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B&G Club/Dr. King After School Program

Data Collection and Program Recommendations

Fall 2003



**Community Benchmarks Program
The Maxwell School of Syracuse University**

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EXECUTIVE SUMMARY
B&G CLUB/DR. KING AFTER SCHOOL PROGRAM
DATA COLLECTION AND PROGRAM RECOMMENDATIONS
COMMUNITY BENCHMARKS PROGRAM
FALL 2003

Introduction

This report recommends organizational and methodical changes for the Boys & Girls Club of Syracuse (B&G Club) after school program held at the Dr. Martin Luther King, Jr. Magnet School (Dr. King) in Syracuse, New York. The recommendations focus on improvements to the program's data collection and measurement system as a continuous improvement tool.

Methods

The data collection process for this report is largely qualitative rather than quantitative. Information was obtained in three ways: meetings and correspondence with B&G Club staff, meetings and correspondence with Dr. King teachers, and spot check visits at the program site. The Community Benchmarks Program (CBP) research team verified attendance and registration information through a quality assurance system.

Findings

The findings for this report are divided into three categories: Program Data, Staff and Communication.

Program Data

1. Though the 21st Century Community Learning Centers (CCLC) grant funds the program for 120 participants, 82 youth are currently enrolled in the B&G Club/Dr. King after school program.
2. The B&G Club/Dr. King after school program averages 67 youth in attendance each day; 82% of enrolled youth attend on average.
3. The current B&G Club attendance form lacks identifying information and specificity.
4. Attendance is not taken at each activity during the B&G Club/Dr. King program.
5. Attendance data are currently not entered into the B&G Club Microsoft Access database and policies governing the input of attendance data are not clearly defined.
6. B&G Club staff collected 100% of the registration forms for the 82 enrolled participants.
7. 97% of the registration forms were 100% complete.
8. Registration data are not entered into the B&G Club Access database.
9. Participant surveys are not administered or updated for use at the B&G Club/Dr. King program site.
10. The B&G Club Access database is not configured to produce the B&G Club/Dr. King reports typically used by the organization.
11. The learning outcomes required for the CCLC grant are not clear or specific.

Staff

1. The B&G Club staff members working at Dr. King are not familiar with the B&G Club's emphasis on data collection and reporting.
2. The B&G Club program director is not trained in using Access for registration and attendance data entry.
3. The B&G Club staff appears to lack training in working and communicating effectively with youth participants.
4. There is no substitute Dr. King teacher/B&G Club staff member policy.

Communication

1. The B&G Club staff and Dr. King teachers have different expectations for the after school program.
2. Roles, responsibilities and lines of authority between B&G Club staff and Dr. King teachers are not clear.
3. The B&G Club staff and B&G Club management have different concerns/priorities about data collection and entry procedures.

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INTRODUCTION

This report recommends organizational and methodical changes for the Boys & Girls Club of Syracuse (B&G Club) after school program held at the Dr. Martin Luther King, Jr. Magnet School (Dr. King) at 401 E. Castle St. in Syracuse, New York. These recommendations focus on improving the data collection and measurement system as a continuous improvement tool.

Past research by the Community Benchmarks Program (CBP) at The Maxwell School of Syracuse University has revealed the importance of accurate and simple data collection procedures at community organizations and agencies. Attendance, participation and client satisfaction data are useful and significant sources of information for potential funders and as decision-making tools. In this report, detailed descriptions of current weaknesses in the B&G Club/Dr. King after school program and suggestions for improvement are addressed. The CPB research team will recommend improvements in three areas: Program Data, Staff and Communication.

Background on B&G Club/Dr. King Program

The mission statements of the two partnering organizations are as follows:

Syracuse City School District (SCSD)	“To ensure that all students demonstrate mastery of defined skills and knowledge, appreciation of diversity and development of character which will enable them to become productive, responsible citizens who can succeed in a rapidly changing world; this is accomplished, in partnership with our community, by transforming our educational system to respond to the unique needs of each student through excellence in teaching and learning.”
Boys & Girls Club of America	“To inspire and enable all young people, especially those from disadvantaged circumstances, to realize their full potential as productive, responsible and caring citizens.”

The 21st Century Community Learning Centers Program (CCLC) sponsored by the U.S. Department of Education funds the B&G Club/Dr. King after school program. The CCLC is a key component of the *No Child Left Behind Act* which “provides [one-year] grants to inner-city and rural schools and school districts, working in close cooperation with community organizations and other education youth development agencies, to provide expanded learning opportunities outside of regular school hours for children in a safe and healthy environment” (U.S. Department of Education). The grant is designed to help provide academic enrichment for youth attending low performing schools so that they may reach local and state academic standards. The grant requires the submittal of a bi-annual report including learning and assessment outcomes. The SCSD is required to re-apply after one year to renew funding. The grant provides a total of \$120,000 for the program, which is split between the B&G Club and Dr. King.

A contract between the two organizations outlines the responsibilities of each in running the after school program. On September 11, 2003, the SCSD agreed to pay the B&G Club a total of \$51,014 in quarterly payments through May 1, 2004. The B&G Club is responsible for the following:

- Provide recreational programs, sports and fitness programs, characters and leadership programs, arts programs and education programs for 120 youth at the B&G Club/Dr. King after school program on a daily basis after the conclusion of the academic component for 140 days.
- Provide one assistant director and eight program staff members for three hours per day for the program.
- Provide program staff members for one hour daily to work collaboratively with the Dr. King teachers in the classroom while the academic component is being delivered.
- Provide on-site supervision of B&G Club staff to facilitate the implementation and maintenance of the program.
- Provide a staff member to attend meetings that would include but not be limited to monthly site facilitators meetings, meetings with SCSD staff and program meetings.
- Provide all supplies necessary to deliver enrichment, youth development and educational programs at the after school program.
- Establish and maintain enrollment lists and daily attendance records of all youth who attend the B&G Club/Dr. King after school program.
- Maintain youth safety, security and discipline, and communicate with the Dr. King teachers and administration on a timely basis regarding any youth issues or concerns.
- Submit quarterly narrative and youth enrollment and attendance reports, both of which are to be included with quarterly invoices to the SCSD for services rendered.

The remaining funds of \$68, 986 were allocated to Dr. King for operating costs associated with providing a daily snack, four teachers for classroom activities and materials for educational lessons.

The CCLC contract specifies 120 participants. Currently 82 youth, who attend Dr. King as students during the day, are enrolled in the after school program. Youth apply to participate in the program after being recommended by teachers at Dr. King. An average of 67 youth attend each day. The youth are enrolled in first through sixth grades. One B&G Club program director, nine B&G Club staff members and four certified teachers are employed through the program, thus making the youth/staff member ratio approximately 6:1. Based on the 82 currently enrolled youth in the program, approximately \$1,463 is spent per youth.

