



Program Quality Assessment Performance Report

Prepared for: Westview Middle 6 to 8
(SoulFisher Ministries / Missouri AfterSchool Network)

Type: External Assessment

Form: STEM PQA

Date prepared: 4 / 30 / 2019



This report describes the results of a Program Quality Assessment (PQA). This introduction will give you an overview of what is contained in your performance report and how you might use it to plan for improvement. For more information, visit <http://www.cypq.org>

When you are interpreting your performance report, here are a few tips to keep in mind:

- The performance data is given to help you improve your program.
- What is most important are the conversations that you have with your site team regarding improvement efforts.
- Comparisons against other data sets are shown to give you context to understand your own scores.

Follow this suggested sequence for reading and interpreting your performance report:

1. Examine the domains, scales, and items presented in the report. Consider: What scales and items make up each domain? What are the instructional practices that are measured by the assessment?
2. If your report shows a comparison against a large sample, consider: In what areas are you doing comparatively well? In what areas is there room for improvement?
3. Celebrate your strengths! Identify the items that you feel are successes in your program. What factors do you think contribute to these strengths?
4. What can you work on? After you have identified which items you think could use improvement, refer to the corresponding practice descriptions in the appropriate PQA. Reflect on what might be causing some of your scores to be lower than you would like and brainstorm what steps you could take to improve in this area.

If you have questions regarding your report, please do not hesitate to contact the David P. Weikart Center for Youth Program Quality:
scoresreporter@cypq.org or 734-961-6900.

PQA scores range from 1.0 to 5.0. In general, scores can be interpreted as follows:



- Score of 1 = The practice is not in place
- Score of 3 = The practice is available to a limited extent or in a less advanced form
- Score of 5 = The practice is widely available and/or with great frequency

Scores between 4.0 and 5.0 are excellent in most categories. Scores between 1.0 and 2.0 can be a general cause for concern. Low scores on your performance report (relative to other scores in the report) may suggest areas of potential improvement.

The scores on your report reflect one of two methods - program self assessment or external assessment. Program self assessment is a team-based process in which managers and staff observe multiple program offerings and together score a single program-wide PQA. In external assessment, a trained, reliable external assessor visits your site to observe a single program offering and score a PQA based on the observation.

During scoring, a rater may mark certain items with an "X", as instructed in the instrument. A mark of an "X" indicates that the item was not applicable to the program offering observed. These items are excluded from the scale and domain averages, so as not to negatively impact the scores. Marking an item with an "X" differs from items scored a "1" for practices not observed during the program offering.

This performance report presents scores at three levels - domain, scale, and item. The descriptions below and Figure 1 will help you understand how the report is organized.

Domain Scores

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

Scale Scores

Each scale is composed of specific items corresponding to evidence-based practices for that domain. The first table presents the scales that make up the domain.

