	3 There are interest areas in or accessible to the program space, but they are not well-defined.	5 There are well-defined interest areas in or accessible to the program space (e.g., materials in areas match purpose; spaces are clearly marked and/or labeled).	<input type="checkbox"/>
2. (SA)	1 There are no interest areas, or none contain sufficient materials so that several children can work with the materials simultaneously.	3 Some, but not all, interest areas contain sufficient materials so that several children can work with the materials simultaneously.	5 Each interest area contains sufficient materials so that several children can work with the materials simultaneously.	<input type="checkbox"/>
3. (SA)	1 Ready-made commercial items or adult-made items dominate the learning environment (bulletin boards and wall displays).	3 Some children's work is on display in the classroom.	5 Children's individual work and projects make up most of wall, bulletin board, and other displays.	<input type="checkbox"/>
4. (SA)	1 Children do not participate in selecting items for display or deciding how to arrange them.	3 Children participate in selecting some items for display and sometimes in deciding how to arrange them.	5 Children frequently participate in selecting items for display or deciding how to arrange them.	<input type="checkbox"/> Who made and/or selected what is displayed on the walls?

CHILD-CENTERED SPACE | The physical environment is flexible and child-centered, cont. SUPPORTIVE ENVIRONMENT SUPPLEMENT

Note: If not compatible with the design and purpose of the program, do not score this scale. Mark all items with an "X".

ITEMS			SUPPORTING EVIDENCE/ANECDOTES	
5. (SA)	1 Most materials lead to prescribed outcomes (e.g., art cutouts, lotto games, worksheets, coloring books, commercial toys).	3 Some open-ended materials are available.	5 Most of the available materials are open-ended (e.g., boxes, paper, beads, paints, blocks, books, sand, water, corks, scarves, paints, musical instruments, microscopes, dress-up clothes).	<input type="checkbox"/>
6. (SA)	1 Learning materials cannot easily be reached by children or are typically brought out by staff.	3 Some learning materials are accessible to children.	5 Most learning materials are easily accessible to children (e.g., placed on low shelves, in easy-to-handle containers).	<input type="checkbox"/>
7. (SA)	1 No time is provided for activities based on children's interests.	3 Some time is provided for activities based on children's interests, but it is not regularly scheduled or it is less than thirty minutes.	5 Thirty minutes or more are provided in a session for children to be involved in activities based on their interests.	<input type="checkbox"/>

MANAGING FEELINGS | Staff encourages children to manage feelings & resolve conflicts appropriately.

Note: A conflict is an interaction between children that involves strong feelings or serious negative behaviors. Strong feelings are any emotions that interrupt the learning of an individual or group of children. If there is not a conflict or incident involving strong feelings, do not score. Mark all items with an "X".

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1. (SA)	1 More than once, staff does not ask about or acknowledge the feelings of child(ren) involved.	3 Once, staff does not ask about or acknowledge the feelings of child(ren) involved.	5 Staff always asks about and/or acknowledges the feelings of all child(ren) involved. <input type="checkbox"/>
2. (SA)	1 Staff does not ask child(ren) to explain or confirm the situation; rather, staff states the problem without input from child(ren) or does not state the problem at all.	3 Staff does not ask child(ren) to explain the situation; rather, staff at least once states the problem with some confirmation from child(ren) (e.g., "Did you take that from her?", "You're upset because she took your toy, right?").	5 Staff at least once asks child(ren) to explain the situation (e.g., "Why are you upset?", "What happened?"). <input type="checkbox"/>
3. (SA)	1 Even once, staff shames, scolds, or punishes child(ren).	3 Staff does not help child(ren) respond appropriately, but does not shame, scold, or punish child(ren).	5 Staff at least once helps child(ren) respond appropriately (e.g., staff encourages children to make a list of solutions, take time out to "cool off," find an appropriate physical outlet). <input type="checkbox"/>
4. (SA)	1 Staff does not ask child(ren) for possible solutions or present solutions with rationale; rather, staff solves problems for children.	3 Staff does not ask child(ren) for possible solutions; rather, staff at least once presents a solution and gives rationale behind it or gives idea(s) for preventing problems in the future.	5 At least once, staff asks child(ren) for possible solutions and encourages them to choose one. <input type="checkbox"/>

