
Evaluation of the 21st Century Community Learning Centers Initiative

SITE VISIT PROTOCOL: ELEMENTARY SCHOOL

SITE NAME	
DISTRICT NAME	
SITE VISIT DATE	
SITE VISITOR	



UNIVERSITY of WISCONSIN
GREEN BAY

Purpose of the Site Visits:

- To assess the extent to which activities geared toward rigorous academic enrichment are incorporated into 21st CCLC programs;
- To identify the ways in which the after school activities of 21st CCLC programs are linked to the regular school day;
- To determine the extent to which 21st CCLC programs provide opportunities for youth to receive support from adults and experience positive interaction with their peers.
- To examine the ways in which program sites established relationships with schools, parents, and other community constituents.
- To assess the extent to which activities are varied, provide opportunities for students to learn socio-emotional skills, and be engaged physically.

Overview

Four to five program sites across will be visited as part of the evaluation of the 21st Century Community Learning Centers initiative. Each program site will be visited one afternoon by a site visitor from the University of Wisconsin-Green Bay. On the first day the program is visited, the site visitor will arrive ***45 minutes prior to the beginning of programming*** and will stay until the students are picked up or taken home. Each site visit will involve the following components:

- An interview with the site coordinator
- Observation of program activities

Scheduling the Site Visits

All site visits will be scheduled by the Principal Investigator, in collaboration with the 21st CCLC program director. The Principal Investigator will work to ensure that the site visit does not interfere with special activities or schedules. The Principal Investigator will strive to schedule each site visit on days on which the most “regular” or “normal” schedule is followed. In this way, the Principal Investigator hopes to observe the program as it is commonly implemented.

Prior to the Site Visit

Once the site visits dates have been scheduled, each site visitor will need to contact the site coordinator to confirm the specific times at which the interview and activity observations will take place. Please get in touch with the appropriate site personnel one week prior to the site visit and let the Principal Investigator know if you have any problems contacting these people.

HOW TO USE THIS PROTOCOL

Sites will be rated in 15 separate areas. Interview responses and observations will be used when determining ratings. The table below provides an overview of the 15 items that will be assessed, and the necessary data elements required for assessment.

Item	Data Collection Method	
	Site Coordinator Interview	Observations
1. High Quality Homework Help	X	X
2. Supplemental Academic Enrichment	X	X
3. Opportunities for Active Learning		X
4. Links to the School Curriculum/School Standards	X	
5. School Personnel Actively Involved with the Program	X	
6. Academic Activities are Tailored to Individual Student Needs	X	
7. Opportunities for Individual Support	X	X
8. Opportunities for Positive Interaction with Adults	X	X
9. Opportunities for Positive Interaction with Peers	X	X
10. Program is Well-Integrated with School and Shares School Resources	X	
11. Parent Communication and Involvement	X	
12. Community-Based Organizations Serve as Active Partners	X	
13. Program Activities are Varied.	X	X
14. Activities Promote the Development of Socio-Emotional Skills	X	X
15. Activities Engage Students in Physical Activity	X	X

Interviews

Interview questions are located within this protocol. To conduct an interview, read questions in the aloud and write notes/check the appropriate boxes. When you have asked all of the interview questions, follow the instructions located at the bottom of the interview table. These instructions will tell you what page to go to next, or when the interview is complete.

Observations of Specific Activities

After the interview is completed, you will observe program activities. Sit in the back of the room where activities are provided. You should take notes about what you observe. If more than one activity occurs at the same time, attempts should be made to observe at least 15 minutes of as many activities as possible.

One set of observation questions focus on homework help session(s) offered. Please note that some programs may offer numerous homework help sessions at different times or in different spaces. When this occurs, the rating given for homework help should be based on all homework help sessions observed.

Observation Synthesis

Additional ratings will be based on observations made of the entire after school program. These ratings include *Opportunities for Individual Support*, *Opportunities for Positive Interaction with Adults*, and *Opportunities for Positive Interaction with Peers*. Ratings in these areas should be based on the program as a whole.