Item Scores

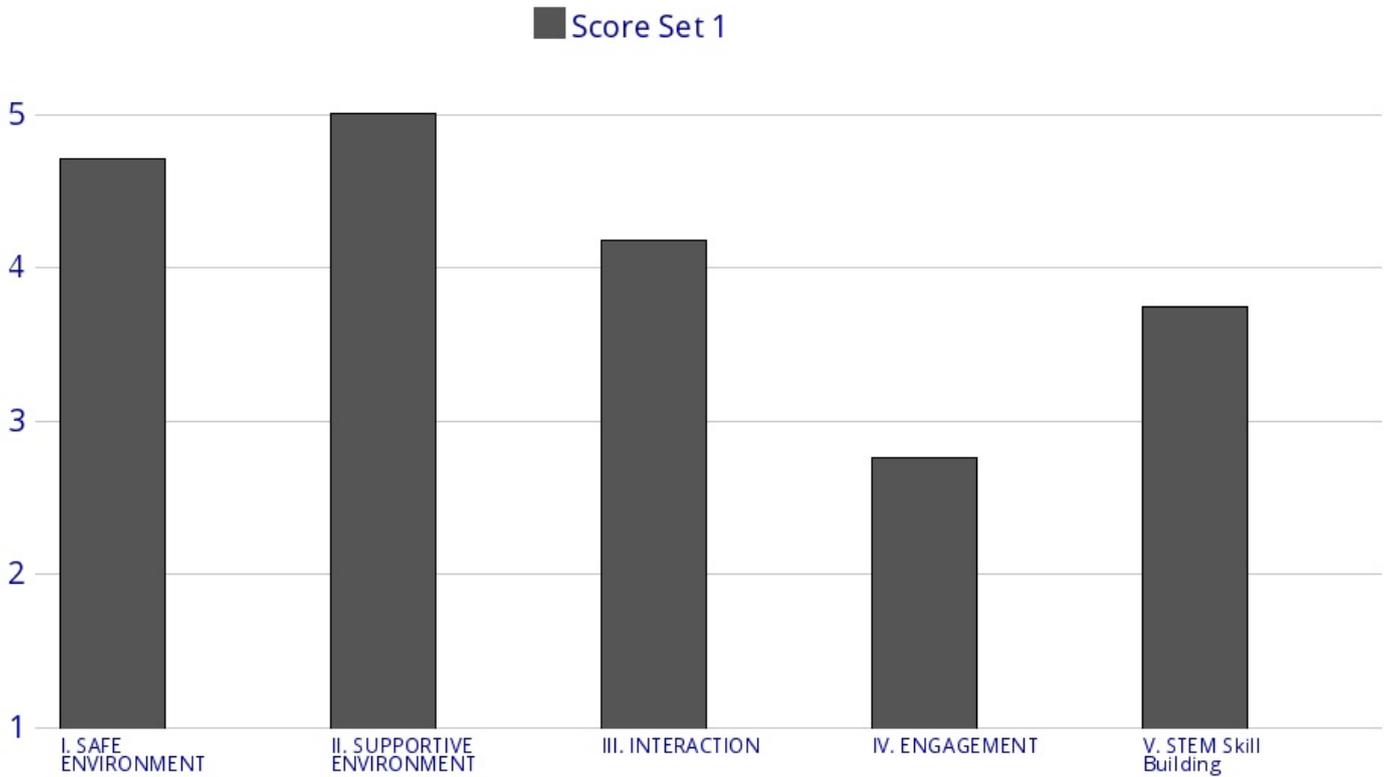
Items represent performance at the level of practice. The second table presents the scores for each item. While the item names in the report are abbreviated, you can view full practice descriptions in the appropriate version of the PQA.

Scores are calculated using averages. Scales are averages of items and domains are averages of scales. The Total score at the bottom of the table is the unweighted average of the domain scores. The Instructional Total Score is the unweighted average of three of the four domains: Supportive Environment; Interaction; and Engagement. This score represents quality of the instructional experience between staff and program participants. The Safe Environment domain is omitted from this score because items in this domain are typically mandated by organizations outside the site.

Figure 1. Sample performance report with labels

Domain	I. SAFE ENVIRONMENT		
Scale	Emotional Safety		1.00
Item	1	Positive emotional climate	1.00
	2	Lack of bias	1.00
	Healthy Environment		1.00
	1	Free of health and safety hazards	1.00
	2	Clean and sanitary	1.00

Program Observation Summary



Observation Identification

Score Set # 1

Tags: External
Westview Middle 6 to 8

Observation Details

Score Set # 1

PQA: STEM PQA
Date: 04/18/2019
Forms: 1 form
Offering: Dinner Enrichment ELA Snack
Free time in the gym
Staff: Shawntelle Fisher Blair
Stephenson Kirby Sample Greg
Thompson Jelisa Bembry Haili
Ford Hannah Bainter - Practicum Student

Summary Report

Score Set 1

I. SAFE ENVIRONMENT

4.70

Emotional Safety	5.00
Healthy Environment	5.00
Emergency Preparedness	3.50
Accommodating Environment	5.00
Nourishment	5.00

II. SUPPORTIVE ENVIRONMENT

5.00

Warm Welcome	5.00
Session Flow	5.00
Active Engagement	5.00
Staff support youth in Skill-Building	5.00
Encouragement	5.00

III. INTERACTION

4.17

Belonging	4.00
Collaboration	5.00
Leadership	3.67
Adult Partners	4.00

IV. ENGAGEMENT

2.75

Planning	2.00
Choice	2.00
Reflection	4.00
Connections	3.00

V. STEM Skill Building

3.73

Scientific Reasoning	4.20
Observation and Measurement	3.00
Representation	4.00

Detailed Report

I. SAFE ENVIRONMENT

Score Set 1

Emotional Safety **5.00**

1	Positive emotional climate	5.00
2	Lack of bias	5.00

Healthy Environment **5.00**

1	Free of health and safety hazards	5.00
2	Clean and sanitary	5.00
3	Adequate ventilation and lighting	5.00
4	Comfortable temperature	5.00

