



NEW HAVEN PUBLIC SCHOOLS
AGREEMENT COVER SHEET

Cover Sheet is an Internal Document for Business Office Use

Please Type

Contractor full name: The Green Peacock Corporation

Doing Business As, if applicable:

Business Address: 953 Dixwell Avenue Ste 14 Hamden, CT 06514

Business Phone: 203-772-8464

Business email: thegreenpeacock67@gmail.com

Funding Source & Acct # including location code:

- Title 1
 - o 2531-5256-56694-0444 (Lincoln Bassett- \$7,200.00)

Principal or Supervisor: Gemma Joseph Lumpkin

Agreement Effective Dates: From 11/14/2023. To 06/30/2024.

Hourly rate or per session rate or per day rate.

- 1-hour session at \$150.00 for 48 sessions

Total amount: **\$7,200.00**

Description of Service: Please provide a one or two sentence description of the service. *Please do not write "see attached."*

- The Green Peacock will service (20) students at Lincoln Bassett for a total of (20 students) for after-school programming from November 14- June 30, 2023. The Green Peacock will incorporate physical and mental health activities in the NHPS after-school programs with a focus on Zumba fitness programs, Calisthenics, Aqua Fitness, and other health, fitness, and wellness activities that promote social-emotional, and physical well-being. These activities promote the advancement of development skills, stimulate the student's minds through physical activities, and provide therapeutic healing to ensure healthier habits and stronger community involvement.

Submitted by: Gemma Joseph Lumpkin

Phone: 475-220-1061



NEW HAVEN PUBLIC SCHOOLS

Memorandum

To: New Haven Board of Education Finance and Operations Committee

From: Gemma Joseph Lumpkin

Date: 10/17/2023

Re: The Green Peacock Corporation

Please **answer all questions and attach any required documentation as indicated below.** Please have someone **ready to discuss** the details of each question during the Finance & Operations meeting or this proposal might not be advanced for consideration by the full Board of Education.

1. **Contractor Name:** The Green Peacock Corporation
2. **Description of Service:** The Green Peacock will service (20) students at Lincoln Bassett for a total of (20 students) for after-school programming from November 14- June 30, 2023. The Green Peacock will incorporate physical and mental health activities in the NHPS after-school programs with a focus on Zumba fitness programs, Calisthenics, Aqua Fitness, and other health, fitness, and wellness activities that promote social-emotional, and physical well-being. These activities promote the advancement of development skills, stimulate the student's minds through physical activities, and provide therapeutic healing to ensure healthier habits and stronger community involvement.
3. **Amount of Agreement and hourly or session cost:** \$7,200.00
 - a. 1-hour session at \$150.00 for 48 sessions
4. **Funding Source and account number:** Title 1
 - a. 2531-5256-56694-0444: (\$7,200.00) (Lincoln Bassett)
5. Approximate number of staff served through this program or service: 0
6. Approximate number of students served through this program or service: 20
7. **Continuation/renewal or new Agreement?**

Answer all questions:

 - a. If continuation/renewal, has the cost increased? If yes, by how much?
 - i. Renewal, no cost increase
 - b. What would an alternative contractor cost:
 - i. Based on local vendors, similar services range approximately from \$250-\$400 per session.
 - c. If this is a continuation, when was the last time alternative quotes were requested?

- i. Quotes requested during the 2023 RFQ process
- d. For new or continuation: is this a service existing staff could provide. If no, why not?
 - i. No, the instructor has specific training related to the activities they will be offering to the students.

8. Type of Service:

Answer all questions:

- a. Professional Development?
 - i. No
 - ii. If this is a professional development program, can the service be provided by existing staff? If no, why not?
- b. After School or Extended Hours Program?
 - i. After School
- c. School Readiness or Head Start Programs?
 - i. No
- d. Other: (Please describe)

9. Contractor Classification:

Answer all questions:

- a. Is the Contractor a Minority or Women Owned Business?
 - i. Yes
- b. Is the Contractor Local?
 - i. Yes
- c. Is the Contractor a Not-for-Profit Organization? If yes, is it local or national?
 - i. Non-profit, local
- d. Is the Contractor a public corporation?
 - i. No
- e. Is this a renewal/continuation Agreement or a new service?
 - i. Renewal
- f. If it is a renewal/continuation has cost increased? If yes, by how much?
 - i. No increase
- g. Will the output of this Agreement contribute to building internal capabilities? If yes, please explain:
 - i. No