The program began on Monday, October 6, 2003 and operates Monday-Friday afternoons from 2:30 – 5 p.m. Youth are broken into five groups of approximately 15 participants: first grade, second grade, third/fourth grade, fifth grade and sixth grade. Groups participate in several activities during the afternoon. Dr. King teachers facilitate academic activities while the B&G Club staff members lead academic and recreation programs.

The schedule for Monday through Thursday is as follows:

Time	Activity	Comments
2:30 p.m.	Snack provided by SCSD	Facilitated by B&G Club staff
3 p.m.	Academic Hour	Facilitated by Dr. King teachers (Peer tutoring also offered during this time)
4 p.m.	Power Hour, Recreational Activities, Arts and Crafts, Gym	Facilitated by B&G Club staff
5 p.m.	Dismissal	

On Fridays, there is no academic hour. Instead, Dr. King teachers facilitate three activities: Gospel Choir, African Dance Club and Science Club. These have been traditional activities for several years at Dr. King and are open to all Dr. King students during this time.

The after school program at Dr. King is based on the B&G Club Porter Power Program, which operated from September 1, 2002 to May 31, 2003 in the Porter Magnet School at 512 Emerson Ave. in Syracuse, New York. This program was also funded by the CCLC grant but ceased operation after administrative changes at the Porter Magnet School.

METHODS

Data Collection

Most of the data collection for this report is qualitative rather than quantitative. Information was obtained in three ways: meetings and correspondence with B&G Club staff, meetings and correspondence with Dr. King teachers, and spot check visits at the program site. The key staff members and the number of contacts (in-person, email and phone) with the CBP research team is summarized below (See Appendix I):

Name	Position	Role	Number of Contacts
Kathy Dempf Aldrich	Program Administrator/Dr. Martin Luther King, Jr. Magnet School	Directs B&G Club/Dr. King operations for Dr. King; manages Dr. King teachers	8
Lisa Brill	Program Director/B&G Club	Oversees B&G Club/Dr. King program at club level; manages and directs B&G Club staff at the program	11
Mark Sheehan	Director of Operations/B&G Club	Handles human resources and all club operations at Syracuse City level for B&G Club	10

The CBP research team was also able to obtain information through announced and unannounced spot checks from October 10, 2003 through November 24, 2003 at the B&G Club/Dr. King program site. During spot check visits, procedures and policies were observed, attendance and registration data was reviewed, and informal interviews conducted. The information collected during spot checks was instrumental in developing recommendations for improvement. The following table summarizes the times and dates of spot checks:

Spot Check Date	Spot Check Time	Number of CBP Members Observing
10/10/03	2:30 – 4:30 p.m.	2
10/15/03	3 – 5 p.m.	1
10/22/03	2:30 – 5 p.m.	5
11/18/03	3 – 4 p.m.	1
11/24/03	2:30 – 3:30 p.m.	1

Quality

To determine the quality of the information collected at the B&G Club/Dr. King program, the attendance sheets and attendance-taking process was observed during spot checks. Quality of attendance was assured by comparing the Dr. King attendance collection forms and B&G Club attendance collection forms. Because both sets of staff take attendance, cross-referencing the forms allowed for a comparison of data accuracy. The CBP research team found that the attendance taken appeared to be accurate, as there were no discrepancies between the two forms.

The quality of the data on registration forms was determined by reviewing them for completeness and legibility. Registration forms are required for both the B&G Club and Dr. King. The registration forms collect information like name, address, phone number, emergency contacts and medical information (See Appendix II). The B&G Club staff and Dr. King teachers collected 100% of the required registration forms: one form for each of the 82 participants. Of the 82 registration forms, only two (3%) were missing information. Both incomplete forms were missing home phone number, which the CBP research team reasoned could be due to a lack of a home telephone. Therefore, 97% of the forms were fully and accurately completed.

Analysis

In this report, the information that the CBP research team collected will be represented as a series of findings and recommendations for improvement. These findings will be presented in the following categories: Program Data, Staff and Communication.

FINDINGS AND RECOMMENDATIONS

Program Data

The CBP research team found several concerns regarding the collection, processing and measurement of program data. In this section, the findings and recommendations regarding attendance, registration, satisfaction surveys, data reports and learning outcomes are discussed.

Attendance

1. Though the CCLC grant funds the program for 120 participants, 82 youth are currently enrolled in the B&G Club/Dr. King after school program.

The B&G Club staff reported 82 enrolled youth in the after school program as of November 7, 2003. However, the agreement between the B&G Club and the SCSD outlined that the CCLC grant funds 120 program participants.

Recommendation:

The CBP research team recommends that the B&G Club staff and administrators discuss this discrepancy with the Dr. King teachers and administrators. Though both organizations seem satisfied with the current number of enrolled youth, the mismatch between the grant's requirements and the actual enrollment may cause future difficulties with funding renewal. The B&G staff should also speak to Dr. Al Wolf, the SCSD's liaison to the CCLC grant program, to discuss whether or not this discrepancy is a serious risk to the program's continued funding.

2. The B&G Club/Dr. King after school program averages 67 youth in attendance each day; 82% of enrolled youth attend on average.

The average daily attendance at the program is 67 youth. Approximately 82% of the 82 enrolled youth participate in the program each day.

Recommendation:

The B&G Club staff and Dr. King teachers should make all efforts to ensure this continued rate of average attendance by enrolled youth. Staff should monitor which youth are most frequently absent and, if possible, address any situations that are discouraging or preventing absentees from attending. If the B&G Club staff finds, for example, that older youth are most likely to be absent, perhaps more activities geared toward this age demographic should be offered.

The B&G Club staff should continue to monitor daily attendance averages and compare rates of average attendance over the program's duration. This information should be incorporated in decision making and planning processes for the B&G Club/Dr. King program.

3. The current B&G Club attendance form lacks identifying information and specificity.

It is crucial to have attendance measured accurately and consistently by the B&G Club staff. Without reliable attendance records, the B&G Club cannot account for participation results, report accurately to funders and make informed operational decisions. To accurately record attendance, it is important to create an organized and reliable form. Currently, the weekly attendance form used by B&G Club staff members is incomplete (See Appendix III, page C-2). The form is missing identifying information (name of program, date, staff member, etc.) and only has space for attendance taken during the snack time.

Recommendation:

The CBP research team designed a new daily attendance sheet which includes a space for participants to initial next to their name, the date, the program name, the name of the staff person taking attendance and name of activity (See Appendix III, page C-3). Although the form has not yet been implemented at the program, the research team recommends its use.

The space for the participant initial was included to address concerns about accurate data recording. Mark Sheehan, the Director of Operations at the B&G Club, said that having youth sign attendance forms is a standard procedure to verify that records are accurate and not forged by staff members. The CBP research team decided that requiring initials, rather than signatures, on the form is more realistic due to time restraints and literacy issues concerning the younger participants. The initial space is included only next to the daily snack attendance column on the form in the interest of time and feasibility.