Emergency Preparedness **3.50**

1	Posted emergency procedures	3.00
2	Accessible fire extinguisher	3.00
3	Visible first-aid kit	3.00
4	Appropriate safety equipment	X
5	Supervised indoor entrances	5.00
6	Supervised access to outdoors	X

Accommodating Environment **5.00**

1	Sufficient Space	5.00
2	Suitable Space	5.00
3	Enough comfortable furniture	5.00
4	Flexible physical environment	5.00

Nourishment **5.00**

1	Available drinking water	5.00
2	Plentiful food and drink	5.00
3	Nutritious food and drink	5.00

II. SUPPORTIVE ENVIRONMENT

Score Set 1

Warm Welcome 5.00

1	Youth greeted	5.00
2	Staff warm and respectful	5.00
3	Positive staff body language	5.00

Session Flow 5.00

1	Starts and ends on time	5.00
2	Materials ready	5.00
3	Sufficient materials	5.00
4	Explains activities clearly	5.00
5	Appropriate time for activities	5.00

Active Engagement 5.00

1	Youth engage with materials or ideas	5.00
2	Youth talk about activities	5.00
3	(Y) Balance concrete and abstract	5.00
4	(Y) Tangible products or performances	5.00

Staff support youth in Skill-Building 5.00

1	Learning focus linked to activity	5.00
2	Staff encourages youth to try skills	5.00
3	Staff models skills	5.00
4	Staff breaks down tasks	5.00
5	Support for struggling youth	5.00
6	(S) Staff attribute STEM success to effort	5.00
7	(S) Staff “youth dialogue is present	5.00

Encouragement 5.00

1	Staff uses non-evaluative language	5.00
2	Staff asks open-ended questions	5.00
3	(Y) Staff actively involved	5.00
4	(S) Staff encourage creativity	5.00

III. INTERACTION

Score Set 1

Belonging **4.00**

1	Opportunities for youth to get to know each other	3.00
2	Inclusive relationships	5.00
3	Youth identify with program	3.00
4	(Y) Public acknowledgement of achievements	5.00

Collaboration **5.00**

1	(Y) Opportunities to work cooperatively	5.00
2	(Y) Interdependent roles	5.00
3	(Y) Shared goals	5.00

Leadership **3.67**

1	(Y) Practice group process skills	5.00
2	(Y) Mentoring opportunities	3.00
3	(Y) All youth lead group	3.00

Adult Partners **4.00**

1	(Y) Staff shares control with youth	5.00
2	(Y) Expectations explained	3.00

IV. ENGAGEMENT

Score Set 1

Planning 2.00

1	(Y) Opportunities to make plans	3.00
2	(Y) Multiple planning strategies used	3.00
3	(S) Staff encourage program goal setting	1.00
4	(S) Preliminary design opportunities	1.00

Choice 2.00

1	(Y) Content alternatives	1.00
2	(Y) Process alternatives	3.00

Reflection 4.00

1	Intentional reflection	5.00
2	Multiple reflection strategies	3.00
3	Structured opportunities to provide feedback	5.00
4	(Y) Structured opportunities to present to the group	3.00

Connections 3.00

1	(S) Staff connect activities with prior knowledge	5.00
2	(S) Staff connect activities to societal/ethical issues	3.00
3	(S) Staff connect activities to career prep	1.00
4	(S) Staff connect STEM concepts	3.00

V. STEM Skill Building

Score Set 1

Scientific Reasoning **4.20**

1	(S) Staff support youth in identifying a guiding question	1.00
2	(S) Staff support scientific method or STEM design process	5.00
3	(S) Staff ask youth to make predictions, conjectures or hypothesis	5.00
4	(S) Staff support youth in using a simulation, experiment or model	5.00
5	(S) Staff support youth in analyzing data	5.00

Observation and Measurement **3.00**

1	(S) Staff support youth in collecting data/measurements	1.00
2	(S) Staff support youth in recording data/observations	1.00
3	(S) Staff support youth in using tools	5.00
4	(S) Staff highlight value of precision and accuracy	5.00