10. Contractor Selection: In this section, please describe the selection process, including other sources considered and the rationale for selecting the contractor. Please answer all questions:

- a. What specific skill set does this contractor bring to the project? Please attach a copy of the contractor's resume if an individual or link to contractor website if a company:
 - i. The contract provides specialized programming tailored to stimulate physical activity, social skills, and therapeutic processes to promote healing and a healthier lifestyle.
 - ii. <https://www.thegreenpeacock.org/>

- b. How was the Contractor selected? Quotes, RFP/RFQ, Sealed Bid or Sole Source designation from the City of New Haven Purchasing Department?
 - i. RFQ
- c. Is the contractor the lowest bidder? If no, why? Why was this contractor selected?
 - i. Yes, the contractor provides an array of activities for students at a reasonable cost.
- d. Who were the members of the selection committee that scored bid applications?
 - i. Arthur Edwards, Lysie Rodriguez, Gemma Joseph Lumpkin, Christian Tabares, Dianne Stewart, Frankie Roman, Jose Camacho.
- e. If the contractor is Sole Source, please attach a copy of the Sole Source designation letter from the City of New Haven Purchasing Department.
 - i. N/A

11. Evidence of Effectiveness & Evaluation

Answer all questions

- a. What **specific need** will this contractor address and how will the contractor's performance be measured and monitored to ensure that the need is met?
 - i. The Green Peacock Corporation staff provides activities, that engage all students in purposeful, supportive, and meaningful physical activities that coherently support the health and well-being of students and families.
 - ii. Services will be monitored using the APT tool, which assesses the overall quality of the program's staffing, staff's engagement with students and families, collaboration with NHPS staff, transitioning of students, and activities offered. The evaluation team consists of the Building Leader with a team, which may consist of other NHPS staff, parents, and community members. APT raters observe and score staff interactions (manner, affect, and tone of voice) with youth and families. The observers rate areas such as:
 1. Are staffs greeting students and families
 2. Transitioning of students
 3. Does the space provide appropriate room for all youth and staff,
 4. The ability of staffs to communication with youth and/or their families in their language(s).
 5. The support staff provide in assisting youth with organizing and preparing themselves to do their homework.
 6. Staffs adjustments and accommodations for students based on their experiences and needs and that
 7. Staffs use of simple reminders and redirection to support positive behaviors.
 8. Dismissal Process
- b. If this is a **renewal/continuation service** attach a copy of the evaluation or archival data that demonstrates effectiveness.
- c. How is this service aligned to the District Continuous Improvement Plan?
 - i. The Green Peacock activities engage all students in purposeful, supportive, and meaningful physical activities that coherently support the health and well-being of students, in support of district priorities.

12. Why do you believe this Agreement is fiscally sound?
 - a. This agreement represents good value for the district. The contractor's rates align with the lower scale fees for similar service providers. The program will provide enrichment programming focused on supporting healthy minds and bodies.

13. What are the implications of not approving this Agreement?
 - a. Students will have fewer opportunities to participate in activities that promote mental and physical health. Families are encouraged to participate in the activities, which promotes positive and fun family engagement.

Rev: 8/2021



NEW HAVEN PUBLIC SCHOOLS

AGREEMENT
By And Between
The New Haven Board of Education
AND

The Green Peacock Corporation

FOR DEPARTMENT/PROGRAM:

Youth Family and Community Engagement

This Agreement entered into on the 17th day of October 2023, effective (*no sooner than the day after Board of Education Approval*), the 14th day of November 2023, by and between the New Haven Board of Education (herein referred to as the “Board” and, The Green Peacock Corporation located at, 953 Dixwell Avenue Ste 14 Hamden, CT 06514 (herein referred to as the “Contractor”).

Compensation: The Board shall pay the contractor for satisfactory performance of services required the amount of \$150 per session, for a total of 48 sessions.

The maximum amount the contractor shall be paid under this agreement: Seven Thousand, Two Hundred Dollars. (\$7,200.00). Compensation will be made upon submission of an itemized invoice which includes a detailed description of work performed and date of service.

Fiscal support for this Agreement shall be by Title 1 **Program** of the New Haven Board of Education, **Account Number:** 2531-5256-56694 **Location Code:** 0444

This agreement shall remain in effect from 11/14/2023 to 06/30/2024.