Formal Report

Sites will be given a summary of results after all site visits are completed. Specifically, they will receive a numeric “Overall Rating” for each of the 15 items. Therefore, when all data collection strategies have been completed for each item (see table above), the numeric rating should be assigned. This numeric value will range from 1 (must address and improve) to 4 (excellent). Scoring rubrics are provided with each numeric scale for guidance. If the rubric does not include practices you observed during the site visit, deviation from the rubric is permitted; however, please provide comments to justify for the score you submit.

When determining the rating, consideration should be given to the interview responses, as well as the observations (if applicable). Eight of the items require interviews and observations and thus will not be given a rating until after interviews and observations are completed. However, the six items that rely solely on interview data can only be rated after interviews are completed. The remaining item, which requires only observation, can be rated after the observations are complete.

Site Coordinator Interview Introductions and Initial Questions

Introduction:

Our main focus for the site visits this year involves understanding more about how programs intentionally integrate academic enrichment into their daily activities, the other types of activities your program provides the extent to which the after school program is linked to the school day, how the after school environment is supportive, and the extent to which the program has partnerships with schools, parents and community. First, I'd like to talk with you about the particular details of the activities that are related to academic enrichment, including homework help. Next, we'll discuss links to the regular school day. Then, we'll discuss the partnerships you have with the school, parents, and the community.

Initial Questions:

How long have you been the site coordinator?		
What grade levels are served by this program? (ENSURE YOU ARE USING RIGHT PROTOCOL!)		
Can you tell me about the other staff that is employed by the program? What kinds of backgrounds do they have?		
What is the schedule of activities today?		
Activity Description	Where will activity occur?	What time does activity occur?

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HIGH QUALITY HOMEWORK HELP

Do you offer homework help? (If no, skip to next page)										
Where does homework help occur? <i>(possibly multiple locations)</i>										
Are students broken into groups? How so? <i>(i.e., by grade level, ability level, type of homework)</i>										
How many days a week is homework offered?										
How many days each week does an individual participant receive homework help? (In other words, do students rotate and not receive homework on every day it is offered?)										
Is homework help a voluntary or mandatory activity for students?										
Who supervises homework help? Are other staff/volunteers able to help too?										
What do students do who don't have homework or finish early? <table><tr><td><input type="checkbox"/> Educational Board Games</td><td><input type="checkbox"/> Read a book</td></tr><tr><td> If so, examples:</td><td><input type="checkbox"/> Students move on to other aspects of programming</td></tr><tr><td><input type="checkbox"/> Worksheets</td><td><input type="checkbox"/> Studying spelling words</td></tr><tr><td><input type="checkbox"/> Flash Card Practice</td><td><input type="checkbox"/> Educational Computer Websites</td></tr><tr><td></td><td><input type="checkbox"/> Other:</td></tr></table>	<input type="checkbox"/> Educational Board Games	<input type="checkbox"/> Read a book	If so, examples:	<input type="checkbox"/> Students move on to other aspects of programming	<input type="checkbox"/> Worksheets	<input type="checkbox"/> Studying spelling words	<input type="checkbox"/> Flash Card Practice	<input type="checkbox"/> Educational Computer Websites		<input type="checkbox"/> Other:
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How do you encourage students to bring homework? <table><tr><td><input type="checkbox"/> Reported 'not an issue'</td><td><input type="checkbox"/> Sending students back to retrieve forgotten homework</td></tr><tr><td><input type="checkbox"/> Must have to attend programming</td><td><input type="checkbox"/> Teacher discussions</td></tr><tr><td><input type="checkbox"/> Incentive programs</td><td><input type="checkbox"/> Using a communication log with teachers</td></tr><tr><td> If so, what kind:</td><td><input type="checkbox"/> Other:</td></tr></table>	<input type="checkbox"/> Reported 'not an issue'	<input type="checkbox"/> Sending students back to retrieve forgotten homework	<input type="checkbox"/> Must have to attend programming	<input type="checkbox"/> Teacher discussions	<input type="checkbox"/> Incentive programs	<input type="checkbox"/> Using a communication log with teachers	If so, what kind:	<input type="checkbox"/> Other:		
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SUPPLEMENTAL ACADEMIC ENRICHMENT

Besides homework help, which activities are intended to promote academic enrichment?

Are these academic activities voluntary or mandatory for students?

Are activities offered as a part of ongoing project or themes?

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ACTIVITIES ARE VARIED

Besides academic activities, what other activities are offered on a regular basis by the after school program?

Do program offerings change throughout the year?

- Never – they are the same the entire year Every 9 weeks
 Every Semester Other:

ACTIVITIES PROMOTE SOCIO-EMOTIONAL SKILLS

Of the activities we've discussed, which activities promote socio-emotional skills (such as character education, leadership, social skills training, alcohol and drug use prevention, anger management, etc.)? **(If none, skip to next section)**

Which types of socio-emotional skills are addressed?

- Character Education Alcohol and Drug Use Prevention
 Leadership Skills Anger Management
 Social Skills Other:

How many times a week do students engage in activities that promote socio-emotional skills?

- None Once a week Twice a week Three times a week Four times a week Everyday

ACTIVITIES ENGAGE STUDENTS PHYSICALLY

Of the activities we've discussed, which activities engage students physically? **(If none, skip to next section)**

How many times a week do students engage in physical activity after school?

- None Once a week Twice a week Three times a week Four times a week Everyday

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OPPORTUNITIES FOR INDIVIUDAL SUPPORT

How many students have opportunities to receive mentoring during the after school program? **(If no, skip next question)**

Mentoring: Mentoring is when an adult or older youth spends one-on-one time with a participant of the program on a regular or somewhat regular basis.

Who provides the mentoring opportunities?

Are tutoring services available to students? **(If no, skip to next page)**

The Difference between Homework Help and Tutoring: Homework help is a large group activity for students to complete homework while tutoring is small group or one-on-one opportunity for students to receive remediation in subjects in which they struggle.

How frequently is tutoring provided?

Who provides tutoring?

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ACADEMIC ACTIVITIES TAILORED TO INDIVIDUAL STUDENT NEEDS

In terms of academic support, are students identified when they need extra academic support? If so, how?

Do program staff regularly review student-level data (grades, local assessments, etc.)? If so, which program staff?

To what extent is student-level data utilized to plan program activities?

Are any program offerings developed to follow teacher recommendations?

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LINKS TO THE SCHOOL DAY CURRICULUM / SCHOOL STANDARDS

How does your program integrate and complement school day activities? (check all that apply)

- Homework help is the direct link
- School day curriculum used after school (**if not, skip next question**)
- Programs goals are aligned with school or district learning standards
- Academic standards are utilized in planning activities
- Teachers or other school staff work for program and know school day activities
- Communicating with teachers about school day activities
- There is a designated school liaison to communicate with the after school program
- Development of skills to support classroom instruction (note-taking, outlines, time management, etc.)
- Other:

How is the school day curriculum used after school? (*by teachers, computer-based programs, materials*)

Do you observe classrooms or attend school day planning meetings on instructional strategies to see what students are doing during the school day?

Are lesson plans developed for each program offering? (**If no, skip to next page**)

Who creates the lesson plans? Are the lesson plans reviewed and/or approved?

Do the lesson plans include specific objectives or links to Academic Standards?

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SCHOOL PERSONNEL ACTIVELY INVOLVED WITH THE PROGRAM

How many teachers work directly for the after school program?

This should only include the number of teachers who administer aspects of the program (homework, tutoring, and other activities)

What other school personnel are directly involved with the program? *(examples: school secretary, cafeteria workers, teaching assistants, librarians, etc.)*

How do other teachers (who aren't directly involved in the program) support the program? *(recruiting students, communicating about student needs, providing supplies/classroom space)*

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OPPORTUNITIES FOR POSITIVE INTERACTION WITH ADULTS & PEERS

Is there evidence that youth have developed positive relationships with adults in the program?

Are there any staff trainings provided that are related to ensuring staff have skills necessary to have positive relationships with children?

When you hire staff, what qualifications do you look for in order to ensure that they will work well with children?

Are there any opportunities for youth to participate in team-building activities with peers in order to build a sense of community?

Is there a code of conduct/behavioral standards that youth have developed?

What are the consequences when students do not follow the code of conduct or are unkind to others?

What kinds of other behavior management techniques are used after school?