Representation **4.00**

1	(S) Staff model use of STEM vocabulary	5.00
2	(S) Staff encourage youth in use of STEM vocabulary	5.00
3	(S) Staff support youth in using classification/abstraction	5.00
4	(S) Staff support youth in conveying STEM concepts through symbols/models	1.00

VI. STAFF INTERVIEW

Score Set 1

Program Preparation	4.67
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1	(S) Staff create lesson plans	5.00
2	(S) Staff identifies instructional goals	5.00
3	(S) Staff links STEM to school-day content	3.00
4	(S) Staff have knowledge of youth accomplishments	5.00
5	(S) Safety policies related to STEM are enforced	5.00
6	(S) Staff expose youth to people/places using STEM	5.00

Project-Based	5.00
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1	(S) STEM activity is connected to multi-session project	5.00
2	(S) Youth participate in multi-session project	5.00

Supporting Evidence/Anecdotes

I. SAFE ENVIRONMENT

Emotional Safety

1 Positive emotional climate

The emotional climate of the session was positive. Staff interacted with each other to support youth. Youth and staff had positive interchanges and most interactions between youth were positive. On a couple of occasions when youth used words like "liar" and "shut-up", staff immediately intervened, reminding youth that we use each other's name and we do not say shut-up. Staff discussed with youth why not to call someone a "liar" and the youth on his own apologized.

2 Lack of bias

There was no evidence of bias observed.

Healthy Environment

1 Free of health and safety hazards

There were no health or safety hazards observed.

2 Clean and sanitary

The program space was clean and sanitary.

3 Adequate ventilation and lighting

Ventilation and lighting were both adequate and there were no complaints from the youth.

4 Comfortable temperature

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

Emergency Preparedness

1 Posted emergency procedures

There was a board with some program procedures. All policies and procedures are available in program office and have been given to program staff.

2 Accessible fire extinguisher

There is a fully charged accessible fire extinguisher at the far end of the room that is a part of the cafeteria space used by the program. The fire extinguisher is accessible but not visible from the space used for dinner.

3 Visible first-aid kit

First-aid kits were not visible. The Program Director said there was a first-aid kit in each space used by the program.

4 Appropriate safety equipment

There were no activities that required specialized safety equipment.

5 Supervised indoor entrances

All school doors are locked during program hours. School security systems are in place.

6 Supervised access to outdoors

No outside space was used during the visit.

Accommodating Environment

1 Sufficient Space

There was sufficient space for staff and youth to comfortably participate in all of the offered activities.

2 Suitable Space

The space was suitable for the activities observed. The STEM activity would usually have been held in a different room. There was a flood that prevented the use of this room. The stage area in the auditorium was used for the STEM activity and it was suitable for the activity offered.

3 Enough comfortable furniture

There was enough furniture for the youth and staff present at all program offering and the youth appeared to be comfortable. The youth sat on the stage floor for the STEM activity so that they could work together in small groups.

4 Flexible physical environment

The staff moves supplies on a cart and the youth change rooms for different activities. The chairs in the auditorium are stationary.

Nourishment

1 Available drinking water

Drinking fountains were readily available.

2 Plentiful food and drink

Youth were permitted to get seconds at dinner and there was ample food and drink available for snack.

3 Nutritious food and drink

The food provided by the program was nutritious. A youth was told she could not eat a snack she brought because she did not have enough snack for everyone. Dinner consisted of the following: Milk Tacos with beef and cheese Corn Fruit Snack consisted of the following: Tangerines Cheese Juice Snack mix

II. SUPPORTIVE ENVIRONMENT

Warm Welcome

1 Youth greeted

Each youth was greeted by the Program Director as they entered the program space.

2 Staff warm and respectful

Staff and youth had a friendly rapport and appeared to enjoy being with each other. Staff asked youth questions based on their knowledge of youth activities and interests. Youth and staff spoke respectfully to each other. Staff primarily used a tone of voice that indicated their interest in the youth. Re-direction was given in positive and direct manner.

3 Positive staff body language

Staff frequently smiled at youth and made eye contact with youth when speaking with them.

Session Flow

1 Starts and ends on time

The session was scheduled from 4:00 - 6:30. At 4:00 the youth went to the cafeteria for dinner. Free play was available until 6:30 in the gym until the buses came to take youth who were not picked up by family members.