SCOPE OF SERVICE: *In the space below, please provide brief summary of service.*

- The Green Peacock will service (20) students at Lincoln Bassett for a total of (20 students) for after-school programming from November 14- June 30, 2023. The Green Peacock will incorporate physical and mental health activities in the NHPS after-school programs with a focus on Zumba fitness programs, Calisthenics, Aqua Fitness, and other health, fitness, and wellness activities that promote social-emotional, and physical well-being. These activities promote the advancement of development skills, stimulate the student’s minds through physical activities, and provide therapeutic healing to ensure healthier habits and stronger community involvement.

Exhibit A: Scope of Service: Please attach contractor's detailed **Scope of Service** on contractor letterhead with all costs for services including travel and supplies, if applicable.

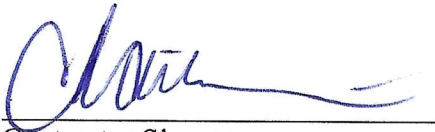
Exhibit B: Student Data Privacy - attached

Exhibit C: Contractor's Declaration Attesting to Compliance with Executive Order No. 13G – form must be completed by the contractor. See attached form for contractors who are working with students or staff in school or in after school programs, regardless of location.

APPROVAL: This Agreement must be approved by the New Haven Board of Education **prior to service start date**. Contactors **may begin service no sooner than the day after** Board of Education approval.

HOLD HARMLESS: The Contractor shall insure and/or indemnify the Board and its members, employees and agents against all claims, suits, and expenses, including reasonable attorney's fees, in connection with loss of life, bodily injury or property damage arising from any neglect act or omission of the Contractor or its employees or agents. Further, the Contractor covenants and agrees that it shall hold the Board and its members, employees and agents harmless against any and all claims, suits judgments of any description whatsoever caused by the Contractor' breach of this agreement or based upon the conduct of the Contractor, or its agents or its employees or arising out of in connection with their activities under this agreement.

TERMINATION: The Board may cancel this agreement for any reason upon thirty (30) days' written notice sent to the Contractor by certified U.S. mail, return receipt requested; provided however, that the Board shall be responsible to the Contractor for all services rendered by the Contractor through the last day of thirty (30) day notice period, as long as the Agreement was approved by the Board prior to the start date of service.



Contractor Signature

President
New Haven Board of Education

10-16-2023

Date

Date

Chaika Gilliams Executive Director
Contractor Printed Name & Title



NEW HAVEN PUBLIC SCHOOLS

EXHIBIT B

STUDENT DATA PRIVACY AGREEMENT SPECIAL TERMS AND CONDITIONS

For the purposes of this Exhibit B "directory information," "de-identified student information," "school purposes," "student information," "student records," "student-generated content," and "targeted advertising" shall be as defined by Conn. Gen. Stat. § 10-234aa.

1. All student records, student information, and student-generated content (collectively, "student data") provided or accessed pursuant this Agreement or any other services agreement between the Parties are not the property of, or under the control of, the Contractor.
2. The Board shall have access to and the ability to delete student data in the possession of the Contractor except in instances where such data is (A) otherwise prohibited from deletion or required to be retained under state or federal law, or (B) stored as a copy as part of a disaster recovery storage system and that is (i) inaccessible to the public, and (ii) unable to be used in the normal course of business by the Contractor. The Board may request the deletion of any such student information, student records or student-generated content if such copy has been used by the operator to repopulate accessible data following a disaster recovery. The Board may request the deletion of student data by the contractor within two (2) business days of receiving such a request and provide to the Board confirmation via electronic mail that the student data has been deleted in accordance with the request, the date of its deletion, and the manner in which it has been deleted. The confirmation shall contain a written assurance from the Contractor that proper disposal of the data has occurred in order to prevent the unauthorized access or use of student data and that deletion has occurred in accordance with industry standards/practices/protocols.
3. The Contractor shall not use student data for any purposes other than those authorized pursuant to this Agreement.
4. A student, parent or legal guardian of a student may review personally identifiable information contained in student data and correct any erroneous information, if any, in such student data. If the Contractor receives a request to review student data in the Contractor's possession directly from a student, parent, or guardian, the Contractor agrees to refer that individual to the Board and to notify the Board within two (2) business days of receiving such a request. The Contractor agrees to work cooperatively with the Board to permit a student, parent, or guardian to review personally identifiable information in student data that has been shared with the Contractor, and correct any erroneous information therein.

