MEASUREMENT INCORPORATED

New York 21st Century Community Learning Centers
SOARING BEYOND EXPECTATIONS

Year 3 (2019-2020) NYS 21CCLC Annual Evaluation Report Template

Purpose of this Document

This Year 3 Annual Evaluation Report (AER) Template and Guide for evaluators of local 21st CCLC programs in New York State was developed at the request of the **State Program Coordinator.**

It is recognized, as stated in the Evaluation Manual, that "Evaluation first and foremost should be useful to the program managers at all levels of the system…" and that "The Annual Report's primary function is to present findings on the degree to which…objectives were met." The Evaluation Manual further specifies that the AER should report on the study methodology, findings, and recommendations and conclusions.

While these represent the report's "primary" functions, they do not reflect its only purpose. The AER also serves – along with other data sources – to inform NYSED Project Managers, Resource Center support specialists, and the Statewide Evaluator about program performance and accomplishments, which help guide the monitoring review and technical assistance processes. Indeed, many of the components of this report are directly aligned with NYSED policies and program expectations that are the focus of the monitoring visits that all programs receive. These alignments are highlighted throughout this template with references to **required indicators and evidence** in the revised Site Monitoring Visit Report ("SMV Report").[1] ***Because NYSED and the Resource Centers review a program's AERs before each visit, information provided in this report that aligns with those indicators can be used to fulfill the documentation requirements of these visits.***

Additional purposes of this report include helping to inform NYSED and the State Evaluator about trends across sub-grantees, which help to guide NYSED's policy decisions, as well as its mandated reporting to the U.S. Department of Education. In short, the AER supports program improvement at both the state and local levels, and contributes to evidence that the federal government needs to make funding decisions.

[1] Retrieved from http://www.p12.nysed.gov/sss/documents/21C%20Onsite%20Monitoring%20Report%202017-19.doc.

For all of these reasons, the information requested herein should be of interest to all stakeholders and is consistent with that required by the **Evaluation Manual** [1] per the **Request for Proposals** for local program funding,[2] as well as **State monitoring guidelines**.[3]

The purpose of this report guide and template is to clearly identify, and to organize within a consistent structure, the information that is necessary for each of the above stakeholders. The template has been designed with the varying needs of these different stakeholders in mind. It is designed to strike a compromise between the brevity and accessibility that program managers require, and the depth of detail that state and federal stakeholders require. Summaries or graphics that would be useful to program staff can always be included within the comments of each section or included in the appendices.

General Guidelines for Completing this Document

- *Results should be reported primarily at the sub-grantee level;* however, if there is a lot of variation in results among sites, or if there are one or more "outlier" sites that do not fit the consortium level summary, these variations should also be reported. In addition, if different performance indicators, activities and/or assessments are used at different sites, these differences should be made explicit in Section 2 (Evaluation Plan and Year 3 Results).
- *Additional guidelines and instructions are provided for each section below. Please read them carefully.*
- *Please provide any content that is in PDF format (logic model, appendices, etc.) as attachments of the original document; images copied into this Word document do not translate well.*
- If respondents are concerned that data-heavy appendices would be overwhelming to their client, the optional Comments after each section can be used to provide a narrative summary, graphics, etc. as desired.

Please contact the State Evaluation Team at Measurement Incorporated with any questions. Thank you for your cooperation.

New York State 21st CCLC State Evaluation Team:
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[1] "New York State's 21st Century Community Learning Centers Evaluation Manual." Retrieved from: http://www.p12.nysed.gov/sss/21stCCLC/NYSEvaluationManual.pdf
[2] Retrieved from http://www.p12.nysed.gov/funding/2017-2022-21st-cclc/2017-2022-21st-cclc-grant-application.pdf.
[3] As outlined in New York State's revised 21st CCLC "Site Visit Monitoring Report," cited above.

