

21st CCLC Site Visit Report: Fall 2021

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Submitted To:

Clark County School District

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**Site Name:** Tate Elementary School

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Design and Delivery of Afterschool Programming

During our fall 2021 site visit to Tate Elementary School, the following afterschool activities were observed and scored using the School-Age Program Quality Assessment (SAPQA): 1) Disney Musicals in Schools (DMIS); 2) STEM (Chess Competition & Legos); and 3) Academic Tutoring for Grade 5 Math.

General observations and recommendations for continuous improvement in the design and delivery of afterschool activities related to the following three SAPQA domains are presented below: 1) Supportive Environment; 2) Interaction; and 3) Engagement.

**Supportive Environment**

The Supportive Environment items focus on an individual student’s experience within a program including the welcome they receive, the session flow, student’s active engagement, skill-building, and encouragement they receive. In each of the three sessions observed, a very supportive environment was observed, and students had the opportunity to build academic skills in math, group processing and leadership skills, and critical thinking skills.

Teachers consistently used open-ended questions with to extend student learning, deepen their understanding of the content, and provided a better understanding of where students may be struggling. Continuing and expanding this practice will enhance metacognition and ensure students are purposeful and thoughtful about how they approach academic content.

Students were highly engaged in all of the activities observed and teachers used multiple techniques to get students talking about how they choreographed their dance moves in the DMIS session, and problem solving in the Grade 5 Math session. During the chess competition, students were engaged, but it could have been enhanced by asking the two finalists to describe their strategies in the championship match and what the turning point was in the game.

**Interaction**

The Interaction items measure the ways students interact with the staff and other students in their session. These items examine how staff react to strong emotion, foster belonging within the program, and interact with all students during a program.

In each of the three sessions observed, students had opportunities to get to know one another either through structured small groups activities (e.g., small group work in the DMIS dance choreography activity, Grade 5 students paired up based on their knowledge of one or two digit division problem solving abilities so a student could mentor another, and chess competitions). Creating more structured opportunities for students to work together and discuss what they are working on and how they are doing it would strength the quality of the program offerings. These interactions build a sense of belonging and identification with the program which encourages students to keep coming to program. Providing more opportunities for students to get to know one another including informal chatting and formal group work will continue to foster belonging amongst participants.

As staff plan activities, encourage them to provide students with leadership opportunities (e.g., students showing other students how to solve a problem on the board at the front of the class) or ways in which one student can mentor another, like the opportunity provided in Grade 5 math tutoring. This could be having a student lead a game, discussion, or song at the beginning of class. Leadership can also happen in small groups if one student is given a leadership role. The leadership opportunity does not have to be for an extended period of time, but builds belonging and self confidence in students.

**Engagement**

Items in the Engagement domain measures the “Plan, Do, Review” process that encourages students to learn and think independently. To score highly in these areas, students have opportunities to plan, make meaningful choices, reflect on what they have done, and take responsibility.

Student planning and reflection were front and center in the DMIS session but could be expanded in other sessions observed at Tate ES. To continue to grow in this area, staff members can create opportunities for students to plan what they are going to do in an activity or how they are going to carry it out, and reflect on what they have accomplished at the end of the session. Asking students to write, discuss, or share what they learned each day is a simple way to incorporate reflection into daily activities. Reflection can also include students thinking about what they enjoyed, what they did not enjoy, and what they would do differently next time.

Program Planning, Operations, and Management

Fall 2021 site visits included interviews with site managers/leaders and school principals related to student enrollment, intentionality in program design, linkages between the afterschool program and the regular school day, leadership support, family engagement and involvement, and program quality monitoring.

One of the key building blocks of a successful 21st CCLC program is to have the support of school administrators, and active coordination between the principal and program leads. As an established 21st CCLC program, that is clearly in place at Tate ES. The culture the school principal has nurtured at this school does not differentiate between regular school day and afterschool activities in that they are seamlessly integrated and aligned. This has led to high participation rates among both teachers and students in the afterschool program, as well as healthy family participation and buy-in for the program.

While student enrollment and participation in the Tate ES 21st CCLC program is high, site leaders expressed an interest in providing students with more choice of program activities and expressed concerns about program budgets considering the increase in teacher pay for afterschool work.

In summary, this is an excellent afterschool program with strong administrative support, purposeful alignment between the regular school day and after school programming, and student-centered instructional delivery. The external partnerships in place at Tate ES help to advance the number of opportunities to experience things that they would not otherwise be able to do.