5. The Contractor shall take actions designed to ensure the security and confidentiality of student data.
6. The Contractor will notify the Board, in accordance with Conn. Gen. Stat. § 10-234dd, when there has been an unauthorized release, disclosure or acquisition of student data. Such notification will include the following steps:

Upon discovery by the Contractor of a breach of student data, the Contractor shall conduct an investigation and restore the integrity of its data systems and, without unreasonable delay, but not more than thirty (30) days after such discovery, shall provide the Board with a more detailed notice of the breach, including but not limited to the date and time of the breach; name(s) of the student(s) whose student data was released, disclosed or acquired; nature of and extent of the breach; and measures taken to ensure that such a breach does not occur in the future.

7. Student data shall not be retained or available to the Contractor upon expiration of the contract between the Contractor and Board, except a student, parent or legal guardian of a student may choose independently to establish or maintain an electronic account with the Contractor after the expiration of such contract for the purpose of storing student- generated content.
8. The Contractor and Board shall each ensure their own compliance with the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g, as amended from time to time.
9. The Contractor acknowledges and agrees to comply with the above and all other applicable aspects of Connecticut's Student Data Privacy law according to Connecticut General Statutes §§ 10-234aa through 10-234dd.
10. The Parties agree that this Agreement controls over any inconsistent terms or conditions contained within any other agreement entered into by the Parties concerning student data.



*The Green Peacock Corporation 501c3
Serving Greater New Haven, CT*

953 Dixwell Avenue Hamden, CT 06514

www.thegreenpeacock.org

thegreenpeacock67@gmail.com

Chaila Gilliams 203-772-8464



May 4, 2023

NHPS RFQ Summer Programming Team

Attention: Gemma Lumpkin and Christian Tabares – Youth, Family, and Community Engagement

New Haven Public Schools 54 Meadow Street New Haven, CT 06519

Dear RFQ Team,

The Green Peacock Corporation, have designed and engineered programs that further develop social skills, stimulate physical activity, provide therapeutic healing, and motivates a healthier and stronger community! We remain visually aligned with the New Haven Public School district's health & wellness goals investing in our service communities by using a systematic and comprehensive approach to derive at an outline for success. As an experienced provider of health and fitness programs for children, families, and special populations our commitment to minimize debilitating health threats that plague our school communities allows us to be an integral part in learning as we grow.

The Green Peacock will provide "Healthy Culture" enrichment programs for New Haven Public Schools summer programming consisting of health, fitness, nutrition, and wellness activities that promote social, emotional, physical, and overall good health and wellbeing. For Zumba Fitness Programs only the rate is \$150.00/session (1 hour session) max 30 participants/session. Zumba Fitness sessions run once a day at each program location.

Thank you for choosing The Green Peacock Corporation to be your health, physical fitness, nutrition, wellness provider and community advocate.



www.thegreenpeacock.org
Thegreenpeacock67@gmail.com

Fiscal Year 2022-2023 Annual Data Report

The Green Peacock is the brainchild of founder Chaila Gilliams. In Chaila's pursuit to improve the health of her community, social engagement, and networking with other nonprofits. In 2019 she organized The **GREEN** = (Good Health & Nutrition) **PEACOCK** = (Symbol of Black & Caribbean Culture).

Witnessing a growing health crisis especially in underserved communities and coupled with the rise of COVID-19 related bereavements, it was evident that our programming needed to address not only the physical inactivity and poor diets leading to obesity but also the need to aid communities in coping with grief, stress, violence, low self-esteem, learning disabilities and the pressures of living in pandemic times.

According to Data Haven, nearly one-half of middle school students in New Haven's public schools did not meet guidelines for healthy weight.

The Green Peacock's goal and mission is to change this and to reduce the increased 5% obesity rate of 32.7% in New Haven and decrease it by 15% to 27% or below by end of 2025.

In the 2022-2023 fiscal year through our facilitated health, fitness, mind and body wellness programs we have positively impacted over ten neighboring Greater New Haven communities, 600 NHPS families, and over a dozen community organizations to improve their health, create better nutrition habits, and empower, strengthen, and build character and self-esteem.