2 Materials ready

Dinner was ready at 4:00 p.m. All of the materials were available for the STEM activity. The appropriate English Language packet was available for each youth when the program transitioned from the STEM activity to ELA.

3 Sufficient materials

There were enough materials available for all youth to begin and participate in activities. There were enough materials available for youth who wanted to take home the materials needed to make a circuit to light a light bulb.

4 Explains activities clearly

Staff explained the STEM activity and answered youth questions as they worked in small groups to figure out how to use the materials to light the light bulb. Youth appeared to understand the process for completing the English Language packets and staff circulated to assist youth and responded to youth who raised their hands with questions.

5 Appropriate time for activities

Youth were involved throughout the STEM activity and all groups successfully made a circuit that lit the light bulb. The ELA session is ongoing and youth are given the next level packet after they successfully complete the current level packet. One youth wanted to complete the current packet and was allowed to turn her packet in last. Although she did not complete the packet, she was reminded that she would be able to continue the packet the next time they met.

Active Engagement

1 Youth engage with materials or ideas

Youth were actively engaged for more than half of the program time. Youth were actively engaged during the STEM activity as they worked in small groups to figure out how to make a circuit to light a bulb. The ELA was a worksheet packet. Staff frequently engaged with youth asking questions to help the youth figure out how to complete the problems in the packet and/or to find errors in the work they had completed. The last 15 minutes of the program was free play in the gym.

2 Youth talk about activities

Staff divided the youth into three small groups where the youth were asked to work together to figure out how to use a battery, two wires, and light a bulb. A staff member worked with each groups asking questions as needed to facilitate discussion and all youth were engaged in figuring out how to light the bulb and discuss what they learned.

3 (Y) Balance concrete and abstract

There was a balance of concrete and abstract in the STEM activity. Before the youth worked in groups to create a circuit to light a bulb, there was a brief description of how the light bulb was created and the names and purposes of the materials they were using. The staff asked questions throughout the process to facilitate the youth thinking about abstract concepts and how what they did applied these concepts.

4 (Y) Tangible products or performances

The STEM activity that was observed resulted in each group successfully putting together the materials to light a bulb but reflected more the youth selecting a diagram that resulted in this success. The Program Director shared that the youth were working on a research project about the school to prison pipeline which would result in a presentation created by the youth to the SoulFisher Ministries Board and the School Board.

Staff support youth in Skill-Building

1 Learning focus linked to activity

The staff member told the youth that they would learn how to convert electrical energy into light energy. Each group successfully connected the materials to create a circuit that lit a light bulb.

2 Staff encourages youth to try skills

All youth were encouraged to figure out how to put the materials together to successfully light the bulb. The youth were reminded that Thomas Edison had tried many times (over 100) until he was successful.

3 Staff models skills

Staff did not model how to initially create a circuit to light the bulb because they wanted the youth to figure out together how to do this. However, after all groups had successfully created a circuit to light the bulb, a staff member modeled how to figure out other ways to create a circuit and see what this difference did to the intensity of the light. The staff member kept working while the youth were working on their English Language packets until he successfully created a circuit that made the light brighter. He then showed this to all of the youth and explained what he did.

4 Staff breaks down tasks

All of the youth were told to do the following to figure out how to light the bulb. - Look at the pictures that showed different ways to put the materials together. - Talk with each other about why each person thought a specific picture should be followed. (Why they thought it would work.) - Work together to put the materials together based on the picture the group selected. - If the first picture didn't work, select another. - Once the bulb was lit, repeat the process and then use tape to hold it together.

5 Support for struggling youth

When a group was not initially successful in lighting the bulb, staff encouraged the youth to keep trying. When the youth could not initially repeat a successful lighting, staff encouraged the youth to keep trying. At the end of the lesson, when the staff asked the youth what they had learned, they said, "Never give up, keep trying." A youth was having trouble figuring out subject -verb agreement. The staff member acknowledged, " That can be kind of confusing." I'm sure you can get it." If you say it a couple of times, that will help you figure it out. "

6 (S) Staff attribute STEM success to effort

Staff contributed the youth's success to their efforts. Staff said to the youth after they successfully created a circuit to light their bulbs, " All your hard work paid off."

7 (S) Staff â€“youth dialogue is present

There were more than three instances of staff-youth dialogue about the STEM activity and about problems in the English Language packets.

Encouragement

1 Staff uses non-evaluative language

Staff used both evaluative and non-evaluative language. Examples of non-evaluative language include: A youth says, "We're going to be many Thomas Edison's" and a staff member said, "That's correct, I like the way he thinks." In response to a youth who said, " I was right", the staff member said, " You were the mastermind behind the experiment." "All that hard work paid off, and the bulb was lit."

2 Staff asks open-ended questions

Staff frequently asked open ended questions. Some examples include: - What do you think would happen if you use a larger battery? - What do you think would happen if you use a larger light bulb? - How do you think Thomas Edison felt when many tries didn't work? - What were you working on?

3 (Y) Staff actively involved

Staff were actively involved with youth in all sessions. Staff asked questions to help youth find their own answers and staff provided guidance as needed.

4 (S) Staff encourage creativity

Staff listened to the youth's ideas and encouraged youth to try their ideas.

III. INTERACTION

Belonging

1 Opportunities for youth to get to know each other

There were no structured opportunities observed provided by staff with the purpose of helping youth get to know each other. Staff provided informal opportunities for youth to get to know each other during the STEM activity, dinner, snack, and free play at the end of the session.

2 Inclusive relationships

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

3 Youth identify with program

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

4 (Y) Public acknowledgement of achievements

The Program Director said that the youth were working on a school to prison pipeline research project that the youth were to present to SoulFisher Ministries Board and to the School Board.

Collaboration

1 (Y) Opportunities to work cooperatively

All youth were provided the opportunity to work cooperatively with others to create a circuit to light a bulb.

2 (Y) Interdependent roles

Only the student leader in the STEM small group was labeled, all members of the group needed to work together to get the bulb to light.

3 (Y) Shared goals

All youth worked in a small group whose goal was to use the materials provided to light a bulb.

Leadership

1 (Y) Practice group process skills

All youth had the opportunity to practice group process skills in the discussion about the STEM activity and in the extended opportunity to work in a small group to successfully create a circuit that lit a light bulb.

2 (Y) Mentoring opportunities

Did not observe any mentoring opportunities provided by staff. The Program Director explained how youth who are selected as youth leaders also mentor other youth.

3 (Y) All youth lead group

Three youth were asked to participate as student leaders during the STEM activity.

Adult Partners

1 (Y) Staff shares control with youth

Staff were in control of the activities provided but shared control of the activity by guiding and facilitating the youth's working together to create a circuit to light a bulb.

2 (Y) Expectations explained

Staff usually explained reason for expectation, guidelines, and directions given to youth. For example, "Be quiet so she can explain what she's trying to say." " Please use the bathroom now, because we won't have another break until 5:40." Sometimes directions were given without explanation. For example, " Please move down front." " At 5:40, without a pre-warning, youth were told, " Line up now for bathroom break." (This was issued as what the youth were to do right now, rather than as an opportunity to take a bathroom break if needed.)

IV. ENGAGEMENT

Planning

1 (Y) Opportunities to make plans

The youth planned together which is the picture models were presented they thought would work and which one they wanted to start with.

2 (Y) Multiple planning strategies used

The strategy of selecting which model to try first was observed. No additional strategies were observed.

3 (S) Staff encourage program goal setting

This was not observed.

4 (S) Preliminary design opportunities

This was not observed.

Choice

1 (Y) Content alternatives

The youth were not given content alternatives in the STEM activity that was observed. All youth were asked to select which diagram they thought would light the bulb. This was the only content choice available.

2 (Y) Process alternatives

All youth had the opportunity to select which process as presented in the diagrams provided by staff of putting the materials together would light the bulb. Only the materials needed to complete the diagram choices were given to the youth.

Reflection

1 Intentional reflection

All youth were asked to reflect on what they learned from the STEM activity and how they accomplished getting the bulb to light.

2 Multiple reflection strategies

The youth were asked to reflect verbally.

3 Structured opportunities to provide feedback

Staff asked youth to rate the STEM activity with a thumbs up, thumbs down, or thumbs sideways. The youth all gave a thumbs up.

4 (Y) Structured opportunities to present to the group

At the end of the activity the whole group was asked about the experience and some youth explained their thinking as to why they selected a particular diagram and what they found worked to light the bulb. It was not actually a presentation but a reflection that was shared at the whole group level.

Connections

1 (S) Staff connect activities with prior knowledge

Staff asked youth if they knew who created the light bulb and a youth responded Thomas Edison. Staff shared that Edison had tried more than 100 times until he became successful and made the connection for the youth that they needed to try several times before they were successful in getting the bulb to light. The youth mentioned similar experiences they had done in school and there was a discussion on how this was like or different to this experience.

2 (S) Staff connect activities to societal/ethical issues

Near the end of the session the leader shared with the youth how the type of light bulbs have changed since Edison's time and how now light bulbs last for significantly more hours.

3 (S) Staff connect activities to career prep

This was not observed.

4 (S) Staff connect STEM concepts

Near the end of the session the leader shared with the youth how the type of light bulbs have changed since Edison's time and how now light bulbs last for significantly more hours. The staff member pointed to the lighting in the room where the session was held.

V. STEM Skill Building

Scientific Reasoning

1 (S) Staff support youth in identifying a guiding question

This was not observed. The guiding question was provided for the youth.

2 (S) Staff support scientific method or STEM design process

The youth were asked to select the diagram they thought would light the bulb and explain why they thought it would work. The group then tested the diagram that was selected and if it did not work, selected and tried another diagram. When the diagram they selected worked, they were asked to use the diagram again to connect the materials to make sure they understood and could repeat a successful connection.

3 (S) Staff ask youth to make predictions, conjectures or hypothesis

The youth were asked to explain why they thought the diagram they chose would light the bulb. After they had successfully lit the bulb, they were asked to describe why they thought this model worked.

4 (S) Staff support youth in using a simulation, experiment or model

Youth were asked to select a diagram of how to connect the materials to light the bulb and then put the materials together like the diagram to see if this connection would light the bulb. If it did not work, the youth were asked to try another design.

5 (S) Staff support youth in analyzing data

The youth were asked to explain why they thought the connection of materials that made the bulb light worked.

Observation and Measurement

1 (S) Staff support youth in collecting data/measurements

This was not observed.

2 (S) Staff support youth in recording data/observations

This was not observed.

3 (S) Staff support youth in using tools

Staff supported youth in using diagrams to put together battery, wires, and light bulb to make the bulb light.

4 (S) Staff highlight value of precision and accuracy

Although there was no recording or measuring involved in the activity, the youth were asked to repeat putting together the materials once they had successfully lit the bulb to make sure they would successfully repeat the process. This required them to understand which diagram worked and to connect the materials correctly.

Representation

1 (S) Staff model use of STEM vocabulary

Staff used STEM vocabulary related to electricity and lighting a bulb. For example, filament, electrons, battery, positive charge, negative charge, energy, brightness, LED bulbs.

2 (S) Staff encourage youth in use of STEM vocabulary

Staff explained that an LED bulb was energy efficient and that today a light bulb lasts up to 50,000 hours and light bulbs created by Thomas Edison lasted 12,000 hours.

3 (S) Staff support youth in using classification/abstraction

Staff involved youth in discussion of how the electrons flow from the battery, that the filament in the bulb is what lights up, and that the wire needs to be connected to the negative and positive pole of the battery and to the bulb to make the bulb light.

4 (S) Staff support youth in conveying STEM concepts through symbols/models

This was not observed.

VI. STAFF INTERVIEW

Program Preparation

1 (S) Staff create lesson plans

The Program Director said that lesson plans are created for 100% of the STEM activities.

2 (S) Staff identifies instructional goals

The Program Director said that there are specific instructional goals for 100% of the STEM activities.

3 (S) Staff links STEM to school-day content

The Program Director said that between 50% and 75% of the STEM activities are linked to the content of the school day.

4 (S) Staff have knowledge of youth accomplishments

The Program Director said that the staff are aware of all of the youth's academic achievements and challenges.

5 (S) Safety policies related to STEM are enforced

The Program Director said that safety policies and procedures related to STEM activities are established and consistently followed.

6 (S) Staff expose youth to people/places using STEM

The Program Director said that there will be at least 8 field trips/guest speakers during this program year.

Project-Based

1 (S) STEM activity is connected to multi-session project

All of the youth are involved in doing research on the school to prison pipeline.

2 (S) Youth participate in multi-session project

All of the youth are involved in doing research on the school to prison pipeline.