The CBP research team changed the form from a weekly to a daily sheet. The CBP research team recognized that the attendance forms change hands frequently between B&G Club staff members and the B&G Club program director. When records are handed in every day, rather than once a week, the possibility of losing an entire week's worth of data is diminished. Having the staff members' names on the sheets helps improve accountability, as staff members are directly responsible for the information they collect and report.

4. Attendance is not taken at each activity during the B&G Club/Dr. King program.

At the three other B&G Club locations in Syracuse (Hamilton, East Fayette and Shonnard), it is a policy that attendance is taken at each and every activity throughout the day. At the B&G Club/Dr. King site, spot check visits revealed that B&G Club staff record attendance only once daily (during the 2:30 – 3 p.m. snack time). Though the Dr. King teachers take their own attendance during the academic hour on a separate CCLC form, B&G Club staff members make no record of this. Furthermore, B&G Club staff does not take attendance during the 4 – 5 p.m. activity time. Having an attendance record from each activity verifies that all the youth are accounted for in case of an emergency and also shows which activities the children are attending/skipping. It also provides consistency for the B&G Club as they compare the program data at this site with those of the other three sites.

Recommendation:

A policy should be developed and enforced which mandates that B&G Club staff take attendance three times during the B&G Club/Dr. King program: snack time, academic hour and program

activities. The revised attendance form provides space for these records. Staff members should be held accountable by the program director through frequent audits of attendance forms.

5. Attendance data are currently not entered into the B&G Club Microsoft Access database and policies governing the input of attendance data are not clearly defined.

The B&G Club has been maintaining a Microsoft Access database as part of their Continuous Improvement System (CIS). Staff members at the three other B&G Club locations enter daily attendance data into the Access database, which is networked throughout the clubs. Consistency is key, so it is very important that the B&G Club/Dr. King program staff also enter data into the system. There is no policy for when, where or by whom the data will be inputted, however.

Recommendation:

Staff at the B&G Club/Dr. King program should follow the same data entry policies and mandates enforced at the other three B&G Club sites (See Appendix IV). Staff at the other locations were trained in Access in August using a staff orientation manual that provides explicit information on how to input data. Staff are required to give attendance forms to program directors at the end of each day, and the program directors have 48 hours to input the data. This same policy should be implemented and enforced at the B&G Club/Dr. King site as well.

With 82 participants enrolled in the program and the user-friendly nature of the Access program, data entry could be completed by the B& G Club/Dr. King program director in less than an hour each day. The CBP research team identified two further challenges to successful implementation of this policy. First, the B&G Club program director indicated that she is not receiving enough paid hours each week to keep up with her daily responsibilities in addition to entering data. It is recommended that the program director's paid hours be increased from 20 hours to 25 hours a week. Second, the Access software should be loaded onto the program director's computer as soon as possible. In the future, the software should be on the program director's computer before the first week of a new program's operation.

A systemized procedure for collecting attendance forms at the end of the day also needs to be in place. The CBP recommends that the program director collect the forms from the B&G Club staff members each day at the end of the program. The program director should leave Dr. King and, if possible, proceed to the B&G Club headquarters, where she can enter that day's attendance data directly into the network. If this is not possible, the program director should enter the data within the 48-hour time frame at her discretion. Hard copies of the attendance sheets should be filed at the B&G Club office.

Registration

6. B&G Club staff collected 100% of the registration forms for the 82 enrolled participants.

Registration forms for the B&G Club/Dr. King after school program record youth participant information such as emergency contact information, home address, telephone number, parent/guardian names, medical problems and necessary medications (See Appendix II). Registration forms are also a contract that outlines membership rules. The B&G Club staff members obtained 100% of the 82 registration forms needed for each youth.

Recommendation:

The CBP research team commends the B&G Club staff for its vigilance in collection 100% of the required registration forms. This is extremely important in ensuring the health and safety of all enrolled youth participants. The research team recommends that B&G Club staff continue to ensure that 100% of the forms are completed in future years of the B&G Club/Dr. King after school program's operation.

7. 97% of the registration forms were 100% complete.

The CBP research team found that 97% of the 82 registration forms were 100% complete. The remaining 3% of the forms were missing home telephone number.

Recommendation:

B&G Club staff should approach the two youth whose forms lacked complete information and, if possible, collect the telephone numbers. If the participants do not have telephones at home, an alternate emergency contact number, such as work phone or cell phone, should be collected.

In the future, registration forms should be audited for completeness and missing information collected whenever possible. That being said, a rate of 97% completeness is commendable.

8. Attendance data are currently not entered into the B&G Club Access database.

Communication with the B&G Club staff has indicated that registration information has not yet been entered in the B&G Club Access database. To maintain consistency with the other B&G Club programs, the data needs to be inputted into the system network. Also, entering the registration data is necessary before respective attendance data can be inputted.

Recommendation:

The CBP research team offered to help train B&G Club staff and input some of the registration data into Access, but the B&G Club director of operations initially declined this offer. A policy should be implemented and enforced by the director of operations that it is the responsibility of the program director to input the registration data within the first week of the program's operation. This policy is consistent with the registration data requirements enforced at the other B&G Club sites. The director of operations should train the program director and other staff members so that they are aware and capable of their responsibilities before the program begins. Again, the Access database should be installed on the program director's computer before the program start date.

Satisfaction Surveys

9. Participant surveys are not administered or updated for use at the B&G Club/Dr. King program site.

The CBP team's research has indicated that participant satisfaction surveys are an important measuring tool. Satisfaction surveys reflect a "customer-driven" focus that ensures that programs are meeting the intended goals for participants and gives necessary information so that programs can be continually improved. Though self-reported perceptions are not always an accurate measurement, more and more funders find them as, if not more, valuable than "traditional" outcome measurements. They can provide clues as to the success of a program, and because the B&G Club programs are nationally validated according to the U.S. Department of Education, they take on even more importance as an indicator. Currently, the B&G Club is using satisfaction surveys at the other three B&G Club sites for all programs. Satisfaction surveys are not being used at the B&G/Dr. King site, and according to staff interviews, there are no plans to do so. Satisfaction surveys used at the other B&G Club sites are site-specific and have not been modified for use at the B&G Club/Dr. King program.

Recommendation:

The B&G Club staff should administer the satisfaction survey bi-annually: once before the winter holidays and another time before the summer break. Surveys should be administered to as many youth participants as possible on a specified day and younger children—while possibly needing help reading the questions—should not be led in their answers.

The CBP research team updated the survey used for Power Hour at other B&G Club sites for use at the B&G Club/Dr. King program (See Appendix V). Administering the same survey questions allows cross-analysis and consistency among results at all B&G Club locations.

Data Reports

10. The B&G Club Access database is not configured to produce the B&G Club/Dr. King reports typically used by the organization.

The Access program is programmed to generate professional and comprehensive attendance and program participation reports for the other three B&G Club sites. For the B&G Club/Dr. King program, this configuration—which involves both Visual Basic and Access programming—has not been completed. Because of this, once the registration and attendance data are entered into Access, reports cannot be generated. This creates a lack of consistency and looks unprofessional when presented to the board of directors, potential funders and auditors. The director of operations cites the high cost of hiring a computer consultant as the reason for the delay in completing this task.