- We have serviced 6 summer camps and 6 schools during the school year
- We have increased school attendance and program participation by nearly 30% according to attendance tracking sheets
- Our Pacer Fitness Tests (Green Peacock Modified Edition) have increased in performance from an average of 30 jumping jacks per 120 seconds to an above average 75 jumping jacks per 120 seconds; 20 crunches per 60 seconds to 38 crunches per 60 seconds; 10 pushups per 60 seconds to 18 pushups per 60 seconds; and increased average flexibility from 2-3inch sit & reach to 5-6 inches sit and reach
- Engaged participants from 0 to 20 minutes a week of physical fitness activity to 150 minutes a week of physical fitness activity

Activity Time

Site ID: Celenzano Observer ID: Douglas

Date: 12/19/2022

Activity Name: Zumba Green Teacook
Activity #: Zumba Fitness

Location of Arrival Time (check location(s) that apply)

- Classroom
- Library
- Cafeteria
- Off-Site (please explain)
- Gym
- Other (please describe)
- Outdoors

Start Time 3:00 Minimum observation duration:
End Time 4:15 30 minutes or see Site Visit Plan

Observed Number of staff 3
Number of youth 7
 Start of activity End of activity
(check all that apply)

Type of Activity (check all that apply)

- Recreation/Choice
- Sports/Active Games
- Performing Arts/Music
- Games & Computer
- Academic Enrichment
- Arts & Crafts
- Tutoring/Targeted Skill-Building
- Community Service
- Skills Training
- Vocational Training
- Other (please describe) Zumba Class

Brief Description of Activity Time
exercise

Instructional Approach (check up to 3)
 Adult Led Pairs
 Youth Led Youth Work Independently
 Groups/Teams
 Other (please describe) _____

Important Note:
Programs that have activities that focus on academic enrichment are encouraged – but not required – to use the Academic Skill-Building section in conjunction with the Activity Time section.

A. Organization of Activity	Rating
1 Activities begin promptly. (Ex: Youth wait less than 2-3 minutes.) 1=Extended delay; youth are not engaged while they wait. (Ex: Youth wait 8-10 minutes with nothing to do while staff prepare programming)	1 2 3 <u>4</u> N/A
2 There are enough materials and supplies for the number of youth participating. 1=Many youth cannot fully participate due to a lack of supplies. (Ex: Youth must wait for a very long time for their turn with materials.)	1 2 3 <u>4</u>
3 Activity time is free from interruptions/distractions. 1=Youth are being constantly interrupted by noise or intrusions. (Ex: There is another noisy activity being held in the same space.)	1 2 3 <u>4</u>
4 Staff create adjustments and accommodations for youth based on their experiences and needs. (Ex: Youth with special needs, or English Language Learners are fully included) 1= Youth are excluded from activity if they are not able to conform to the group dynamic.	1 2 3 <u>4</u> N/A

Field Notes:

Item Format
Bold: Anchor and/or (Example) of a "4" rating
 1=: Anchor and/or (Example) of a "1" rating

Rating Scale:
 1-Not True 2-Somewhat True
 3-Mostly True 4-Very True

Activity Time

Site ID: *Celestian*

Observer ID: *Duffy*

Date: *12/9/2022*

Important Note:

Observers should rate all Nature of Activity Items (i.e. do not rate as N/A simply because you believe an item is not desired or appropriate for a particular activity).

B. Nature of Activity	Rating
<p>1 The activity is part of an ongoing project, activity series or curricular unit designed to promote specific skills/concepts over time. (Ex: Staff explain link with prior activities, emphasize key skills and concepts youth have been learning.) <i>1=Activity is clearly not connected to any ongoing theme, topic, project, curricular unit, or plan for youth's learning over time. (Ex: Youth have free time outside.)</i></p>	<p>1 2 3 4</p>
<p>2 Activity is challenging, stimulates thinking. Activity requires that youth learn/apply skills, solve problems, use strategy, focus and concentrate, most of the time in order to participate. (Ex: Youth are learning their lines for a play or a new kicking technique in soccer; youth have to try several times before they are successful.) <i>1= Activity is not at all challenging. (Ex: Appears very easy, requires limited skills or concentration, such as games based only on luck.)</i></p>	<p>1 2 3 4</p>
<p>3 Activity offers youth choice and decision-making. Within a structure youth are able to make many choices/decisions about what they will do and/or how they will do it; shape the activity to reflect their interests, ideas, and preferences. <i>1= No youth choice or decision-making. (Ex: Activity requires that youth follow adults' specific step-by-step instructions to produce a pre-determined product, or youth simply take in/ give back information.)</i></p>	<p>1 2 3 4</p>
<p>4 Activity offers youth opportunities to work collaboratively in pairs, groups or as part of a team. Youth are actively engaged in group collaboration for more than half of the time. (Ex: Youth negotiate, compromise, clarify roles, make joint decisions.) <i>1=Youth have little or no opportunity to interact with peers during the activity. (Ex: Staff provide direct instruction while youth sit at desks and take notes.)</i></p>	<p>1 2 3 4</p>