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I. Project Information

Program Name	Troy City School District
Project Number	0187-20- 7120
Name of Lead Agency	Troy City School District
Name of Program Director	Amanda Hooker
Name(s) of Participating Site(s) and grade level(s) served at each site	Site 1: Troy Middle School Grade(s) Served: 6-8 Site 2: School 2 Grade(s) Served: 5 Site 3: Carroll Hill Grade(s) Served: 5 Site 4: School 16 Grade(s) Served: 5 Site 5: School 14 Grade(s) Served: 5 Site 6: School 18 Grade(s) Served: 5 Site 7: _____ Grade(s) Served: _____ Site 8: _____ Grade(s) Served: _____ Site 9: _____ Grade(s) Served: _____ Site 10: _____ Grade(s) Served: _____ Site 11: _____ Grade(s) Served: _____ Site 12: _____ Grade(s) Served: _____
Target Enrollment	Total (Program-wide): ___601_____ Actual # at/above 30 hours _____546_____
Evaluator Name and Company	Dr. Dean T. Spaulding & Dr. Kathy Gullie at Gullie Consultants. LCC.
Evaluator Phone and Email	(617) 784-8826 gullieconsultants@gmail.com

II. Evaluation Plan & Results

Objective 1: 21st CCLCs will offer a range of high-quality educational, developmental, and recreational services for students and their families.

III.

Sub-Objective 1.1: Core educational services. 100% of Centers will offer high quality services in core academic areas, e.g., reading and literacy, mathematics, and science.

Program Objective 1.1-1 (specify):

Performance Indicator(s) (PI) of success	**Target Population(s)**[1]	**PI Meets SMART Criteria?**[2] **(Y/N)**	**Activity(ies) to support this program objective**[3]	**PI Measures** data collection instruments & methods[4] (Indicate title if published)	**Describe the analysis conducted, including specific results that directly address the PI.** Include any longitudinal assessments conducted beyond one program year.	**Response Rate**[5] (if applicable):	**Was this PI Met (Yes, No, Partial**[6]**, Data Pending, Not Measured)**
95% of regular attendees will participate in at least 12 different academic activities, including academic tutoring, by the end of each program year.	Targeted students	YES	A wide variety of academic-based activities, including academic tutoring	Attendance and schedule of activities	Document review & Sum	# in Pop: ___ # w data: ___ NA	YES

Sub-Objective 1.2: **Enrichment and support activities.** 100% of Centers will offer enrichment and youth development activities such as nutrition and health, art, music, technology and recr

Program Objective 1.2-1 (specify):

[1] Students, parents, staff; grade levels, sub-groups [e.g. special education], specific activity participants, etc. as applicable.
[2] "SMART" = **Specific:** targets a specific area of improvement; **Measurable:** has a defined target that can be assessed (can include qualitative assessment); **Achievable:** realistic given baseline conditions and State Evaluator to assess]; **Relevant:** aligned to program mission, program activities, school day academics, GPRA indicators, etc.; **Time-bound:** specifies when the goal will be achieved [most will be annual].
[3] List activity titles, or attach a list (in any format) as an appendix, and reference here.
[4] E.g. surveys, observations, interviews, focus groups, report cards, attendance rosters, behavior/disciplinary records, state assessments, other skills assessments, etc.
[5] **Response rate** is defined as the number of respondents for whom data/information was obtained, divided by the total number in the target population.
[6] A designation of "Partial" can only be used to indicate that a Performance Indicator (PI) was met in at least one site, but not at all sites.

Performance Indicator(s) (PI) of success	**Target Population(s)**[1]	**PI Meets SMART Criteria?**[2] **(Y/N)**	**Activity(ies) to support this program objective**[3]	**PI Measures** data collection instruments & methods[4] (Indicate title if published)	**Describe the analysis conducted, including specific results that directly address the PI.** Include any longitudinal assessments conducted beyond one program year.	**Response Rate**[5] (if applicable):	**Was this PI Met (Yes, No, Partial**[6]**, Data Pending, Not Measured)**
95% of regular attendees attend 12 social-emotional development activities	Targeted students	YES	A wide variety of social emotion and enrichment,	Attendance and schedule of activities	Document review & Sum	# in Pop: ___ # w data: ___ NA	YES

IV.