Recommendation:

The programming should be completed as soon as possible. Though the cost to fix this problem may seem high, it is a one-time cost that has many benefits. Clean, professional and consistent reporting is impressive to funders and board members. It also creates credibility and allows for visual comparison.

Learning Outcomes

11. The learning outcomes required for the CCLC grant are not clear or specific.

In order to maintain the CCLC grant, Dr. King must complete standardized forms for each youth that are to be submitted twice a year (See Appendix VI). The form consists of two sides: the front of the form has the youth's biographical information with a section for testing and assessment (page F-2) and the back of the form has a chart that monitors the youth's attendance (page F-3).

The testing and assessment information must be submitted bi-annually to assure that the after school program is performing adequately. The program administrator at Dr. King has yet to receive the 2003-2004 testing and assessment requirements for the program. However, based on the 2000 requirements, which the CBP research team did obtain, it appears that the requirements for testing and assessment are very vague. The 2000 manual states that achievement test results that illustrate learning outcomes must be submitted, but no specific requirements or recommendations for testing are outlined. Therefore, the CBP research team recommends two measurable and realistic measurements that can be taken during the academic hour and peer tutoring components of the B&G Club/Dr. King program.

Recommendation:

The CBP research team recommends that the B&G Club/Dr. King program submit results of two tests to fulfill the assessment requirements of the CCLC grant: the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) test and the peer tutoring checklist developed by psychologist Dr. Seth Aldrich.

For the past three years, the Dr. King has used the DIBELS test, a standardized measuring tool, to measure the literacy skills of students in kindergarten through third-grade (See Appendix VII). The DIBELS tests are designed to be short (one minute) fluency measures to assess phonological awareness, alphabetical principle and fluency with connected text (University of Oregon). The Institute for the Development of Educational Achievement at the University of Oregon has recently released a revised version of the DIBELS tests and introduced a version for fourth and fifth graders. The addition of the test for fourth and fifth grade students means the DIBELS testing will be administered to all Dr. King students beginning in January of 2004. The CBP research team recommends that the B&G Club/Dr. King program administrators submit the results of the DIBELS testing to CCLC to fulfill the assessment requirements of the grant.

Dr. King has used the DIBELS standard for the past three years. The Dr. King teachers and administrators have been pleased with the minimal amount of time needed for the testing and its ability to measure a youth's early reading skill development. The test is brief and respects valuable instructional time.

The entire student population at Dr. King should be assessed twice a year using the DIBELS standard. Since every youth that attends the B&G Club/Dr. King after school program is a student at Dr. King, this procedure will allow for a control group. The students not participating in the after school program can be compared with youth in the after school program. The ability to maintain a control group insures a methodically sound assessment of the youth enrolled in the B&G Club/Dr. King after school program. Though the CBP research team has been unable to

receive estimates of the cost of administering the DIBELS testing, it is probably safe to assume that the minimal time involved translates into relatively low costs.

Additionally, Dr. King teachers facilitate a peer tutoring program created by Dr. Seth Aldrich, a licensed school psychologist, during the academic hour of the B&G Club/Dr. King after school program. Dr. Aldrich has worked as a program evaluation consultant for the New York Teacher Resource and Computer Training Centers since 1993 and is a creator of the School-Based Intervention Team project. He has spent the past 10 years implementing and refining his peer tutoring program (Intervention Central). The program is another venue in which Dr. King teachers can collect measurable data to submit with the CCLC report.

A cross-age/ability tutoring program is used at the after school program. According to Dr. Jim Wright, a school psychologist in Syracuse, New York, the tutee gains the most benefits when the tutor provides assistance in materials that are just below (one or two years) the tutor's instructional level. Older youth may also serve as models for appropriate social skills through a mentoring relationship. Research by Dr. Wright on peer tutoring has also shown positive academic results for both youth who tutor and youth who receive tutoring. The program can provide a delivery system for guided practice, reinforcement of academic skills and specific instructional interventions to promote desired gains (Intervention Central). These gains can be measured by monitoring daily checklists that are completed by the tutor and the tutee (See Appendix VIII).

The CBP research team recommends using the checklists to measure the peer tutoring aspect of the B&G Club/Dr. King program because it takes into account self evaluation of progress/ability and youth satisfaction with the program.

Dr. King has begun the peer tutoring training of third and fourth grade students and will soon begin to train the fifth grade students. Once the training is completed, the tutoring program at the B&G Club/Dr. King program will begin.

In summary, DIBELS test results serve as indicator of academic improvement during the academic hour of the after school program. The peer tutoring checklist measures youth satisfaction and progress in the peer tutoring portion of the academic hour. Both sets of information are simple to measure and have had good track records. They are realistic measures that can be submitted to the CCLC for consideration as measurement tools.

Staff

The CBP research team found significant improvements needed in the training of B&G Club staff at the B&G Club/Dr. King program. In this section, findings and recommendations regarding staff training and policies will be outlined.

1. The B&G Club staff members working at Dr. King are not familiar with the B&G Club's emphasis on data collection and reporting.

The staff at the other three B&G Club sites are trained and oriented each August on the CIS policies and procedures (See Appendix IV). There was no training for the B&G Club staff at the B&G Club/Dr. King after school program because hiring took place in September.

Recommendation:

A training session or orientation must be conducted to familiarize the B&G Club staff with the program data policies. Staff must be given the CIS manual and educated on the importance of accurate attendance and program data. The director of operations said that staff would be paid to attend this session. The program director and director of operations should plan and lead this session, and the program administrator and teachers from Dr. King should be strongly encouraged to attend.

2. The B&G Club program director is not trained in using Access for registration and attendance data entry.

The program director was not aware of her responsibilities regarding data input. She was not given a CIS manual or trained in data entry until the fourth week of the program's operation.

Recommendation:

The director of operations should adequately educate the program director as to her duties and responsibilities concerning CIS, data entry and Access.

Ideally, other members of the B&G Club staff should also be trained in Access by the program director after she is comfortable with the program. By having more people familiar with and competent in data entry, the workload would decrease for the program director. B&G Club staff members could rotate the task of data entry daily. The program director could then be responsible for quality assurance testing by comparing the hard copies on file at the office to the inputted data to double-check for errors. This would decrease the risk of inaccuracy of inputted attendance and registration data.

3. The B&G Club staff appears to lack training in working and communicating effectively with youth participants.

During spot checks, the CBP research team observed some instances of poor communication between B&G Club staff members and youth participants. In comparison to the discipline and classroom management skills exhibited by the Dr. King teachers during academic hour, there were times that B&G Club staff appeared to lack control over the youth during snack time and program activities.