Field Notes:

*The students positive youth interactions.
 There are no skills or concepts. Student are encouraged to move and dance to promote healthy bodies.*

Item Format

Anchor and/or (Example) of a "4" rating
1= Anchor and/or (Example) of a "1" rating

Rating Scale:

1-Not True 2-Somewhat True
 3-Mostly True 4-Very True

Activity Time

Site ID: *Celestano*

Observer ID: *Douglas*

Date: *12/9/2022*

C. Staff Promote Youth Engagement & Stimulate Thinking	Rating				
<p>1 Staff are energetic, enthusiastic, and/or upbeat. All staff show consistent positive energy and enthusiasm. <i>1=All staff appear low energy, disinterested, bored or flat in their demeanor the entire time.</i></p>	1	2	3	4	
<p>2 Staff help spark and sustain youth's interest and curiosity throughout the activity. (Ex: Throughout the activity, staff ask open-ended questions, pose challenges, encourage youth to experiment, try something new.) <i>1=Staff do not spark or sustain youth's interest (Ex: Give directions without discussion, or any expression of enthusiasm.)</i></p>	1	2	3	4	
<p>3 Staff are actively engaged in activities with youth. (Ex: Show interest in the activity, provide ongoing facilitation, participate with youth.) Note: Staff may rotate through group giving youth time just with peers or by themselves. <i>1=Staff do not engage/interact with youth; show little interest in the activity (Ex: Chat with other staff; busy doing their own activity.)</i></p>	1	2	3	4	
<p>4 Staff encourage youth to share control, responsibility, and decision-making. Staff want youth to play an active role in organizing, leading and/or making important decisions about the activity. <i>1=Staff resist youth input and involvement. (Ex: When youth make suggestions, staff dismiss youth's ideas. Staff make it clear that they are in charge, making all the decisions.)</i></p>	1	2	3	4	
<p>5 When providing assistance to youth, staff help youth think through problems and/or questions themselves rather than offering answers. Staff guide youth's thinking and help them develop problem solving skills. (Ex: Ask "how", "why", "what-if" questions, help youth brainstorm potential solutions.) <i>1=Staff provide answers to youth, rather than helping them to figure it out on their own.</i></p>	1	2	3	4	N/A
<p>6 Staff ask open-ended questions to facilitate youth reflection during the activity. Staff probe and extend youth's thinking, help youth make connections, encourage youth to focus on and share what they are learning. <i>1= Staff do not ask youth any questions to focus their thinking on the activity.</i></p>	1	2	3	4	
<p>7 At the end of the activity period, staff engage youth in a structured time for feedback and reflection on the activity. Staff engage youth in an extended discussion (or individual reflection time) about the activity, their feedback, and/or what they learned. <i>1=Staff do not solicit feedback from youth or engage youth in reflection about the activity.</i></p>	1	2	3	4	N/A

Field Notes:

Item Format

Bold: Anchor and/or (Example) of a "4" rating

1=: Anchor and/or (Example) of a "1" rating

Rating Scale:

1-Not True 2-Somewhat True

3-Mostly True 4-Very True

Activity Time

Site ID: *Celestano*

Observer ID: *Drufos*

Date: *12/9/2022*

D. Staff Positively Guide Youth Behavior	Rating
<p>1 Staff closely supervise youth and activities. Staff are watching youth all the time, prevent unsafe or address disruptive behavior. <i>1=Staff are not watching youth or do not respond to events or interactions that are unsafe or disruptive.</i></p>	<p>1 2 3 4</p>
<p>2 Staff interactions with youth (manner, affect, tone) are positive and supportive. <i>1=Staff use a negative, punitive, irritable, or harsh tone of voice most of the time.</i></p>	<p>1 2 3 4</p>
<p>3 Staff treat youth respectfully and assume best intentions. (Ex: Staff pull youth aside to discuss their behavior in private; hear youth's point of view.) <i>1=Staff constantly correct, criticize, or reprimand youth.</i></p>	<p>1 2 3 4</p>
<p>4 Staff are able to quickly and positively gain youth's attention and cooperation when needed. <i>1=Staff's repeated attempts to control group are negative and/or are ineffective, or staff allows group to become chaotic and out of control.</i></p>	<p>1 2 3 4</p>
<p>5 Staff are flexible in their management of youth. (Ex: Staff appear comfortable as youth move freely, use equipment, leave the area to get water, use the bathroom.) <i>1=Staff over-control youth. (Ex: Staff expect children/youth to sit quietly, obtain permission before getting up; always raise hand before speaking.)</i></p>	<p>1 2 3 4</p>
<p>6 Staff use simple reminders and redirection to support positive behavior. Staff are always calm and straightforward. (Ex: Let youth know what is inappropriate and remind them of rules and behavioral expectations.) <i>1=Staff always over-react to youth's behavior. (Ex: Staff are visibly short-fused "How many times do I have to tell you not to....?")</i></p>	<p>1 2 3 4</p>
<p>7 When addressing behavioral issues, staff use strategies which are developmentally appropriate.* <i>1=Time-out, loss of privileges is a primary behavior management strategy; consequences are completely out of proportion with youth's infractions. (Ex: Time out for minor behavioral infractions or youth that have not received other warnings.)</i></p>	<p>1 2 3 4 N/A</p>

Field Notes:

Item Format

Anchor and/or (Example) of a "4" rating

1= Anchor and/or (Example) of a "1" rating

Rating Scale:

1-Not True 2-Somewhat True

3-Mostly True 4-Very True

Activity Time

Site ID: *Celestano*

Observer ID: *Douglas*

Date: *12/9/2022*

E. Staff Build Relationships & Support Individual Youth	Rating			
<p>1 Staff engage in friendly exchanges (chats) with youth. Staff show interest in youth as individuals (Ex: Staff make a point of connecting with all youth--inquire about youth's interests, solicit youth's thoughts and opinions on a topic, ask about youth's day or something they made.) 1=Staff do not have friendly exchanges with any youth; communication is primarily directional or informational. (Ex: Staff remind youth to hang up coat.)</p>	1	2	3	4
<p>2 Staff encourage individual youth. (Ex: "I like your thinking," "I noticed that you are really taking your time on this project" "You can do it—give it another try.") 1=Staff do not offer encouraging remarks to any individual or groups of youth.</p>	1	2	3	4
<p>3 Staff exhibit appropriate, professional conduct around youth. 1=Staff behavior is inappropriate to their role with youth. (Ex: Staff, react "personally" to youth criticisms, exhibit behavior not allowed in program, such as talking on their cell phones.)</p>	1	2	3	4
<p>4 Staff listen (focus, pay attention) actively, attentively, and patiently to youth during activity time. (Ex: focus on youth when speaking, give youth time and accommodations to express themselves, summarize back what they heard youth saying.) 1=(Ex: Staff ignore, dismiss and/or interrupt youth when they are trying to speak to staff.)</p>	1	2	3	4
<p>5 When youth need or ask for help, staff provide individualized assistance to youth. Staff take the time to really understand and focus on individual youth needs. (Ex: Answer questions, explain how to do something.) 1= Staff do not help youth. (Ex: Staff tell youth they will help them later.)</p>	1	2	3	4 N/A
<p>6 When an individual youth is having a problem or is upset, staff pay attention and try to help them*. (Ex: When a youth has accidentally broken their project and is upset, staff offer comfort; stay and help youth calm down.) 1= (Ex: Staff ignore or dismiss a youth who is crying.)</p>	1	2	3	4 N/A

(Note # of youth who have extended, 1:1 conversations with staff i.e. each person has minimum of 2-3 turns)

Field Notes:

Staff was very encouraging when speaking to students that didn't feel confident when dancing.

Item Format

Bold: Anchor and/or (Example) of a "4" rating

1=: Anchor and/or (Example) of a "1" rating

Rating Scale:

1-Not True 2-Somewhat True

3-Mostly True 4-Very True

Activity Time: Rating of Youth

Site ID: *Celenzano*

Observer ID: *Douglas*

Date: *12/9/2022*

F. Youth Relations with Adults	Rating
1 Youth show interest in staff; seek out positive contact/interactions. (Ex: Youth show staff something they made, initiate friendly interactions.) <i>1=Youth actively avoid or ignore staff.</i>	1 2 3 4
2 Youth are cooperative with staff's requests or directions. Youth comply or negotiate easily with staff. <i>1=(Ex: Youth are resistant, oppositional, refuse to comply, get into power struggles.)</i>	1 2 3 4
3 Youth listen (focus, pay attention) to staff. (Ex: Youth focus, don't interrupt, get clarifications, or ask follow up questions.) <i>1=(Ex: Youth ignore, interrupt, or walk away from staff when they are speaking.)</i>	1 2 3 4

Field Notes:

G. Youth Participation in Activity Time	Rating
1 Youth are busy and engaged in conversation or activities. All youth are included and constructively engaged throughout the activity. <i>1=Very few/no youth are constructively engaged (Ex: Youth refuse to participate, appear bored, engage in off-task behaviors.)</i>	1 2 3 4
2 Youth follow program rules and behavioral expectations. <i>1=Very few/no youth follow rules on their own. (Ex: Youth need constant reminding about rules or expectations by staff/adults.)</i>	1 2 3 4
3 Youth appear in control; they regulate their behavior and energy to the environment. During academic learning times, or activities which require focus on a task, youth actions and affect are regulated to these activities. <i>1=(Ex: If it is quiet reading time, most youth are wound up and out of control; excessively loud, disrupting other's participation or enjoyment of the activity.)</i>	1 2 3 4
4 Youth help select, lead or contribute to the running of the activity. Youth led activity, and/or all youth contribute in some way to the nature and direction of activity time. (Ex: Help to choose, make decisions about the activity, make their own choices about how they will spend free time, offer ideas to staff for modifying the activity, help set up.) <i>1=Youth do not select, lead or contribute to the running of the activity. (Ex: Youth simply participate in activity as instructed by staff.)</i>	1 2 3 4
5 Youth are cognitively engaged and/or focused on solving problems. (Ex: The whole time, all youth are focused on solving activity-related challenges, answering questions, playing strategy-based games/sports.) <i>1= Very few or no youth appear cognitively engaged. (Ex: Youth watch a funny video or relax and listen to music.)</i>	1 2 3 4

Field Notes:

Every student was engaged

Item Format

Bold: Anchor and/or (Example) of a "4" rating

1=: Anchor and/or (Example) of a "1" rating

Rating Scale:

1-Not True 2-Somewhat True

3-Mostly True 4-Very True

Activity Time: Rating of Youth

Site ID: *Celenfano*

Observer ID: *Douglas*

Date: *12/9/2022*

H. Peer Relations	Rating
<p>1 Peer interactions have a positive affective tone; youth appear to enjoy each other's company. (Ex: Youth mix freely, lots of smiling, laughing, playful exchanges, include each other.) <i>1=(Ex: Negative, tense social atmosphere. Many youth do not mix with youth from other groups. Evidence of social exclusion.)</i></p>	1 2 3 4
<p>2 Youth listen (focus, pay attention) to each other. (Ex: Show interest, ask follow up questions.) <i>1=(Ex: Youth ignore or interrupt peers when they are communicating.)</i></p>	1 2 3 4
<p>3 Youth cooperate with each other. (Ex: Share materials/space, help each other, take turns, compromise, problem solve.) <i>1=(Ex: Tension and competition amongst youth. Youth rarely share materials, take turns or compromise without arguing.)</i></p>	1 2 3 4

Field Notes:

Item Format

Anchor and/or (Example) of a "4" rating

1= Anchor and/or (Example) of a "1" rating

Rating Scale:

1-Not True 2-Somewhat True

3-Mostly True 4-Very True

Activity Time

Site ID: Cepentano

Observer ID:

Douglas

Date:

12/9/2022

Students were listening to instructions, the social atmosphere was positive, students were laughing and enjoying the dancing and music. Everyone was engaged. Green Peacock Zumba Exercise Class set the tone for a great quality class environment.