Sub-Objective 1.3: Community Involvement. 100% of Centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in p

Program Objective 1.3-1 (specify):

Performance Indicator(s) (PI) of success	**Target Population(s)**[1]	**PI Meets SMART Criteria?**[2] **(Y/N)**	**Activity(ies) to support this program objective**[3]	**PI Measures** data collection instruments & methods[4] (Indicate title if published)	**Describe the analysis conducted, including specific results that directly address the PI.** Include any longitudinal assessments conducted beyond one program year.	**Response Rate**[5] (if applicable):	**Was this PI Met (Yes, No, Partial**[6]**, Data Pending, Not Measured)**
75% attendance rate of advisory meetings	Advisory members	Y	Quarterly advisory board meetings	Sign in sheet at meetings	Summary	# in Pop: ___ # w data: ___ NA	Y
Weekly contact with 100% of partners/providers	Project director	Y	Phone calls and emails	Interview with project director, site visits	Summary	# in Pop: ___ # w data: ___ NA	**Y**

V.

Sub-Objective 1.4: Services to parents and other adult community members. 100% of Centers will offer services to parents of participating children.[8]

Program Objective 1.4-1 (specify):

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[1] Students, parents, staff; grade levels, sub-groups [e.g. special education], specific activity participants, etc. as applicable.
[2] "SMART" = **Specific:** targets a specific area of improvement; **Measurable:** has a defined target that can be assessed (can include qualitative assessment); **Achievable:** realistic given baseline conditions and State Evaluator to assess]; **Relevant:** aligned to program mission, program activities, school day academics, GPRA indicators, etc.; **Time-bound:** specifies when the goal will be achieved [most will be annual].
[3] List activity titles, or attach a list (in any format) as an appendix, and reference here.
[4] E.g. surveys, observations, interviews, focus groups, report cards, attendance rosters, behavior/disciplinary records, state assessments, other skills assessments, etc.
[5] **Response rate** is defined as the number of respondents for whom data/information was obtained, divided by the total number in the target population.
[6] A designation of "Partial" can only be used to indicate that a Performance Indicator (PI) was met in at least one site, but not at all sites.
[7] Note that this table might serve as a supplemental source of evidence documenting activities to engage and communicate with families, helping support grantees' compliance with Indicators in SMV Section G
[8] Note that this table might serve as a supplemental source of evidence documenting "Adult Learning Opportunities" helping to support grantees' compliance with SMV Indicator G-8(d).

Performance Indicator(s) (PI) of success	**Target Population(s)**[1]	**PI Meets SMART Criteria?**[2] **(Y/N)**	**Activity(ies) to support this program objective**[3]	**PI Measures** data collection instruments & methods[4] (Indicate title if published)	**Describe the analysis conducted, including specific results that directly address the PI.** Include any longitudinal assessments conducted beyond one program year.	**Response Rate**[5] (if applicable):	**Was this PI Met (Yes, No, Partial**[6]**, Data Pending, Not Measured)**
50% parents will receive one or more forms of assistance	Parents	Y	Parent activities, Parent U	Parent sign in sheets	Summary	# in Pop: ___ # w data: ___ NA	NA
50% parents will attend at least one program event	Parents	Y	Parent activities, Parent U	Parent sign in sheets	Summary	# in Pop: ___ # w data: ___ NA	NA
50% parents will participate in other literacy activities	Parents	Y	Parent literacy activities	Parent sign in sheets	Summary	# in Pop: ___ # w data: ___ NA	NA

VI.