BELONGING | Children have opportunities to develop a sense of belonging.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES	
1.	1 Staff does not provide opportunities for children to get to know each other (e.g., the entire session is structured so children have no time where talking among themselves is allowed or encouraged).	3 Staff provides informal opportunities for children to get to know each other (e.g., children engage in informal conversations, children get to know each other as a by-product of an activity).	5 Staff provides structured opportunities with the purpose of helping children get to know each other (e.g., there are team-building activities, introductions, personal updates, welcomes of new group members, icebreakers).	<input type="checkbox"/>
2.	1 Children exhibit evidence of excluding peers (e.g., children are avoided or ostracized by other children, "I don't want to sit with her – she's not my friend") and staff does not explicitly promote more inclusive relationships (e.g., suggest ways to include others in play, introduce excluded child to other children, say, "Remember, 'Be Kind' is one of our rules").	3 Children exhibit some evidence of excluding peers and staff intervenes, but not sufficiently to end exclusion (e.g., staff introduces an excluded child to other children, but the newcomer is treated coolly and avoided or ignored; staff intervenes in some instances of exclusionary behavior but not others).	5 Children do not exhibit any exclusion or staff successfully intervenes if exclusive behavior occurs (e.g., staff introduces excluded child to other children and they then include her, staff successfully suggests a way to include a lone boy in children's play).	<input type="checkbox"/>
3.	1 Children do not identify with the program offering (e.g., many children complain about or express dislike of the program offering or activities).	3 Children do not strongly identify with the program offering but do not complain or express dislike.	5 Children strongly identify with the program offering (e.g., hold one another to established guidelines, use ownership language, such as "our program," engage in shared traditions such as shared jokes, songs, gestures).	<input type="checkbox"/>
4. (SA)	1 Staff does not create opportunities for children to work or play in small groups and children spend all or nearly all of their time working alone or in the full group.	3 Staff does not set up small group activities as part of the program routine; rather, children work or play in small groups that develop informally (e.g., two or three children play a game together).	5 Staff provides structured small group activities as part of the program routine.	<input type="checkbox"/> If there are five or fewer children, do not score. Write an "X" in the box at the left.

SCHOOL-AGE LEADERSHIP | Children have opportunities to practice leadership skills.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1. (SA) 1 Staff does not provide opportunities for children to practice group-process skills.	3 Staff provides a limited opportunity for children to practice group-process skills (e.g., all children are paired off or grouped briefly to talk about a topic, but this is the only opportunity for group process skills).	5 Staff provides multiple or extended opportunities for children to practice group-process skills (e.g., contribute ideas or actions to the group, do a task with others, take responsibility for a part).	<input type="checkbox"/>
2. (SA) 1 Staff does not provide opportunities for a child to help another child.	3 Staff provides informal or child-initiated opportunities for a child to help another child by demonstrating or explaining a task or part of a task (e.g., without being asked by a staff member, a child explains to another how to do a homework assignment, play a game, do something on the computer).	5 Staff provides one or more opportunities for a child to help another child by demonstrating or explaining a task or part of a task (e.g., each child explains to a partner how take over her role in a group project; every child gets to explain the rules to his favorite game).	<input type="checkbox"/>
3. (SA) 1 Staff does not provide opportunities for children to lead a group or exercise leadership.	3 Staff provides opportunities for one or more children to informally or spontaneously exercise leadership (e.g., during free time a child organizes a group game; a child spontaneously volunteers to demonstrate something to whole group).	5 Staff provides structured opportunities for one or more children to lead a group (e.g., facilitate a discussion, lead a song, project, event or other activity).	<input type="checkbox"/>

INTERACTION WITH ADULTS | Staff engages with children in positive ways.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1. (SA)	1 Staff never lowers their body so their eyes are at children's eye level.	3 Staff once or twice lowers their body so their eyes are at children's eye level.	5 Staff often lowers their body, so their eyes are at children's eye level (squatting, bending over when talking to children much shorter than they are). <input type="checkbox"/>
2. (SA)	1 Staff does not work side by side with children.	3 Staff sometimes, or intermittently, works side by side with children.	5 Staff consistently works side by side with children. <input type="checkbox"/>
3. (SA)	1 Staff does not circulate to interact with children.	3 Staff circulates and interacts with some (but not all) children.	5 Staff circulates and interacts with every child at some point during the program session. <input type="checkbox"/>
4. (SA)	1 Interaction is primarily limited to managing behaviors and responding to problems (e.g., staff states rules but provides no explanation, tells children what to do or how to do it, spends significant time disciplining behaviors).	3 Staff sometimes interacts with children in positive ways.	5 Staff consistently interacts with children in positive ways (e.g., discusses or explains rules and limits, models positive affect, follows children's leads). <input type="checkbox"/>

SCHOOL-AGE PLANNING | Children have opportunities to make plans.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
<p>1. (SA) 1 Staff does not create an opportunity for any children (individual or group) to make plans (e.g., children plan how to spend their time, how to do something).</p>	<p>3 Staff creates an opportunity for some children (individual or group) to make plans (e.g., children plan how to spend their time, how to do something).</p>	<p>5 Staff creates an opportunity for all children (individual or group) to make plans (e.g., children plan how to spend their time, how to do something).</p>	<input type="checkbox"/>
<p>2. (SA) 1 Staff does not use an identifiable planning strategy to support children's planning.</p>	<p>3 Staff uses at least one identifiable planning strategy to support children's planning (e.g., children always verbalize their plans).</p>	<p>5 Staff uses two or more strategies to support children's planning (e.g., area signs; idea webbing; planning in pairs; planning journals or forms; props such as puppets, hula hoops and maps).</p>	<input type="checkbox"/>
<p>3. (SA) Staff does not encourage children to share plans.</p>	<p>3 Staff encourages children to share plans, but only verbally.</p>	<p>5 Staff encourages children to share plans and represent their plans in a tangible way (e.g., a small group draws a diagram before building; staff helps full group make a large idea web to plan an event).</p>	<input type="checkbox"/>

SCHOOL-AGE CHOICE | Children have opportunities to make choices based on their interests.

Note: Authentic choices refer to real, meaningful choices, as opposed to token or false choices.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
<p>1. (SA) 1 Staff does not provide opportunities for children to make choices within activities, or choices given are false, token ones (e.g., staff says, "You can choose to be here or not"; children are allowed to choose only the color of marker to use, but all draw an owl).</p>	<p>3 Staff provides opportunities for some children to make authentic choices within activities (e.g., one small group gets to decorate the outside of invitations in any way they'd like, while another group has to copy invitation wording verbatim).</p>	<p>5 Staff provides opportunities for all children to make authentic choices within activities (e.g., all children choose what to build; all children can choose whether to paint, draw, or use markers; all children get to act out an animal of their choice).</p>	<input type="checkbox"/>
<p>2. (SA) 1 Staff does not provide opportunities for children to make choices within activities.</p>	<p>3 Staff provides opportunities for children to make discrete choices between set options within activities (e.g., children choose between three movies to watch, draw an owl, penguin or ostrich).</p>	<p>5 Staff provides opportunities for children to make open-ended choices within activities rather than choosing from limited options provided to them (e.g., they choose what to draw, how to use costumes, how to carry out an activity).</p>	<input type="checkbox"/>

REFLECTION | Children have opportunities to reflect.

Note: Reflect means to review, summarize and/or evaluate recent events or activities. Reflections are usually expressed by talking with others and/or in writing (a journal or report, for example).

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1.	1 Staff does not engage children in an intentional process of reflecting on what they have done during the program session.	3 Staff engages some children in an intentional process of reflecting on what they have done during the program session.	5 Staff engages all children in an intentional process of reflecting on what they have done during the program session (e.g., writing in journals; reviewing minutes; sharing progress, accomplishments, or feelings about the experience). <input type="checkbox"/>
2.	1 Staff does not encourage children to share what they have done with others or to reflect on their experiences.	3 Staff uses at least one identifiable strategy to help children to share what they have done and reflect on their experiences (e.g., staff asks children, "What did you do today?").	5 Staff uses two or more strategies to encourage children to share what they have done and reflect on their experiences (e.g., writing, role playing, using media or technology, drawing, using props such as puppets, hula hoops and maps). <input type="checkbox"/>
3.	1 Staff dismisses feedback from children who initiate it, or children have no opportunities to provide feedback on the activities.	3 Staff is receptive to feedback initiated by children on the activities but does not solicit it.	5 Staff initiates structured opportunities for children to give feedback on the activities (e.g., staff asks feedback questions, provides session evaluations). <input type="checkbox"/>

RESPONSIBILITY | Children are encouraged to exercise independence & take on responsibilities.

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
<p>1. (SA) 1 Staff does not create opportunities for or encourage children to take care of practical needs and accomplish routine tasks.</p>	<p>3 Once or twice, staff creates opportunities for or encourages children to take care of practical needs and accomplish routine tasks.</p>	<p>5 Three or more times, staff creates opportunities for children to take care of practical needs and accomplish routine tasks or encourages them to do so (e.g., clean up, get supplies, run errands in building, pass out materials or snacks, wipe dry erase boards, put up chairs, feed pets, get themselves a new box of tissues or needed supply from the closet).</p>	<input type="checkbox"/>
<p>2. (SA) 1 More than once, staff takes over or intervenes intrusively in activities or tasks assigned to a child.</p>	<p>3 Only once, staff takes over or intervenes intrusively in activities or tasks assigned to a child.</p>	<p>5 Staff does not take over or intervene intrusively in activities or a task assigned to a child, even if the child takes a long time or does not employ the methods staff had in mind.</p>	<input type="checkbox"/> If item above is scored a 1, do not score this item. Write an "X" in the box at the left.

SCHOOL-AGE PQA OBSERVATION GUIDE

Program Offerings Children – Grades K-6

Summary of Scales

- I. Safe Environment**
 - Emotional Safety
 - Healthy Environment
 - Emergency Preparedness
 - Accommodating Environment
 - Nourishment

- II. Supportive Environment**
 - Warm Welcome
 - Session Flow
 - Active Engagement
 - Skill-Building
 - Encouragement
 - Child-Centered Space

- III. Interaction**
 - Managing Feelings
 - Belonging
 - School-Age Leadership
 - Interaction with Adults

- IV. Engagement**
 - School-Age Planning
 - School-Age Choice
 - Reflection
 - Responsibility

Follow-Up Questions

- Where are the emergency procedures posted?
- Is there an accessible fire extinguisher?
- Is there an accessible first-aid kit?
- Does site have any special safety or emergency equipment?
- Are entrances to the indoor program space supervised?
- Is access to the outdoor program space supervised?
- Can the furniture be moved around?
- Who made and/or selected what is displayed on the walls? (Ask only if scoring the Child-Centered Space scale.)

Scheduled starting time: _____ Actual starting time: _____

Scheduled end time: _____ Actual end time: _____

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 - b. School-Age PQA. A PQA designed for programs that serve children in grades K- 6.
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- B. Governing Law and Jurisdiction. The rights of the Parties and provisions of this Agreement shall be interpreted and governed in accordance with the laws of the District of Columbia and you agree that proper jurisdiction and venue shall be in the general courts of the District of Columbia.
- C. Waiver. The failure of either Party to enforce, at any time or for any period of time, any provision of this Agreement shall not be a waiver of such provision or of the right of such Party thereafter to enforce such provision.
- D. Amendment. This Agreement may be amended only by written instrument signed by representatives of both Parties.
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