Recommendation:

The B&G Club staff could use additional training in working and communicating effectively with youth. A neutral moderator—someone who is not directly affiliated with Dr. King or the B&G Club—should run this training in conjunction with the Dr. King teachers. This training session could bridge the differences in classroom management skills used by the B&G Club staff and Dr. King teachers and offer more effective solutions on managing the youth. It would also be a good opportunity for B&G Club staff and Dr. King teachers to talk about concerns they have with the program in a non-threatening/non-accusatory environment. This may further increase the success of the program.

Additionally, Dr. King already has in place a system of checklists to control youth behavior during the normal school day. Youth are rewarded with stickers, prizes and certificates when they act in an acceptable way such as going to a different classroom quietly or behaving on the bus. This system should be enforced similarly in the after school program, with full cooperation of both the Dr. King teachers and the B&G Club staff. This procedure may alleviate behavior problems since it is familiar to the youth. For more information about this checklist, contact Kathy Dempf Aldrich, Reading Specialist at Dr. King, at kpdaldrich@att.net.

4. There is no substitute Dr. King teacher/B&G Club staff member policy.

During one of the spot checks, the CBP research team discovered that several B&G Club staff members and Dr. King teachers were ill. There appeared to be no replacement or substitute staff members lined up in case of such a situation. This caused a strain on the remaining staff members and was chaotic and difficult for the youth.

Recommendation:

A policy for substitute teachers/staff members should be developed and should be clear to all staff members. Perhaps the program director or assistant program director can serve as a B&G Club staff member if one falls ill. Similarly, Dr. King could obtain a list of substitute teachers that could fill in if one of the regular teachers becomes sick or has to miss a session.

Similarly, if the B&G Club/Dr. King program continues to have a relationship with the Public Affairs Program at The Maxwell School of Syracuse University, student volunteers can be available each semester through credit-bearing courses with volunteering components. For more information, the program director should contact: Dr. William Coplin, Public Affairs Program, at wdcoplin@maxwell.syr.edu or 315-443-3709.

Communication

The CBP research team found that miscommunication between the B&G Club staff members and the Dr. King teachers is creating confusion. This section will review some observations in terms of miscommunication and suggest some recommendations for improvement.

1. The B&G Club staff and Dr. King teachers have different expectations for the after school program.

During interviews and meetings, the CBP team discovered different expectations for the B&G Club/Dr. King after school program. B&G Club staff view the program's primary purpose as recreation, while the goal of the Dr. King teachers is to provide academic enrichment. This contrast in expectations has caused different approaches to the program and varying degrees of disciplinary action.

Recommendation:

The CBP recommends a session with a neutral moderator where staff members from both partnering organizations can express concerns and work together as a cohesive unit to find solutions. Lines of communication should be open; the first way to ensure this is a meeting where both parties can talk.

2. Roles, responsibilities and lines of authority between B&G Club staff and Dr. King teachers are not clear.

The CBP research team observed that lines of authority among and between the B&G Club staff and Dr. King teachers are blurred. The hierarchy of who is "in charge" is not clear, which muddies decision-making and communication.

Recommendation:

The CBP team suggests a mentoring atmosphere between the Dr. King teachers and B&G Club staff. If B&G staff viewed the teachers as "mentors," and teachers viewed the staff members as "mentees," the relationship could be a mutually valuable and educational one. B&G Club staff members could learn classroom management, youth communication and teaching skills from the teachers. In return, the teachers could benefit from the new, relaxed relationships that B&G staff have created with the youth and take the staff members "under their wings." This type of relationship would clarify power roles in a non-threatening way.

Additionally, the B&G Club program director and the Dr. King program administrator should have frequent one-on-one meetings to talk about responsibilities and lines of authority. This type of honest communication is necessary to rectify the current role confusion.

3. The B&G Club staff and B&G Club management have different concerns/priorities about data collection and entry procedures.

The director of operations at the B&G Club has not adequately communicated his concerns and enthusiasm for accurate and complete data collection. Although the CIS policies and procedures are rigorously enforced at the three other B&G Club locations, the same policies are not followed at the B&G Club/Dr. King program.

Recommendation:

This problem can be remedied by holding a session where B&G Club staff members receive proper training and acclimation with CIS and the data collection procedures necessary to make the B&G Club/Dr. King after school program a success.

The B&G Club director of operations and program director can also link staff evaluations and promotion with successful completion of CIS standards.

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APPENDICES

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APPENDIX I: CONTACT LOG

The CBP research team used the contact log to record interactions (in person, phone or email) with staff from the CBP, B&G Club and Dr. King. All of these interactions were extremely valuable in gaining information necessary to proceed with the findings and recommendations presented in this report.

<i>Name/Title of Contact</i>	<i>Date</i>	<i>Contact Method</i>	<i>Purpose/Response</i>	<i>Team Member</i>
Carol Dwyer, Director, CBP	Wed, Sept. 10, 2003	In Person	Dunbar project is cancelled/Received information about new project with the B&G Club at Dr. King	Susan
Lisa Brill, Program Director, B&G Club/Dr. King after school program	Thur, Sept. 11, 2003	Phone	Called to set up initial meeting, Lisa wasn't available/she called back/set up meeting for Friday the 12 th	Susan
Lisa Brill and Andre Brooks, Assistant to the Director, B&G Club/Dr. King program	Fri, Sept. 12, 2003	In person	Met at Dr. King/gave overall impression of project/gathered preliminary information/set up meeting for Monday	Entire Group
Lisa Brill and Andre Brooks	Mon, Sept. 15, 2003	In person	Collected forms used for attendance, data collection at Porter/gathered more information	Megan, Shawn, Susan
Carol Dwyer and Liz Hacken, Project Assistant, CBP	Tues, Sept. 16, 2003	In person	Updated instructors about project/got feedback and ideas to move forward	Shawn, Susan
Mark Sheehan, Director of Operations, B&G Club	Tues, Sept. 16, 2003	Email	Set up meeting for Thursday, Sept. 18 to get more information about Porter and data collection	Megan
Kathy Dempf Aldrich, Program Administrator, Dr. King	Wed, Sept. 17, 2003	Phone	Called several times to set up meeting/no response	Shawn
Kathy Dempf Aldrich	Thurs, Sept. 18, 2003	Fax	Tried again to contact to set up meeting	Shawn