Sub-Objective 1.5: Extended hours. More than 75% of Centers will offer services at least 15 hours a week on average and provide services when school is not in session, such as during th

Program Objective 1.5-1 (specify):

Performance Indicator(s) (PI) of success	**Target Population(s)**[2]	**PI Meets SMART Criteria?**[3] **(Y/N)**	**Activity(ies) to support this program objective**[4]	**PI Measures** data collection instruments & methods[5] (Indicate title if published)	**Describe the analysis conducted, including specific results that directly address the PI.** Include any longitudinal assessments conducted beyond one program year.	**Response Rate**[6] (if applicable):	**Was this PI Met (Yes, No, Partial**[7]**, Data Pending, Not Measured)**
Program will be in operation at all scheduled times	Students	Y	Program activities	Program schedule for the year	Document review and summary	# in Pop: ___ # w data: ___ NA	Y

[1] Students, parents, staff; grade levels, sub-groups [e.g. special education], specific activity participants, etc. as applicable.
[2] "SMART" = **Specific:** targets a specific area of improvement; **Measurable:** has a defined target that can be assessed (can include qualitative assessment); **Achievable:** realistic given baseline conditions and State Evaluator to assess]; **Relevant:** aligned to program mission, program activities, school day academics, GPRA indicators, etc.; **Time-bound:** specifies when the goal will be achieved [most will be annual].
[3] List activity titles, or attach a list (in any format) as an appendix, and reference here.
[4] E.g. surveys, observations, interviews, focus groups, report cards, attendance rosters, behavior/disciplinary records, state assessments, other skills assessments, etc.
[5] **Response rate** is defined as the number of respondents for whom data/information was obtained, divided by the total number in the target population.
[6] A designation of "Partial" can only be used to indicate that a Performance Indicator (PI) was met in at least one site, but not at all sites.

Objective 2: Participants of 21st CCLC Programs will demonstrate educational and social benefits and exhibit positive behavioral changes.

Sub-Objective 2.1: Achievement. Students regularly participating in the program will show continuous improvement in achievement through measures such as test scores, grades and/or tea

Program Objective 2.1-1 (specify):

Performance Indicator(s) (PI) of success	**Target Population(s)**[1]	**PI Meets SMART Criteria?**[2] **(Y/N)**	**Activity(ies) to support this program objective**[3]	**PI Measures** data collection instruments & methods[4] (Indicate title if published)	**Describe the analysis conducted, including specific results that directly address the PI.** Include any longitudinal assessments conducted beyond one program year.	**Response Rate**[5] (if applicable):	**Was this PI Met (Yes, No, Partial,**[6] **Data Pending, Not Measured)**
15% annual increase in the number of regular participated that improve on NYS ELA annual assessments	Students	Y	Academic tutoring in ELA and mathematics	2018-19 and 2017-18 NYS ELA and mathematics assessments	Percentages and summary	# in Pop: ___ # w data: ___	NA
15% annual increase in the number of regular participated that improve on NYS math annual assessments	Students	Y	Academic tutoring in ELA and mathematics	2018-19 and 2017-18 NYS ELA and mathematics assessments	Percentages and summary	# in Pop: 625 # w data: 585	NA

VII.

VIII.

Sub-Objective 2.2: Behavior. Regular attendees in the program will show continuous improvements on measures such as school attendance, classroom performance and decreased discipli

Program Objective 2.2-1 (specify):

[1] Students, parents, stYaff; grade levels, sub-groups [e.g. special education], specific activity participants, etc. as applicable.

[2] "SMART" = **Specific:** targets a specific area of improvement; **Measurable:** has a defined target that can be assessed (can include qualitative assessment); **Achievable:** realistic given baseline conditions and State Evaluator to assess]; **Relevant:** aligned to program mission, program activities, school day academics, GPRA indicators, etc.; **Time-bound:** specifies when the goal will be achieved [most will be annual].

[3] List activity titles, or attach a list (in any format) as an appendix, and reference here.

[4] E.g. surveys, observations, interviews, focus groups, report cards, attendance rosters, behavior/disciplinary records, state assessments, other skills assessments, etc.

[5] **Response rate** is defined as the number of respondents for whom data/information was obtained, divided by the total number in the target population.

[6] A designation of "Partial" can only be used to indicate that a Performance Indicator (PI) was met in at least one site, but not at all sites.

Performance Indicator(s) (PI) of success	**Target Population(s)**[1]	**PI Meets SMART Criteria?**[2] **(Y/N)**	**Activity(ies) to support this program objective**[3]	**PI Measures** data collection instruments & methods[4] (Indicate title if published)	**Describe the analysis conducted, including specific results that directly address the PI.** Include any longitudinal assessments conducted beyond one program year.	**Response Rate**[5] (if applicable):	**Was this PI Met (Yes, No, Partial**[6]**, Data Pending, Not Measured)**
95% of regular attendees participate in 12 social emotional/behavioral development activities	Students	Y	Enrichment and youth development activities	Program schedules and student attendees	Sum and Percentages	# in Pop: ___ # w data: ___ NA	Y
50% of regular attendees will demonstrate improvement school engagement and self responsibility.	Students	Y	Enrichment and youth development activities	Parent survey	Sum and Percentages	# in Pop: 679 # w data: 10	**Y**
50% of regular attendees will report improved self esteem	Students	Y	Enrichment and youth development activities	Student survey	Sum and Percentages	# in Pop: 679 # w data: 10	**Y**
20% annual increase in improved behaviors	Students	Y	Enrichment and youth development activities	Program schedule	**Sum and Percentages**	# in Pop: 679 # w data: 679	**Y**
30% increase school attendance	Students	Y	21st Century programming both academic and enrichment	Student attendance at individual level	Sum and % calculated	# in Pop: 679 # w data: 373	Yes

Provide a discussion of any particular strengths or limitations of above assessments or evaluation design, and describe any efforts or plans to minimize limitations (***Required*** if there were limitations).

(Optional): Additional comments on evaluation plan and Year 3 PI results.

IX. Observation Results

a. First visit

Please specify approximate date(s) of *first* round of Year 3 observations (MM/YY): _____Nov 7-9 2019_____

Results:

21st Century CCLC Evaluator Observational Protocol
Site Visits

Date: _11-15-19_____ **Time Started: 3:30 p.m. Time Ended: 4:30 p.m.**
Site Name: Troy Middle School **Site Coordinator/Leader: Amanda Hooker**
Observer: Spaulding **Grades Observed: 5-8**

Building Safety

Criteria—Safety	Status
Building is safe and secure; entrances and doors are locked to prevent students and others from exiting and/or entering the building.	Yes
Visitors are asked for identification and required to sign in upon entering building.	Yes
Students move from end of school day to after-school programming efficiently and without delay.	Yes
Student attendance is taken at the beginning of the program.	Yes
Students remain in the program and do not wander the halls/property unsupervised.	Yes
Buses arrive on time to take students home from program.	Not Observed
Dismissal from program is orderly, safe and seamless?	Not Observed

Comment & Additional Observations About Activities:

- Facility is safe and secure. All doors were locked and secure. Students participating in activities on the property were properly monitored by program staff.
- Program staff engages with students in a positive and effective manner.

Breadth of Activities

Activities	Yes if Observed
Teen Talk Workouts	X
Yoga	
Breakdancing	
African Drumming	
Nature lab	
Hope Group (Volunteering at the Soup Kitchen)	
Stick Engineering	
Crafts	X
Academic Enrichment	X
Culinary Arts	X
Healthy Eating	X
Teen Talk	X
Splashing Buckets (SEL, Skills and Drills)	
Virtual Field Trips	
Candy Experiments	X
Pottery	
Game Design	
5th Grade Project	X

- Students were highly motivated and involved in all the activities observed during the site visit. The program provides opportunity for students and staff to develop a positive and nurturing relationship. Staff and students have positive interactions.

Student Behavior

Criteria	Status
Students transition from one event to another seamlessly during programming	Yes
Students are well behaved as they move through hallways during programming	Yes
Student behavior problems are quickly and effectively addressed by program staff	Yes
Staff use correct procedures when address student behavior problems	Yes

- When students are found in the hall they are “guided” back to their activities.

Summary

- Overall the 21st Century program at Troy Middle School is providing a wide selection of activities for all students' interest.
- There is a good environment for after school learning and positive youth development
- The facility is safe and secure, providing students an ideal environment to explore, learn and develop after school.
- Students and staff have developed a positive relationship.
- Overall, student behavior is not an issue in the after-school program.

- Second visit: Append observation protocol results,[1] or paste on this page, any summaries of findings on **point of service quality review observations** from the second observation conducted as part of the program evaluation.

Please specify approximate date(s) of *second* round of Year 3 observations (MM/YY): NA

- Observation protocol used for point of service observations:[2]

  ❒ Out of School Time (OST) Protocol

  ❒ Modified Out of School Time (OST) Protocol

  X❒ Other observation protocol (attach sample in Appendix, or if published, indicate name): General Site Visit Observational Protocol

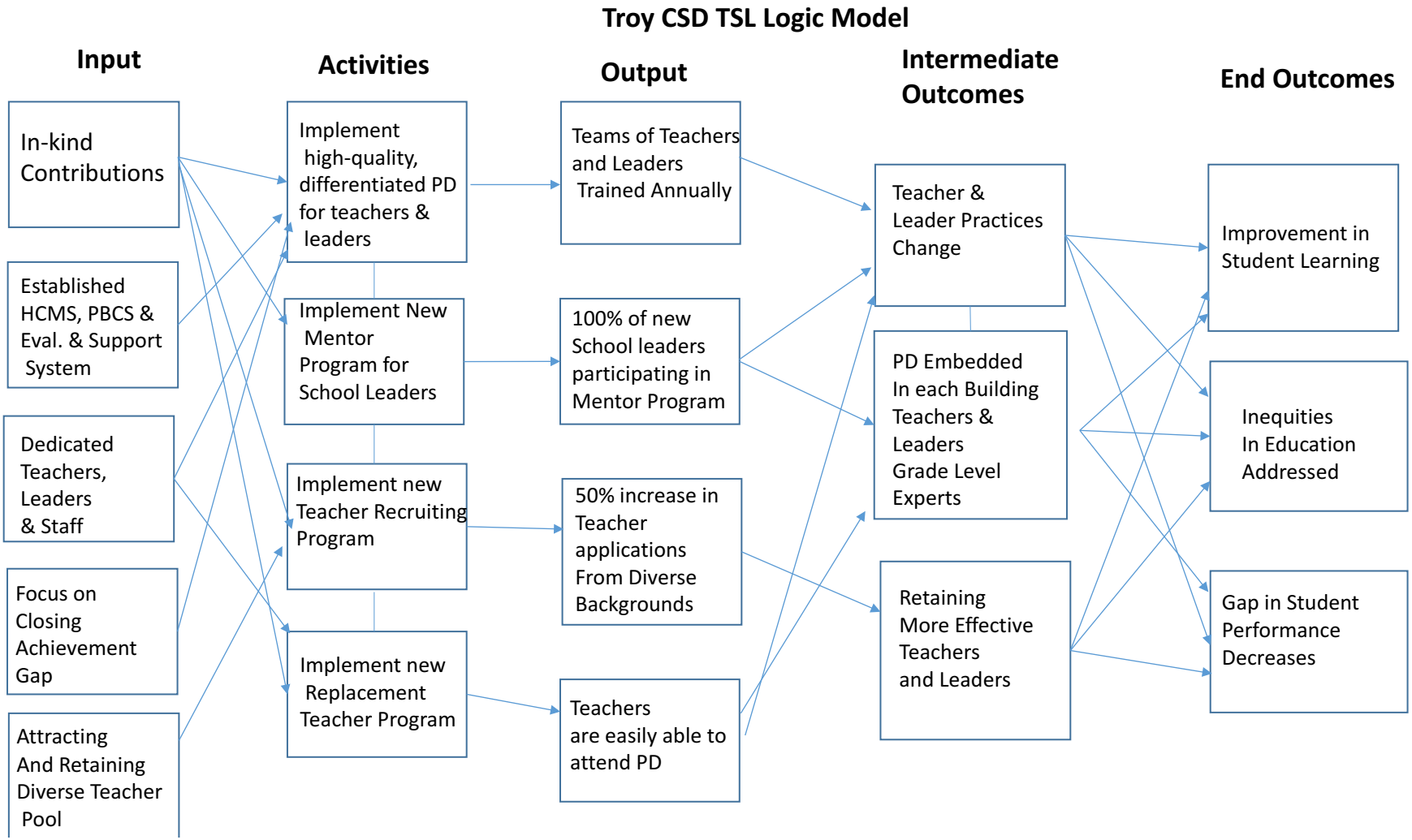
Results:

b. Second round of observations could not be conducted because of COVID.

[1] Copies of completed site observation protocols and/or other site visit summaries should be provided to program managers as a source of required supporting evidence to meet compliance for SMV Indicator H-1(c), "evidence of two site visits per site."

[2] Note: As specified in SMV Indicator D-3, grantees are also required to conduct program activity implementation reviews, using a form consistent with the research-based OST observation instrument. Evidence of the activities specified in Indicator D-3 [see D-3(a) and (b)] can be strengthened if the evaluator and grantee collaborate on learning from the findings of these similar point-of-service observations and grantee quality reviews.

X. Logic Model (LM)



Comments:

XI. Conclusions & Recommendations

Program's successes and lessons learned based on evaluation findings[1]

a. Status of the implementation of recommendations from the previous year

In Year Two, the District expand its programming and continues to do this in Year 3. While the programming effort will continue to target at-risk, economically disadvantaged youth in grades 6 – 8 attending Troy Middle School, and fifth graders attending Carroll Hill Elementary and School 14, this new cycle of funding will also be used to implement the program for all 5th graders in each of the five elementary buildings in the district, extend the program into the school day for students in grades 6-8, increase summer offerings, and develop a Parent University. Parent engagement still remains a critical point and will worked to be addressed further in Year 4.

Target Population: The proposed program will serve a total of **625** students, including 400 Troy Middle School students in grades 6 – 8 during the school day and after school and 225 Grade 5 students after school from all elementary buildings as part of the District's *Transitions* program.

Evaluation Findings

- Currently, the program has a full staff in place, and the program is being implemented as described in the Round 7 proposal.
- The building is safe and secure, providing an environment that is well suited for after-school activities and learning.
- After school staff are caring and have a positive relationship with students. Staff are respectful of students and vise-versa.
- A wide variety of activities/clubs are being offered. These activities/clubs are being carefully planned in order to align with student interest.
- A new method for student scheduling activities/clubs is going into effect. Teachers will present an overview to students about the club. Students will then sign up for the clubs that they are interested in.
- The program is very responsive to student need and works tirelessly to develop activities that align to student interest. This creates a very positive and motivational program for students to participate in.

b. Strategies used to help ensure that evaluation findings were used to inform program improvement.

Using evaluation findings has never been an issue at Troy. Formative evaluation findings are used continually and shared at each of the quarterly advisory meetings with representatives from all participating sites.

[1] Note: as specified in SMV Indicator H-7, grantees are required to communicate evaluation findings to families and community stakeholders. Evidence of implementation of the activities specified in Indicator H-7(a) and (b) can be strengthened if the evaluator can help provide the grantee with a summary of sharable findings, such as reported in this summary.

c. Documented or perceived impacts of implementing prior year recommendations, if known

NOT APPLICABLE

d. Conclusions and recommendations based on the current year's evaluation findings

- Focus on trying to involve more parents/guardians as both volunteer and to take part if planned program activities.
- Work to develop a fresh new approach to involving parents in the program.
- Learn more about parent needs in the program for both students and the parents themselves.
- Try to implement a new parent program or event to bring more parents into the building to learn more about 21st Century.

e. Conclusions and recommendations based on prior year evaluation findings that could not previously be addressed due to pending data, if applicable

NOT APPLICABLE

XII. Appendices

21st Century CCLC Evaluator Observational Protocol
Site Visits

Date: _____ **Time Started: _____**
Site Name: **Site Coordinator/Leader:**
Evaluator Name: **Grades Observed:**

Building Safety

Criteria—Safety	Scorer #1	Scorer #2	Final Score
Building is safe and secure; entrances and doors are locked to prevent students and others from exiting and/or entering the building.	Yes No	Yes No	
Visitors are asked for identification and required to sign in upon entering building.	Yes No	Yes No	
Students move from end of school day to after-school programming efficiently and without delay.	Yes No	Yes No	
Student attendance is taken at the beginning of the program.	Yes No	Yes No	
Students remain in the program and do not wander the halls unsupervised.	Yes No	Yes No	
Buses arrive on time to take students home from program.	Yes No	Yes No	
Dismissal from program is orderly, safe and seamless?	Yes No	Yes No	

Comments about Building Safety:

Breadth of Activities

Activities	Yes if Observed	Comments
Homework Help		
Test Prep		
Academic Tutoring		
Story reading/listening		
Visual arts (graphic)		
Dance		
Music		
Drama		
Crafts		
Sports (practicing/learning skill)		
Gym (no skill, playing competitive or non-competitive physical games)		
Open, unstructured time (board games)		
Staff-assigned learning games (chess)		
Community service		
College career prep		
Cultural awareness clubs/projects		
Computer lab		
Mini-enrichment courses for 10-15 students		
Youth Development Programs		
Activities related to Common Core		
Special Focused Activities		

Comment & Additional Observations about Activities:

Academic Tutoring

Criteria	Scorer #1	Scorer #2	Total Score
Academic Tutoring area is quiet and conducive to supporting studying.	Yes No	Yes No	
Staff/adult quickly controls students' off-task behaviors and any distractions.	Yes No	Yes No	
Transitioning students in and out of academic tutoring help is done so quietly and seamlessly (if applicable).	Yes No	Yes No	

Criteria for Tutoring Teacher provides…	Scorer #1	Scorer #2	Total Score
an overview and directions that pertain to the tutoring session.	Yes No	Yes No	
tutoring session that focuses on a particular literacy and/or math skill.	Yes No	Yes No	
prompts, hints or suggestions where needed.	Yes No	Yes No	
redirection when student is taken off task.	Yes No	Yes No	
direct feedback (e.g. identifies errors, incomplete sentences, writing, grammar).	Yes No	Yes No	
provides students a tutoring session that increases with difficulty, so tutoring is a challenging event.	Yes No	Yes No	
opportunity for students to ask questions.	Yes No	Yes No	
opportunity for students to problem solve on their own.	Yes No	Yes No	

opportunity for students to summarize, paraphrase, and/or synthesize information.	Yes No	Yes No	
visuals to facilitate learning.	Yes No	Yes No	
Socratic questioning.	Yes No	Yes No	
a rich tutoring session by integrated technology.	Yes No	Yes No	
praise students as they successfully work through the session.	Yes No	Yes No	

Comments & Additional Observation about Academic Tutoring:

Student Behavior

Criteria	Scorer #1	Scorer #2	Total
Students transition from one event to another seamlessly during programming	Yes No	Yes No	
Students are well behaved as they move through hallways during programming	Yes No	Yes No	
Student behavior problems are quickly and effectively addressed by program staff	Yes No	Yes No	
Staff use correct procedures when address student behavior problems	Yes No	Yes No	

Comments & Additional Observation of Student Behavior: