

January 2025

CareerVisions, NY

21st Century Community Learning Centers Program at Yonkers Montessori Academy

Fall 2024 Site Visit Summary

SUBMITTED TO

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Summary of Fall 2024 Observations

On December 12, 2024, Program Evaluators from Metis Associates conducted a site visit to Yonkers Montessori Academy (YMA). The purpose of the visit was to assess 1) fidelity of implementation to the proposed design and 2) the quality of program activities.

Three club activities were observed, including Project Impact, Eagle EATS, and Pep Squad Club. On the day of observation, Eagle EATS and Project Impact were combined (both activities were led by the same staff member) due to a staff emergency. That said, Project Impact and Eagle EATS are evaluated together in this summary. The observed clubs followed different models, including Legacy and Money Moves, offering students at Yonkers Montessori Academy a wide range of activity options.

All observed clubs followed the CareerVisions model and took place in either an YMA classroom or the cafeteria. All activities were led by a certified teacher. **Ultimately, the visit confirmed that 21st CCLC programming at YMA was taking place in accordance with the proposed program design** (i.e., operated for the expected number of hours, was staffed appropriately, and had students actively participating in program activities).

Further, each activity was highly rated by the Evaluators (see Table 1). The activity observations were conducted using the Out-of-School Time (OST) Observation Instrument, a tool for measuring observable indicators of positive youth development and other program features known to contribute to positive youth outcomes. The OST protocol uses a rating scale of 1 (*Exemplar is Not Evident*) to 7 (*Exemplar is Highly Evident and Consistent*). As shown in Table 1 below, each activity was given an overall rating of 6 through 7 by the Program Evaluators.

Table 1: December 2024 Yonkers Montessori Academy HS Overall Observation Ratings

Indicator	Project Impact/ Eagle Eats	Pep Squad Club
Skill-Building: Activity builds progressively more sequenced and advanced skills and knowledge and challenges youth to achieve clear goals.	6	7
Active Learning: Youth engage actively in learning. They lead/participate in discussions, develop or research a product, collaborate, take on leadership roles, etc.	6	7
Relationship-Focused: Actively strengthens relationships among youth and between youth and staff.	7	7
Task-Oriented: The activity engages youth in specific learning and/or developmental goals.	6	6

Ratings and comments for the individual activities are presented below.

Observation #1: Project Impact/Eagle EATS

Activity Summary: In the combined observation of Eagle EATS and Project Impact, there were approximately 11 participating students. Led by a certified teacher participating youth worked collaboratively to plan a school-wide fundraiser at a city basketball tournament by thinking about the snacks, activities, and how to advertise. This planning was primarily for the Eagle EATS initiative. Project Impact worked on creating a list of needs for the school community on how these funds could be spent and thinking of future event ideas.

The activity was highly rated on a scale of 1-7 (with 7 being highest and 1 being lowest).

See Table 2 below for a synthesis of the ratings.

Table 2: *Project Impact/ Eagle EATS* Observation Synthesis

Indicator	Observer's Synthesis	Rating
Skill-Building: Activity builds progressively more sequenced and advanced skills and knowledge and challenges youth to achieve clear goals.	This activity aligned allowed youth to practice leadership activities such as budgeting, leadership, event planning, and collaboration.	6
Active Learning: Youth engage actively in learning. They lead/participate in discussions, develop or research a product, contribute original ideas, collaborate, take on leadership roles, and/or are oriented toward completing tasks.	Youth worked independently to plan for this event by developing ways to engage their peers in the fundraiser, such as selling snacks. In this club, students had nominated a council of their peers to facilitate wherein each person had a designated role. This activity was also almost exclusively informed by their interests, which allowed them to feel engaged in the activity.	6
Relationship-Focused: Actively strengthens relationships among youth and between youth and staff.	This activity allowed youth to work collaboratively with one another. Youth were very comfortable asking for guidance when needed. Students were very respectful towards staff and each other.	7
Task-Oriented: The activity engages youth in specific learning and/or developmental goals.	This activity specifically allowed youth to practice their leadership skills. According to the program staff, students who were not as outgoing came out of their shell as a result of holding a leadership position in the club.	6

Observation #2: Pep Squad Club

Activity Summary: In Pep Squad Club there were approximately 14 students participating, including 11 girls and 3 boys in grades 9-12. A certified teacher coached the participating youth in the cafeteria as they practiced several cheer routines in preparation for an upcoming performance at half-time of the basketball season opener. Two participating seniors facilitated the practice.

The activity was highly rated on a scale of 1-7 (with 7 being highest and 1 being lowest).

See Table 3 below for a synthesis of the ratings.

Table 3: *Pep Squad* Observation Synthesis

Indicator	Observer's Synthesis	Rating
Skill-Building: Activity builds progressively more sequenced and advanced skills and knowledge and challenges youth to achieve clear goals.	In preparation for the upcoming performance, the two youth leaders demonstrated the steps as many times as needed, with the coach providing feedback regarding spacing, timing, etc. One student was newer to the group, and the leaders were intentional about repeating routines so that she could catch up on the choreography.	7
Active Learning: Youth engage actively in learning. They lead/participate in discussions, develop or research a product, contribute original ideas, collaborate, take on leadership roles, and/or are oriented toward completing tasks.	The club is primarily student-led. It was founded by the two seniors in the previous school year when they were juniors. The two seniors lead and have two juniors on deck to lead next year, but everyone is welcome to contribute ideas. They work collaboratively as a group to select music, make up the cheers and choreography, and design uniforms.	7
Relationship-Focused: Actively strengthens relationships among youth and between youth and staff.	The club has a "no drama" policy and a culture of teamwork where all were there to support each other and work together toward a common goal. Students noted that the club brings together students who would not normally interact due to being in different grade levels or social circles. The rapport among youth and between youth and the lead teacher was very strong.	7
Task-Oriented: The activity engages youth in specific learning and/or developmental goals.	Students had to memorize and execute several routines and cheers in preparation for the upcoming half-time performance. However, the lesson plan for the session was about community crime, which was not discussed during the observation, nor was it relevant to the activity observed.	6