<i>Name/Title of Contact</i>	<i>Date</i>	<i>Contact Method</i>	<i>Purpose/Response</i>	<i>Team Member</i>
Mark Sheehan	Thurs, Sept. 18, 2003	In person	Had meeting in Schine, received info about Porter/21 st Century grant/CIS/his personal expectations	Entire Group
Mark Sheehan	Sat, Sept. 20, 2003	Email	Follow-up/Confirmation regarding Thursday's meeting	Susan
Kathy Dempf Aldrich	Mon, Sept. 22, 2003	Phone	Discussed project/made plans for future meeting	Shawn
Carol Dwyer	Tues, Sept. 23, 2003	In Person	Updated on progress/discussed complexities between school and B&G Club relationship/talked about report possibilities	Entire Group
Mark Sheehan	Tues, Sept. 23, 2003	Email	Made plans to return borrowed materials	Kendria
Kathy Dempf Aldrich	Tues, Sept. 23, 2003	Phone & Email	Called to set up meeting/No response. Emailed.	Shawn
Kathy Dempf Aldrich	Wed, Sept. 24, 2003	Phone	Set up meeting for Monday, Sept. 29 at 9am. Mark and Lisa will also be attending.	Shawn
Lisa Brill	Wed, Sept. 24, 2003	Email	Wrote to ask about registration and if she needs 110 volunteers/she replied the following day	Susan
Kathy Dempf Aldrich, Lisa Brill and Mark Sheehan	Mon, Sept. 29, 2003	In Person	Discussed and decided upon goals of project in conjunction with Dr. King	Shawn
Carol Dwyer and Liz Hacken	Tues, Oct. 7, 2003	In Person	Update on progress, set goals for next few weeks	Jen, Kendria, Shawn, Susan
Kathy Dempf Aldrich and Andre Brooks	Fri, Oct. 10, 2003	In Person	Spot check at Dr. King, talked to Kathy and Andre about attendance, registration	Jen, Megan
Mark Sheehan	Mon, Oct. 13, 2003	Email	Asked about signing in on registration forms and customer surveys/ he replied saying they should be signed	Megan

<i>Name/Title of Contact</i>	<i>Date</i>	<i>Contact Method</i>	<i>Purpose/Response</i>	<i>Team Member</i>
Lisa Brill	Mon, Oct. 13, 2003	Email	Asked about registration forms and peer tutoring/she replied saying data entry has not been done	Susan
Carol Dwyer	Thurs, Oct. 16, 2003	In Person	Went over biweekly report/received suggestions for moving forward	Megan, Shawn, Susan
Mark Sheehan	Fri, Oct. 17, 2003	In Person	Learned about Access program and received instructions for data entry/tried to clarify miscommunication	Jen, Megan, Susan
Carol Dwyer	Tues, Oct. 21, 2003	In Person	Updated Carol on meeting with Mark/decided on how to move forward	Entire Group
Mark Sheehan	Tues, Oct. 21, 2003	Email	Requested that Mark train Lisa in Access since our group no longer has time	Susan
Mark Sheehan and Lisa Brill	Wed, Oct. 22, 2003	Email	Requested that a CIS manual be given to Lisa for Access training	Megan
Lisa Brill	Thurs, Oct. 23, 2003	In Person	Spot check of program/talked about Access training	Entire Group
Mark Sheehan and Lisa Brill	Fri, Oct. 24, 2003	Email	Asked about the final count of registered youth	Jen
Lisa Brill	Sun, Nov. 8, 2003	Email	Asked for updated count of enrolled youth	Susan
Lisa Brill	Tues, Nov. 18, 2003	In Person	Made arrangements for PAF volunteers	Shawn
Kathy Dempf Aldrich	Mon, Nov. 24, 2003	In Person	Picked up background materials on peer tutoring	Shawn

APPENDIX II: REGISTRATION FORM

A completed registration form is required of every youth enrolled in the B&G Club/Dr. King program. The form collects information such as name, address, phone number, emergency contact, parent/guardian contact and medical conditions/medications. The forms are valuable as a record of the youth enrolled in the program as well as for the emergency information they collect.

The B&G Club staff collected 100% of the registration forms from the 82 enrolled youth. 97% of the forms were 100% accurate; the remaining 3% lacked a home phone number.

Registration forms should be entered into the CIS Access database by the B&G Club program director or program staff within one week of the program's commencement. The B&G Club program director should assure quality of the data entry by comparing the hard copies to the entered data. Hard copies of the registration forms should be in binders on site and at the B&G Club central office. Because the forms contain private medical and contact information, only appropriate personnel should access the forms.



BOYS & GIRLS CLUB
OF SYRACUSE

MEMBERSHIP REGISTRATION FORM

For Office Use Only:

Amount Paid: Date: Staff Initials: Entered

I. PLEASE PRINT ONE LETTER PER BOX

First Name: Middle Initial: Last Name:

Ethnicity (Circle One):

African American Asian Caucasian Hispanic Other

Date of Birth (mm/dd/yy):

Gender: Male Female

Address:

Apartment:

City:

Zip Code:

Home Phone #:

EMERGENCY CONTACT INFORMATION

Name:

Phone #:

Relation to Member:

Please Complete Both Sides

School:

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Grade:

--	--

Father's Name:

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Additional Phone #:

--	--	--	--	--	--

Mother's Name:

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Additional Phone #:

--	--	--	--	--	--

Guardian's Name:

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Additional Phone#:

--	--	--	--	--	--

Medical Problems:

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Medications:

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Membership Policies

- Members must be enrolled in and attending school. All memberships are non-refundable.
- For safety reasons, members may not be left at the Club any earlier than the time of opening and must be picked up at or before closing time. Supervision is unavailable outside of established Club hours. Therefore, for your child's safety, we reserve the right to call the police when members are not picked up by closing time.
- Members must notify staff of all conflicts. Fighting, vandalism, misuse of equipment and mistreatment of members and staff is not acceptable. The Club has an established warning system for any unacceptable behavior. Positive guidance techniques utilized by staff are verbal warnings, time out, club work detail and notification of parents.
- Anyone found in possession of a weapon on Club property will be suspended. Police intervention may result. Also, anyone in possession of, OR, suspected to be under the influence of drugs and/or alcohol, will be suspended. Police intervention may result. NO smoking is allowed on Club property.

I agree to follow the Boys and Girls Clubs expectations.

Members Signature: _____ Date: _____

As the parent/ guardian of _____, I hereby agree to the policies listed above and understand that such a membership is conditional upon their ability to follow Club rules and guidelines. I give permission of the Boys and Girls Club to take and release pictures of my child for the purpose of marketing Club programs in the community. I release the Boys and Girls Club from any and all liability relating to any injury or sickness sustained by my child during Club activities. I give Boys and Girls Club staff and any emergency personnel permission to administer appropriate medical care in the event of an emergency.

Parent/Guardian Signature: _____ Date: _____

APPENDIX III: ATTENDANCE FORMS

Appendix III contains two forms: the original attendance form used at the B&G Club/Dr. King program on page C-2 and the revised attendance form on page C-3.

The original form lacked identifying information (program name, date and staff member name), space for attendance at all three activities and participant initial. It also was a weekly attendance form.

The revised form includes identifying information and is designed so that attendance is recorded at all B&G Club/Dr. King program activities. The form is to be used daily and includes a space for youth initials. The program director should type the participant names onto the form and make adequate copies in advance so that the B&G Club staff members always have a clean form each day.

The form should be dated and signed by the B&G Club staff member/group leader taking attendance. The grade level of the group should be indicated on the appropriate blank. At snack time, the staff member should place an “X” next to each attending youth and ask each youth to place his/her initials next to his/her name. This column will serve as the “daily” attendance.