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**PROGRAM IS WELL-INTEGRATED WITH SCHOOL AND SHARES
SCHOOL RESOURCES**

To what areas of the school does the program have access for after school programming?
Has the school provided you with: <input type="checkbox"/> An office? <input type="checkbox"/> Area to Store Supplies? <input type="checkbox"/> A school email address? <input type="checkbox"/> A mailbox in the office? <input type="checkbox"/> Other:
How much time do you spend in the school during the school day?
How frequently do you communicate with all teachers in the school (not just those who work for the program)?
What kinds of things have you and/or your program staff done to communicate with those teachers who don't necessarily work for your program? <input type="checkbox"/> Newsletters (specifically for teachers – not for parents) <input type="checkbox"/> Stopping by classrooms <input type="checkbox"/> Emailing/writing letters <input type="checkbox"/> Requesting feedback about students <input type="checkbox"/> Flyers <input type="checkbox"/> Other:
Do you and/or your staff attend faculty meetings, curriculum planning committee meetings, or other school meetings?
How frequently do you communicate with the principal of the school?
What kinds of things have you and/or your program staff done to communicate with the principal? <input type="checkbox"/> Stopping by office/talking in hallway when needed <input type="checkbox"/> Updating him/her on special events <input type="checkbox"/> Having ongoing set appointment to meet <input type="checkbox"/> Emailing/writing notes and letters <input type="checkbox"/> Updating him/her on behavioral issues <input type="checkbox"/> Other:

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PARENT COMMUNICATION AND INVOLVEMENT

In what ways do you communicate with parents?

During daily pick-up time

Flyers

Bulletin Boards

Website

Phone calls when there is a problem

Newsletters

If so, how frequent:

Phone calls when there is not a problem

Family Nights **(If no, skip next question)**

If so, what kind:

Other:

How many per year:

What kinds of information do you communicate to them?

How frequently do you communicate with parents of participants?

Do you currently have any parents who volunteer for the program? **(if no, skip to next page)**

What types of volunteer opportunities have parents participated?

Field trip supervisors

Helping administer after school programming

Helping out during family nights

Being a guest speaker

Administrative

Other:

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COMMUNITY-BASED ORGANIZATIONS SERVE AS ACTIVE PARTNERS

Besides the school, who would you consider to be a local community partner of the after school program?

Which of these community agencies provide services that you pay for and which volunteer their services? (record answers below)

Vendors being Paid:

Community agencies volunteering services:

In what ways do the agencies that volunteer their services contribute to the implementation of the program?

- | | |
|---|--|
| <input type="checkbox"/> Monetary Donations | <input type="checkbox"/> Program Activities |
| <input type="checkbox"/> Supplies | <input type="checkbox"/> Incentives for program attendance or behavior |
| <input type="checkbox"/> Staffing | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Food | |

What have you done to establish more partnerships with community-based organizations, businesses, etc.?

(Interview Complete)

ENRICHMENT/ACTIVE LEARNING OBSERVATION

When completing this section, please consider those activities other than Homework Help intended to provide academic enrichment.

Activity Name	# of Staff	# of Students	Grade Level(s) of Students	# of Students On-Task

Supplemental Academic Enrichment

There is appropriate space for youth to comfortably complete activities? <input type="checkbox"/> No <input type="checkbox"/> In some areas <input type="checkbox"/> In most areas <input type="checkbox"/> In all areas
Activities are cognitively challenging, stimulate thinking? <input type="checkbox"/> No, not at all <input type="checkbox"/> Some <input type="checkbox"/> Many
Activities include academic concepts? <input type="checkbox"/> No, not at all <input type="checkbox"/> Some <input type="checkbox"/> Many
If activities include academic concepts, what are they (i.e., multiplication, history, grammar)?
Are there any noise and distractions? <input type="checkbox"/> No distractions <input type="checkbox"/> Some distractions <input type="checkbox"/> Many distractions

Opportunities for Active Learning

Across all supplemental activities (besides homework help) activities were a part of an ongoing project/theme? <input type="checkbox"/> No, not at all <input type="checkbox"/> Some <input type="checkbox"/> Many
How much staff time is spent lecturing (students are passive participants in activity)? <input type="checkbox"/> No time at all <input type="checkbox"/> Equal amount of hands on and lecture <input type="checkbox"/> Only at beginning of activity <input type="checkbox"/> Majority of time <input type="checkbox"/> Less than the majority of the time <input type="checkbox"/> All of the time
Do the bulk of activities involve youth in engaging with (creating, combining, reforming) materials or ideas or improving a skill through guided practice? <input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> Many
Are students provided with time to reflect on activities? <input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> Many
Are students provided with time to ask questions about activities? <input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> Many
Staff make frequent use of open-ended questions? <input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> Many

ACTIVITIES PROMOTE SOCIO-EMOTIONAL SKILLS

Description of Socio-Emotional Activity	# of Staff	# of Students	Grade Level(s) of Students	# of Students On-Task

There is appropriate space for youth to comfortably complete activity? <input type="checkbox"/> No <input type="checkbox"/> In some areas <input type="checkbox"/> In most areas <input type="checkbox"/> In all areas
Are there any noise and distractions? <input type="checkbox"/> No distractions <input type="checkbox"/> Some distractions <input type="checkbox"/> Many distractions
Are there any behavioral problems? <input type="checkbox"/> No behavioral problems <input type="checkbox"/> Some <input type="checkbox"/> Many behavioral problems
What socio-emotional skills are promoted throughout the activities? <input type="checkbox"/> Character Education <input type="checkbox"/> Leadership <input type="checkbox"/> Social Skills <input type="checkbox"/> Anger Management <input type="checkbox"/> Alcohol and Drug Prevention <input type="checkbox"/> Other:
What proportion of students who attended the program participated in socio-emotional activities on the day of the visit? <input type="checkbox"/> None <input type="checkbox"/> A few students <input type="checkbox"/> Some Students <input type="checkbox"/> Most students <input type="checkbox"/> All students
To what extent did students who participated in socio-emotional activities seem to benefit from activities? <input type="checkbox"/> No benefit <input type="checkbox"/> Some benefit <input type="checkbox"/> Numerous benefits

ACTIVITIES ENGAGE STUDENTS PHYSICALLY

Description of Activity	# of Staff	# of Students	Grade Level(s) of Students	# of Students On-Task

There is appropriate space for youth to comfortably complete activity(s)? <input type="checkbox"/> No <input type="checkbox"/> In some areas <input type="checkbox"/> In most areas <input type="checkbox"/> In all areas
How much are students engaged physically? <input type="checkbox"/> None of the time <input type="checkbox"/> Some of the time <input type="checkbox"/> Most of the time
Are there any behavioral problems? <input type="checkbox"/> No behavioral problems <input type="checkbox"/> Some <input type="checkbox"/> Many behavioral problems
What proportion of students who attended the program participated in physical activities on the day of the visit? <input type="checkbox"/> None <input type="checkbox"/> A few students <input type="checkbox"/> Some Students <input type="checkbox"/> Most students <input type="checkbox"/> All students

OBSERVATION SYNTHESIS

Complete this section after observing all program activities.

ACTIVITIES ARE VARIED

Did activities on the day of the visit vary (some are academic, some are physical, some are recreational, some are socio-emotional, etc.)? <input type="checkbox"/> No, not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Yes, definitely
What kinds of activities were provided on the day of the visit (check all that apply): <input type="checkbox"/> Academic <input type="checkbox"/> Physical <input type="checkbox"/> Recreational <input type="checkbox"/> Socio-emotional <input type="checkbox"/> Other:
On the day of the site visit, how many different activities did each student participate? <input type="checkbox"/> One <input type="checkbox"/> Two <input type="checkbox"/> Three <input type="checkbox"/> Four <input type="checkbox"/> More than four
Did students have a choice at all regarding which activity they would participate? <input type="checkbox"/> No <input type="checkbox"/> Sometimes <input type="checkbox"/> Most of the time <input type="checkbox"/> All of the time

OPPORTUNITIES FOR INDIVIDUAL SUPPORT

Do staff provide individual help/assistance to students during activities throughout the program? <input type="checkbox"/> Not at all <input type="checkbox"/> Sometimes <input type="checkbox"/> Most of the time
When youth ask for help, do staff respond in timely manner throughout the program? <input type="checkbox"/> Not at all <input type="checkbox"/> Sometimes <input type="checkbox"/> Most of the time
When providing assistance, do staff help youth think through problems themselves rather than offering answers throughout program activities? <input type="checkbox"/> Not at all <input type="checkbox"/> Sometimes <input type="checkbox"/> Most of the time
Are opportunities for individual or small group tutoring available? <input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> Many
Who provides tutoring? <input type="checkbox"/> Teachers <input type="checkbox"/> Peers <input type="checkbox"/> Program Staff <input type="checkbox"/> No Tutors
Are mentoring opportunities available to students on the day of the visit? <input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> Many
Are students able to approach program staff for emotional support? <input type="checkbox"/> Not at all <input type="checkbox"/> Sometimes <input type="checkbox"/> Most of the time

OBSERVATION SYNTHESIS

Complete this section after observing all program activities.

OPPORTUNITIES FOR POSITIVE INTERACTIONS WITH ADULTS

Staff consistently use a neutral (or positive) tone of voice? <input type="checkbox"/> Not at all <input type="checkbox"/> Sometimes <input type="checkbox"/> Most of the time
Staff are relaxed and respectful (generally smile, use friendly gestures, and make eye contact) in their interactions with youth? <input type="checkbox"/> Not at all <input type="checkbox"/> Sometimes <input type="checkbox"/> Most of the time
Staff explain all activities clearly (e.g., youth appear to understand directions; sequence of events and purposes are clear)? <input type="checkbox"/> Not at all <input type="checkbox"/> Sometimes <input type="checkbox"/> Most of the time
Youth receive support from staff despite imperfect results, errors, or failure? <input type="checkbox"/> Not at all <input type="checkbox"/> Sometimes <input type="checkbox"/> Most of the time
Staff encourage youth to keep trying to improve their skills? <input type="checkbox"/> Not at all <input type="checkbox"/> Sometimes <input type="checkbox"/> Most of the time
Staff are almost always actively involved with youth (e.g., they provide directions, answer questions, work as partners or team members, check in with individuals or small group)? <input type="checkbox"/> Not at all <input type="checkbox"/> Sometimes <input type="checkbox"/> Most of the time
There is evidence that a positive behavior management strategy is in use. <input type="checkbox"/> Not at all <input type="checkbox"/> Sometimes <input type="checkbox"/> Most of the time

OBSERVATION SYNTHESIS

Complete this section after observing all program activities.

OPPORTUNITIES FOR POSITIVE INTERACTION WITH PEERS

<p>Youth have structured opportunities to get to know each other (e.g., there are team-building activities, introductions, personal updates, welcoming of new group members, icebreakers, and a variety of groupings for activities)?</p> <p><input type="checkbox"/> No <input type="checkbox"/> Yes</p> <p>If no, do students seem to be familiar with one another?</p> <p><input type="checkbox"/> No <input type="checkbox"/> Yes</p>
<p>Youth exhibit predominately inclusive relationships with all peers (i.e., cliques do not appear present)?</p> <p><input type="checkbox"/> Not at all <input type="checkbox"/> Sometimes <input type="checkbox"/> Most of the time</p>
<p>The activities include structured opportunities (e.g., group presentations, sharing times, recognition celebrations, exhibitions, performances) to publicly acknowledge the achievements, work, or contributions of at least some youth?</p> <p><input type="checkbox"/> Not at all <input type="checkbox"/> Sometimes <input type="checkbox"/> Most of the time</p>
<p>How many groupings did the average child experience throughout the afternoon?</p> <p>(i.e., small group based on grade level, full group, small group determined by favorite color, individual, etc.)</p> <p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 or more</p>
<p>During programming, youth have one or more opportunities to mentor or tutor a peer?</p> <p><input type="checkbox"/> Not at all <input type="checkbox"/> Sometimes <input type="checkbox"/> Most of the time</p>

Exit Interview

Suggested Verbiage:

It appears the program is wrapping up, as most students have been picked up and programming is ending. I just have a few quick questions.

Was this a typical day of programming?

Was there anything that was planned that did not occur?

Did anything occur that was out of the ordinary (staff absences, student behavioral issues, use of school-space, etc.)?

If we leave now, will we miss any components of programming? Is there anything we missed today?