At Activity # 1 and Activity #2, the B&G Club staff member should indicate, using the activity codes along the bottom of the form, the appropriate day’s activities. Attendance should be taken at these activities by the B&G Club staff member by placing an “X” in the column of the respective youth and activity. An Activity #3 column is also available if any youth participate in a third activity, such as peer tutoring, during the program.

The attendance forms should be given to the B&G Club program director at the end of each day’s program. The program director (or designated staff member) should enter the attendance in the CIS Access database within 48 hours and file a hard copy of the attendance sheet in an organized binder. The B&G Club program director or director of operations should periodically (at least once a month) audit the attendance data for accuracy and completeness by comparing hard copies with the data entered into Access.

[illegible]

Revised B&G Club/Dr. King Attendance Form

Boys & Girls Club/Dr. King Attendance Sheet

Date:

Staff Member:

[illegible]

APPENDIX IV: B&G CLUB CIS POLICIES

The B&G Club has a Continuous Improvement System (CIS) in place that outlines clear policies and procedures for data collection and outcome measurement. Students and faculty of the CBP of The Maxwell School at Syracuse University teamed with the B&G Club management and staff to develop CIS between August 2000 and September 2002. The system is based on the idea that accurate information collected in a timely manner will aid in decision-making and continuously improve the B&G Club programs.

The CIS includes a “Staff Orientation Manual” which details the requirements of B&G Club staff. The following page briefly summarizes some of the CIS’s main policies.

Boys & Girls Club of Syracuse

Data Policies and Procedures

~As outlined in *The Continuous Improvement System (CIS) of the Boys & Girls Club of Syracuse: A Description*~

- Continuous Improvement System (CIS)
 - CIS is a priority of the B&G Club.
 - Data should be presented quarterly for decision-making and comparative purposes.
- Registration
 - Registration forms should be entered into the Access database within a week of the program's start date.
 - Forms should then be filed into binders located at program site and headquarters.
 - Only appropriate personnel should only access these forms.
- Attendance
 - Attendance data must be entered into the Access database within 48 hours of collection.
 - The program director as well as independent auditors should audit data periodically.

APPENDIX V: SATISFACTION SURVEY

The following is a revised version of a youth satisfaction survey used at the three other B&G Club sites. The form was adapted for use at the B&G Club/Dr. King after school program by inclusion of identifying information like the program's name and slight changes in the wording of questions.

The satisfaction survey should be administered to the youth at the B&G Club/Dr. King program twice a year: in December before the winter break and in June before school lets out for the summer. The B&G Club staff and Dr. King teachers should choose the designated days for survey administration at the beginning of the year. All efforts should be taken to ensure that as many youth as possible complete the survey. Young participants should be helped with the reading of the survey questions, but should not be led in their responses in any way.

Responses should be tabulated by the program director following instructions from the B&G Club director of operations. Results should be publicized to both B& G Club staff and Dr. King teachers. Results and open-ended question responses should be taken into account during future decision-making and program planning.

Boys & Girls Club/Dr. King Program
Program Satisfaction Survey (for Individual Participant)

Please circle one:

Do you like the after school program?

Yes No Don't Know

The sessions for this program are:

Too short Just Right Too Long

Does this program help you complete your schoolwork?

Yes No Don't Know

Have you improved in school since participating in this program?

Yes No Don't Know

Please write anything else you would like to say about the after school program at Dr. King.

APPENDIX VI: CCLC ASSESSMENT FORMS

The following two forms are required for the CCLC grant. The first form provides biographical and contact information of the youth (page F-2). The second form tracks the youth's attendance records (F-3). Two forms for each enrolled youth must be submitted to CCLC to maintain the grant funds.

At the bottom of the first form (page F-2) there is a section entitled "Testing and Assessment." The Dr. King teachers and administrators must complete this section for each youth to illustrate the academic, social or behavioral impact of the after school program. The CCLC manual (from July 2000) specifies that school districts must submit achievement-testing results to provide information about the assessment of the program. No other specifications are given.

The CBP research team recommends that the B&G Club/Dr. King program use the results from DIBELS tests and peer tutoring checklists to complete the "Testing and Assessment" portion of the CCLC assessment forms.



Total Days Attended

21st Century School Site:

Student Name:	Grade:	Teacher:
Address:	Home School:	
Zip:		
Parent/Guardian:	Phone Number:	Emergency Number:
Emergency Contacts:	Numbers:	
Designated Pick-ups:	Relationship:	Phone Number:

[illegible]

Testing and Assessment				
Date	Test	Result	Date	Test
				Result

21st Century Community Learning Center Attendance 2003-2004

Student Name: _____

Grade: _____

Teacher: _____

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Total Attend.
Sept.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Oct.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Nov.	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Dec.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Jan.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Feb.	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
Mar.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
April	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
May	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33

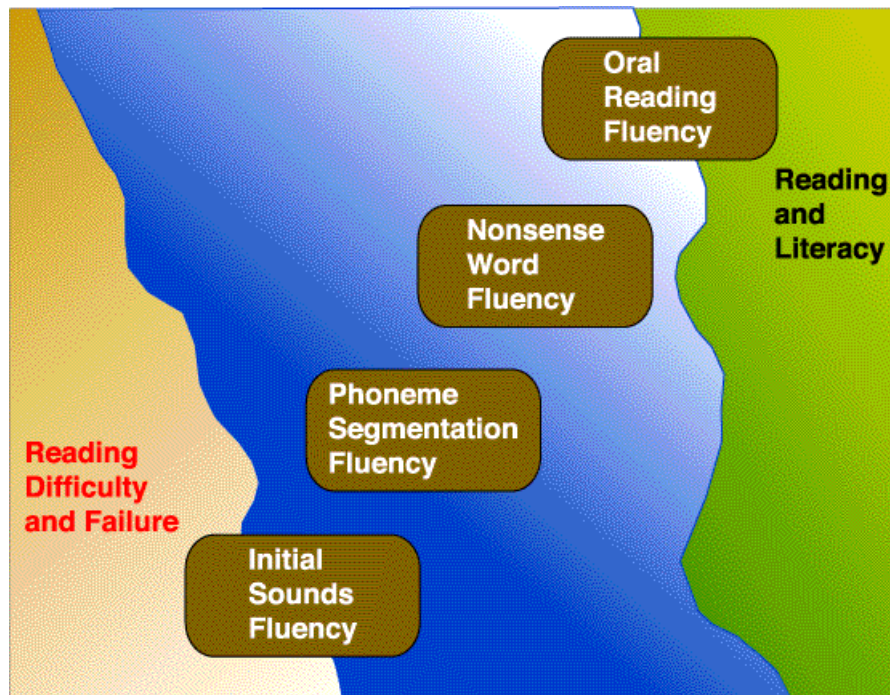
APPENDIX VII: DIBELS BACKGROUND INFORMATION

The following information is available via the web at <http://dibels.uoregon.edu>. It explains what DIBELS tests are and what they measure. It also provides tables of benchmarks for youth enrolled in kindergarten through third grade. More detailed information is available on the web site. Users can sign up for a free account that allows access to full documentation and instructional manuals.

What are Dynamic Indicators of Basic Early Literacy Skills (DIBELS)?

Which skills do the DIBELS measures assess?

- The DIBELS measures were specifically designed to assess 3 of the 5 Big Ideas of early literacy: Phonological Awareness, Alphabetic Principle, and Fluency with Connected Text. The measures are linked to one another, both psychometrically and theoretically, and have been found to be predictive of later reading proficiency.
- Measures of Phonological Awareness:
 - Initial Sounds Fluency (ISF): Assesses a child's skill to identify and produce the initial sound of a given word.
 - Phonemic Segmentation Fluency (PSF): Assesses a child's skill to produce the individual sounds within a given word.
- Measure of Alphabetic Principle:
 - Nonsense Word Fluency (NWF): Assesses a child's knowledge of letter-sound correspondences as well their ability to blend letters together to form unfamiliar "nonsense" (e.g., fik, lig, etc.) words.
- Measure of Fluency with Connected Text:
 - Oral Reading Fluency (ORF): Assesses a child's skill of reading connected text in grade-level material word.



These measures link together to form an assessment system of early literacy development depicted in the following figure that allows educators to readily and reliably determine student progress.

What is unique about DIBELS?

- Educators need assessment tools that **focus** on the Big Ideas of early literacy. Teaching and assessment are related but separate processes. The Big Ideas should drive the instructional program, not the assessment device. The DIBELS measures are an **indicator** of a child's skill development in beginning reading, but are not designed to assess every aspect of beginning reading.

For example, the Big Idea of phonological awareness has multiple components: rhyming, syllable blending, phoneme manipulation, etc. When beginning to teach phonological awareness (PA), you would teach easier skills of PA before the more difficult skills of phonological awareness. The DIBELS measure of Phonemic Segmentation Fluency (PSF) does not assess all aspects of PA; however, it does provide an efficient and reliable **indicator** of the child's skill development of PA by assessing the development of a child's phonemic segmentation skills.

- Educators need assessment tools that **respect valuable instructional** time. Each measure takes less than 3 minutes to administer and score per child and allows educators a way to quickly determine how students are responding to their instructional program.

For example, with 4 people trained on administering the measures, a class of 25 children can be assessed on three big ideas in 30 minutes.

- Educators need assessment tools that are **instructionally relevant** and have empirically validated, objective goals. With any educational goal, there are two parts: the criterion (how much) and the time period (by when).
 - How Much?
Each measure has an empirically validated score that if students meet or achieve has been found to be predictive of later reading proficiency. Conversely, students performing significantly below these goal levels are at great risk for reading difficulties. Explicitly stated goal levels help educators improve communication to improve instructional planning.
 - By When?
It is not enough for students to simply meet a goal; they must meet the goal by a specified time period so that they can make the necessary progress they need to develop into lifelong readers. The example box plot below displays a school's first grade performance across the school year (fall, winter, spring) on a measure of phonological awareness (PSF).

The goal for the Phoneme Segmentation Fluency measure is to have all children at the goal level (35 or more phonemes per minute) by the end of Kindergarten. This is displayed in the graph by the shaded area to the left of the September month. The box ends at this point because we want all children to be proficient on this measure when they enter first grade. When you look at this grade's performance it indicates that the majority of students met the criterion of 35 or more on PSF; however, they did not achieve this level until the **end** of first grade. The goal for first grade is to have all children reading; to achieve this goal though, students should end kindergarten with established phonological awareness.

- Benchmark Goal Levels by Grade and Measure:

Kindergarten DIBELS Measures with Benchmark Levels

DIBELS Measure	Fall	Winter	Spring
Initial Sounds Fluency	25 or more Initial Sounds per Minute by Winter of Kindergarten		
Phonemic Segmentation Fluency		35 or more Phonemes per Minute by Spring of Kindergarten	
Nonsense Word Fluency		Optional Administration Period	20 or more Letter Sounds by end of Kindergarten
Letter Naming Fluency	X	X	X

First Grade DIBELS Measures with Benchmark Levels

DIBELS Measure	Fall	Winter	Spring
Phonemic Segmentation Fluency	35 or more Phonemes per Minute by Spring of Kindergarten		
Nonsense Word Fluency	50 or more Letter Sounds per Minute by Winter of First Grade		
Oral Reading Fluency		40 or more Words Read Correctly per Minute by Spring of First Grade	
Letter Naming Fluency	X		

Second Grade DIBELS Measures with Benchmark Levels

DIBELS Measure	Fall	Winter	Spring
Oral Reading Fluency	50 Words Read Correctly per Minute	70 Words Read Correctly per Minute	90 Words Read Correctly per Minute

Third Grade DIBELS Measures with Benchmark Levels

DIBELS Measure	Fall	Winter	Spring
Oral Reading Fluency	110 or more Words Read Correctly per Minute by Spring of Third Grade		

APPENDIX VIII: PEER TUTORING CHECKLIST

The following form is a checklist for tutors in the peer tutoring program during the academic hour of the B&G Club/Dr. King program. The checklist collects self-evaluation data from youth tutors. There is also a similar checklist available for the youth tutee. The youth should complete the checklists after each peer tutoring session. The forms should be collected by the supervising Dr. King teachers and submitted weekly to the Dr. King program administrator who will tally and record the results. The results should be submitted to the CCLC grant for consideration as learning outcome indicators.

For more information about the peer tutoring checklists or to obtain a peer tutoring manual, visit www.interventioncentral.org or www.syracuseschools.net. Dr. Seth Aldrich may be contacted through Homer Elementary School, Park Avenue, Homer, New York 13077 or at skaldrich@att.net.

Peer Tutoring Checklist

Tutor name _____

Student tutored _____

Date _____

Rate how you did today during tutoring according to the following scale:

1	2	3	4	5	6
Need improvement					Very well

1) How well did I come into the room quietly and on time?

1	2	3	4	5	6
Need improvement					Very well

2) How well did I talk to the tutee in a friendly way, smile, keep positive, and try to make him/her comfortable?

1	2	3	4	5	6
Need improvement					Very well

3) How well did I always pay attention to what the tutee was doing and work on what we were supposed to work on?

1	2	3	4	5	6
Need improvement					Very well

4) When the tutee made a mistake, how well did I give him/her the correct answer in a nice way and have him/her repeat the correct answer?

1	2	3	4	5	6
Need improvement					Very well

5) How well did I compliment the tutee?

1	2	3	4	5	6
Need improvement					Very well

Check if you did the following things to help your tutee read:

- ☐ Read along with him/her (Choral Reading).
- ☐ Read part of the story first and then have him/her read it.
- ☐ Have the student read a page at least three times
- ☐ Have the student review words that he/she missed after finishing the story.
- ☐ Stop at points in the story and asked the tutee questions about the story.

Comments: