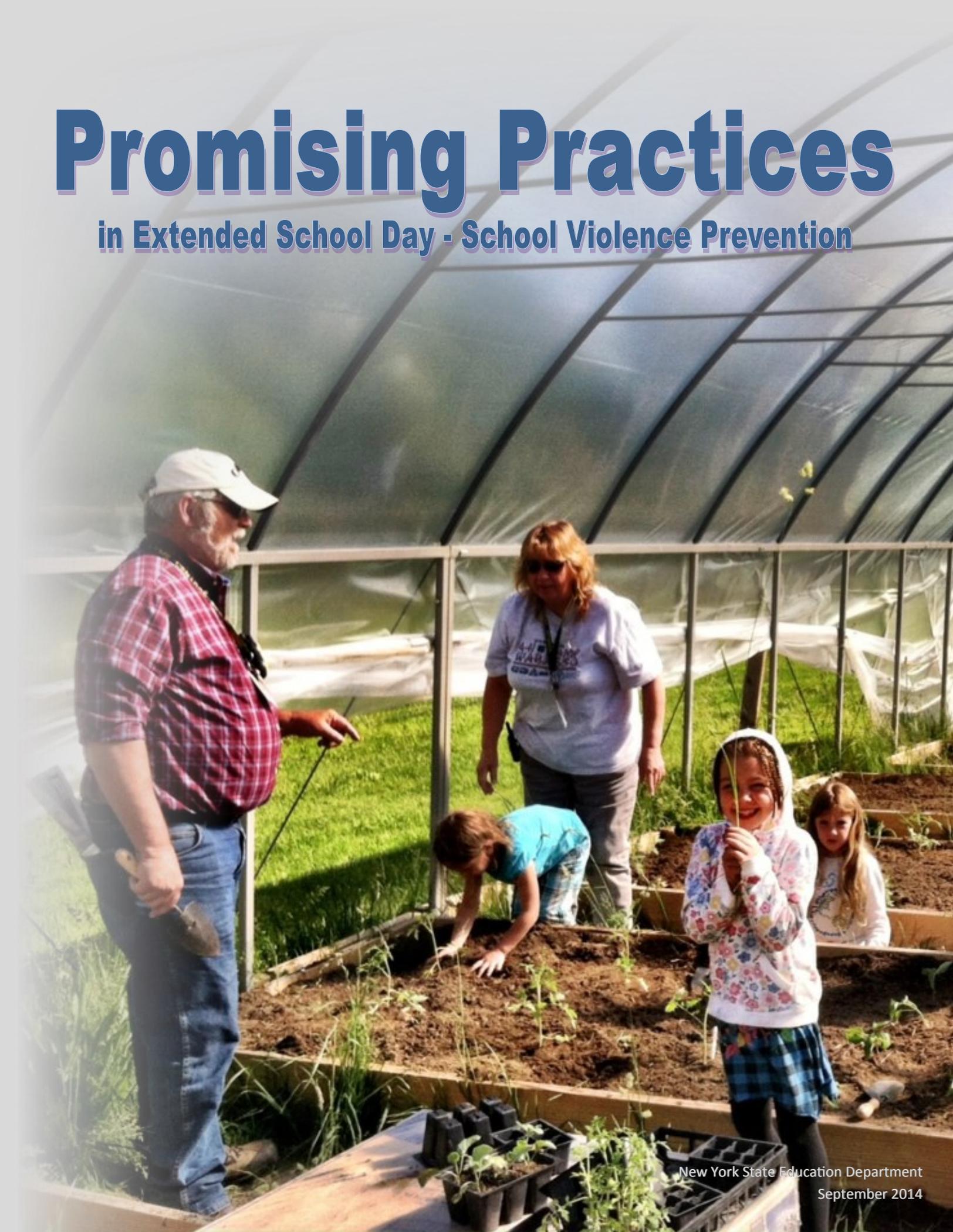


Promising Practices

in Extended School Day - School Violence Prevention



September 24, 2014

Dear Grantee,

The program descriptions that follow are the result of a call for submissions from Extended School-Day - School Violence Prevention (ESD-SVP) Grantees in late summer, 2014. All submissions to date are included. They are largely unedited and in the grantee's own words. Contact information is provided should you wish further information about a program that may serve as model for your own program.

This is intended to be a working document, in which we will compile promising practices over time. If you have a program activity you'd like included in a future version of the document, please let us know.

Sincerely,

Lori Genito

NYS ESD-SVP Coordinator

Hasting's Character Education Assembly

Mr. Tornatore introduced speakers who presented on an innovative program called Project Hospitals Empowering Lifelines through Peers aimed at guiding teens in crisis toward resources that provide help, along with interactive PowerPoint presentation on bullying. Students and teachers were split into teams to work on an activity; each team had a different assignment:

- What can you do to make school a safer place for all students?
- What can you do to support your peers and classmates at school?
- What can you do to make the Baldwin community a better place to live?

Teachers assisted students as responses were written on pre-cut pieces of paper ("links"). The "links" were put together making a chain, which was placed in the hallway. Everyone reviewed worksheets about bullying and signed a petition against bullying. Students engaged in writing Letter to A Bully and a poster contest. Two speakers presented on anti drugs/bullying and homophobia.



Surveys were distributed to students at the end of the assembly. They wrote honest responses and we have seen students be more respectful towards one another and to the faculty. Students have begun the process of thinking before acting and selecting alternative measures to voice their opinions respectfully. The staff reviewed the surveys at a meeting as well.

I worked very closely with my team to brainstorm and set up the assembly. I did not want to make it long and boring. I made sure that students were physically engaged and broke up the presentation of guest speakers. At the

end I made sure that the students had pizza to celebrate being against violence and to reward them for being respectful to the guest speakers. I also used staff to play a major role in the assembly. It was great for the staff to interact with the students in a different manner. It also was important to allow students time to be creative, engaged, and to voice their opinions.

Trying to get as many students together as possible to make this happen was challenging. Also, budgeting everyone's time. There are always so many things that we want to do with the students, but time seems to go by so fast. Before I know it, they are graduating high school. I also had to change the original date due to inclement weather.



Baldwin Union Free School District

Baldwin, NY

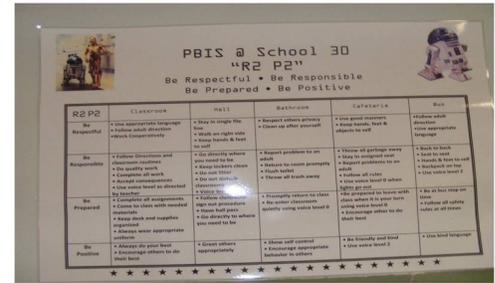
Grades Served: 10th—12th

Contact: Augustine E. Tornatore

Phone: (516) 377-9308

Implementing, Coordinating and Evaluating Positive Behavior Interventions and Supports (PBIS)

The Buffalo Schools have been implementing Positive Behavior Interventions and Supports (PBIS) in schools since the 2005-2006 school year. Working in cooperation with Erie 1 BOCES and with consultation from Kimberli Breen, Technical Assistance Director for the Illinois PBIS Network, Buffalo Schools has developed systems (e.g., processes, routines, working structures, administrative supports) that are needed to ensure consideration of valued outcomes, research validated practices, and data-based decision-making. Buffalo Schools has been recognized nationally for being among the largest districts in the country to have wide scale implementation of PBIS. The District's leadership team presented about the district's efforts at the 2011 PBIS National Leadership Forum. Individual schools have also been recognized for their work in professional journal articles and by Randy Sprick Ph.D., Director and Lead Trainer for Safe and Civil Schools, at the 2011 International Conference on Positive Behavior Support.



As a district, there has been a steady reduction in short term suspensions since implementing PBIS. Most recent trend data continues to show steady reduction (School year/# of suspensions 2010-2011/11,859, 2011-2012/10,662, 2012-2013/9,922, 2013-2014/7,244). Based on a comparison of the 2011 Youth Risk Behavior Survey (YRBS) data with the 2013 YRBS data from high schools, students report a decrease in carrying weapons (including on school property), a decrease in experiencing bullying on school property, and a decrease in engaging in physical fights.



Through the use of the Extended School Day/School Violence Prevention grant funding, the district established two PBIS District Coordinators and a partnership with Erie 1 BOCES to develop and support efforts toward district-wide implementation of PBIS. Over the course of the duration of the grant, PBIS, a three-tiered system of supports, was implemented in all Buffalo Schools. Pupil personnel staff (including psychologists, CSE chairs and social workers) were assigned to buildings in teams (student support teams) to lead the implementation of interventions at all three-tiers. Interventions are research and evidence based practices with framework based on review of process and outcome data. The Code of Conduct was revised to include the proactive and preventive strategies and interventions of PBIS and rolled out to all school and community stakeholders.

Access to staff from all schools for training and support was a significant challenge. One way this was overcome was by coordinating efforts in different departments. For example, training to SST's was provided and funded through the special education department. Another way it was overcome was by providing external coaching to schools within their buildings for technical assistance. Development and utilization of data systems has also been a challenge. The District recently moved to a new operating system and staff are in transition (also a challenge). However, once transition is made, some of the data challenges will be resolved.

Buffalo City School District

Buffalo, NY

Grades Served: Pre-K—12th

Contact: Eileen Bohan

Phone: (716) 816-3617

Belleville Henderson & Lyme Community Garden Programs

Both of the ESD/SVP Programs at Belleville Henderson and Lyme Central Schools have organized community garden initiatives. Each of the two sites have garden spaces that are unique in their own way. The Belleville Henderson space is about a half acre and includes 12 raised beds that are offered to families in the community that don't have access to a garden space. There is also a large space used for row crops. The space at Lyme includes a high tunnel-greenhouse which houses 16 raised beds. Additional space outside of the high tunnel is used for row crops. The Lyme program composts scraps from the school cafeteria to be used as fertilizer for gardening. Both sites use drip irrigation technology and weed barriers to make maintenance manageable. Both sites donate produce to local food pantries and school cafeterias. Additional produce is used for healthy cooking lessons during the afterschool program..



Each summer, the programs operate for six weeks and are open to 80 youth for each site. All students attending receive 6 hours of gardening programming and 6 hours of healthy cooking lessons for a total of 12 hours of healthy lifestyle programming for 160 youth. In addition, the produce generated from the garden sites totaled over 1100 lbs! 90% of the produce was donated to local food pantries.

The Educators in each program divided the students into multi-aged garden groups that would spend one hour a week in the garden space. The garden groups received a gardening lesson (about 20 minutes) and then spent time on the daily garden goals. Garden goals included weeding, spraying natural pesticides, watering plants, harvesting and cleaning produce picked. For the "less desirable jobs" (i.e. - weeding!) contests were created to make the task fun. Once a significant harvest was gathered, the students were able to use the vegetables for healthy cooking activities. Often students are given a decision as to what they want to cook with the produce. This project is successful because difficult tasks are turned into fun competition. Students take ownership of their work when they can see the final product and are given a choice as to what to do with it.

Maintenance of a garden project of this size is always a concern. The program staff do not want to invest a lot of time and energy in a project that they can't keep up with or maintain. Maintenance pieces that had the potential to be a large task - such as watering & weeding, were addressed with the purchase of drip irrigation technology and weed barriers. The fact that the project was manageable and created a large output was encouraging for both program staff and youth.



Cornell Cooperative Extension of Jefferson County

Watertown, NY

Grades Served: Kindergarten—12th

Mitch McCormick

Phone: (315) 788-8450

PROBLEM SOLVERS—School Violence Prevention

CAT provides a unique experience for students, using art as a crucible for exploring knowledge, attitudes, and beliefs about topical issues. When young people step into a CAT dramatic story, they become actors, not just observers. They shape and re-shape the lives of characters faced with ordinary – and extraordinary– challenges. Most important, they learn concrete skills they can reapply in their own lives. These interactive scenarios, followed by facilitated, open-ended reflective discussions, form the nexus of CAT’s approach. Other creative activities are then included so students can explore the issues from additional perspectives. PROBLEM SOLVERS provides a venue for students to focus on bullying, both inside and outside of the school building. PROBLEM SOLVER workshops explore the different ways students may be participating in bullying every day, and to think critically about the issue. Through the eyes of different characters, students observe, advise, and comment on varied manifestations of bullying.



The program has utilized interactive drama strategies to foster resiliency, pro-social behavior, compassion, and inclusion among middle-grade students. One sixth-grader observed: “If two people are involved in conflict and anger is burning inside them, why would you try to solve the conflict with more finger pointing and anger? That would be like throwing gas on a fire.” To his class he said, “When we’re angry with each other, we’ve got to find a way to stay calm and keep our heads.” In post-workshop surveys 86% of teachers said the workshops were useful to their own classroom work and that they were more comfortable talking with their students about bullying.

In 2014 CAT created a 5-day PROBLEM SOLVERS curriculum -- “#crunchtime”-- that addressed cyberbullying, and worked with schools to incorporate NYS Dignity for All Students Act (DASA) requirements to foster an environment free from discrimination, intimidation, taunting, harassment, and bullying. Students worked with CAT teams in role-plays, discussions and analysis of vignettes/scenarios, and reading and writing assignments, combined to enhance critical thinking, decision-making, and pro-social attitudes. Rather than focusing on a punitive approach to violence/disruption, PROBLEM SOLVERS works from a Restorative



Justice model, focusing on prevention and how the community as a whole can contribute actively to a positive school culture. PROBLEM SOLVERS enlists three groups of stakeholders to do this: students; teacher/school leaders; and parents. Teachers are in the classrooms during the workshops and are given a separate professional development module that reinforces the work, and encourages long-term, school-wide impact. Each workshop also offers opportunities for parent engagement.

Two challenges we face are fully engaging the parents, and scheduling in a way that provides continuity for the workshops to enable the highest possible impact. Through scheduled meetings with principals, sharing the workshop agenda, CAT got both institutional support and administrative

“buy-in” for the program, which helped with initial teacher engagement as well as scheduling. Each workshop offers opportunities for parent engagement. Initially a separate parent workshop was offered. Those were attended by a small but committed group. To broaden parent engagement, parents were invited in to the student workshops.

Creative Arts Team—Research Foundation of CUNY

New York, NY

Grades Served: 6th—8th

Contact: Lynda Zimmerman

Phone: (212) 652-2800

The Door is Always Open: Implementing and Motivating Arts Programming at Chelsea High School

During the 2013 to 2014 academic year at Chelsea High School, an event that stands out as successful was an after school arts showcase and photography competition that The Door hosted for juniors and seniors . Entitled "The Door is Always Open," this event occurred in the evening, and was open to all students as well as their families. The event was at once a showcase of digital arts for Chelsea, a media and design school, and included an photography competition that awarded first, second, and third place prizes to winners. The competition in particular was intended to supplement and put into practice skills that students were learning in their current photography courses. The competition was open to all students in the course, and entries were judged by a panel of teachers and staff from Chelsea and The Door during the event.

Two factors allowed us to determine the overall success of this event. The showcase and competition together provided the largest turn out students of any single event hosted by The Door as part of ESD. Nearly fifty students attended, as did many of their families. We believe this large turnout stemmed from Chelsea itself being a media and design school, and the event was marketed as a showcase of this very work. Additionally, success for this event was verified by faculty. Staff went so far as to ask if this could become an event The Door could host annually.

Several processes led to this particular activity's success. First and foremost, including a competition portion for this event that included prizes for first, second, and third place winners provided a large incentive for student participation. The first place prize included gift cards in a sum that would allow the winner to purchase a high-end single reflection lens camera, while the second and third place prizes included lightly used cameras for winners to keep. Additionally, marketing this particular event as year-end showcase of the design work produced by Chelsea students motivated not only students to attend, but their families as well. The Door decided to provide catering for the event in hopes of creating an evening that would read more as an arts banquet celebrating students hard work and success at Chelsea across that academic year. Together, these decisions led to an event that proved the most popular of the year.

The challenges The Door faced in implementing this activity were not atypical of our overall mission to integrate services into Chelsea High School. In general, we struggle with creating events that not only interest students, but can accommodate their hectic scheduling. To overcome this, we reviewed surveys of all Chelsea freshman and identified photography as a leading interest and one that would generate a successful event. We then worked with key staff, including media teachers within the school itself, to host an after school event within Chelsea that favorite teachers could advertise weekly in order to maximize turn out.

The Door: A Center of Alternatives

New York, NY

Grades Served: 9th—12th

Phone: (212) 941-9090, x3235

To Hope with Love

Young people from the El Puente have been working to beautify Hope Ballfield in Bushwick but most importantly they have brought community together to revitalize a space and create safe havens. After a violent incident on July 20, 2013 in the park, residents were challenged to rethink how safe Bushwick is. The youth have galvanized the support of local and citywide organizations in this effort. This project has received the support of local officials. For our young people this experience has been powerful and has helped them realize that they are the change our community needs. Through action, commitment and unity, they can create the community they wish to inhabit. Their efforts have been tireless, and have included hosting a community forum, revitalizing the park with love and elbow grease by painting the tables and garbage cans vibrant colors, and creating a garden in the park.

El Puente youth spent the summer 2014 organizing events for the community at the park. Over 900 people attended all the events collectively demonstrating the need for safe programming at this location and young people's success in reaching out for community support and engagement. The youth themselves have completed hundred's of community service hours.

Youth identified an issue that happened in the community that was unacceptable and affected them as well as the community as a whole. We had time to reflect and wanted inspire action. The initiative has been youth lead and young people have been at the forefront of "To Hope with Love". They have organized themselves and held each other accountable. They then called a community forum to vision and plan united with community constituents to make sure that Hope Park serves its purpose with dignity for our community. Youth founded a friends group to the park. Youth received a great response and the project took off successfully and has been sustained for now close to a year.

Resources and funding are always a challenge. We have done the work with little to no funding but have not allowed that to put a stop to youth declarations and their actions have taught us once more that people are the biggest and most powerful resource we have. The outcome of the project have kept our youth motivated and we have all learned lessons that will last a life time.

El Puente

Brooklyn, NY

Grades Served: 9th—12th

Phone: (718) 452-0404

Highly Effective Partnerships

Program partners delivering on-site and on-campus programs and field trips to students through after-school and summer activities include: Cornell Cooperative Extension youth educators administer an Afterschool 4-H Club program and three weeks of a fishing summer camp. Seaway Valley Council for Alcohol/Substance Abuse Prevention, Inc. provide Prevention Education Specialist to implement the SAMSHA Model programs "Too Good For Drugs and Too Good For Violence". Clarkson University sends six graduate students three days a week to teach enrichment programs in STEM (Science, Technology, Engineering and Mathematics) and students go to Clarkson University once a month for: Robotics, Energy Fair, MATHCOUNTS, ROTC tutoring, IMPETUS roller coaster projects, toothpick bridge building competitions, mousetrap cars, and Science Olympiad. SUNY Potsdam Arts Department professors and students of art, music, theatre and dance provide programs for arts immersion activities. They also provide three weeks of summer camps on campus in drama, dance, music, and fine arts.

Program success is evident because students have choices and they vote with their feet. The after-school programs delivered by the partners are always filled to capacity and the busses are full when we go to the Colleges and University for field trips. Student interest is very high and student participation is focused. The summer camps are also filled and students coming back year after year.

The process that led to program success is key people believing that partnerships are essential and doable. I believe success is because program leaders and all partners meet monthly to plan, evaluate and communicate. There is a very good working relationship between all partners and grant staff. We are all invested and dedicated to making this work and we do. The logistics are worked out and partners always show up on time and very prepared. Success is because of on-going communication and planning as well as attention to program goals and objectives as written in the grant proposal. This is the document from which we all work and evaluate our progress.

Our grant covers three school districts in very rural northern New York. It is a challenge with transportation for partners going to the schools and students going to the colleges, mostly weather in the North Country and schools closing or no after school activities. We have developed an effective alert system through text and e-mail that alerts college students and partners when schools are closing. Most schools are located 30 to 40 miles from the college. Other challenges are addressed through monthly team meetings and on-going communication between program leaders and partners.

Hermon-DeKalb Central School

DeKalb Junction, NY

Grades Served: 4th—8th

Contact: Gail Gotham

Phone: (315) 347-3442

Community Partnership with the YMCA

Our program has established a partnership with the local YMCA to provide programming to students every Friday throughout the school year. After school, participating students, grades 3 through 6, are bussed to the YMCA where they participate in Art, Music, and PE enrichments. This program is especially beneficial to the 3rd graders; our district was forced to cut their arts programming for budgetary reasons. If not for the ESD/SVP grant and our partnership with the YMCA, it would be unlikely that these students would receive any art instruction. Our partnership has also enabled us to provide full day programming over extended breaks, which assists families of a low socioeconomic status, most of the population we serve. Over breaks, students are offered the same programming as all other YMCA childcare students, including PE, arts, music and the opportunity to build upon their social skills.



- Our summer YMCA math program improved 2nd through 4th grade math assessments by an average of 9%.
- Parent surveys indicate that our extended break programs assist parents economically, and assist their children socially.
- Teacher surveys indicated that arts programming has improved students' fine motor skills (writing, drawing, using scissors, etc).

Initially, our program reached out to multiple community based organizations with the intent of partnering with the one(s) that would be best in terms of meeting student needs, both socially and economically; offer the most opportunity, both academically and socially; and fit best with our narrative. It was decided that the YMCA, based on their continuing community involvement and ability to provide excellent programming, would be the ideal partner. As we were working out our entire ESD/SVP program, it became apparent that very few teachers were interested in providing enrichments on Fridays. We'd always wanted to provide Friday programming, so we began working with the YMCA to fill that need. From there, we developed extended break and summer programming. The YMCA has become a very strong partner, and we're grateful for all they do for our program and our community.



The biggest challenge was figuring out the logistics of programming, especially transportation. Having people, namely district teachers, work over breaks proved difficult, as did making sure students were able to be bussed to and from the YMCA. Luckily, the YMCA was able to put licensed staff on to work over breaks, and our transportation supervisor and drivers were very accommodating in terms of making sure that our students were picked up and dropped of safely and on time.

Hornell City School District

Hornell, NY

Grades Served: Pre-K—12th

Contact: Tim Crowe

Phone: (607) 324-1303, x1575

Counselor in Training (CIT) Program

As part of our Leadership Track we train our current 8th graders to be Counselors in Training (CIT) during the second half of the school year. They participate in workshops including professionalism, appropriate behavior, being a positive role model, work ethic and attitude. For approx. 6 weeks they do on-site volunteering twice a week under the guidance of an ASP staff. They are evaluated daily and receive immediate feedback. If they complete the course they are offered a paying position as a CIT at the Afterschool Program the following September.

This has been a great incentive for students to stay involved in our Jr. High program. From a management standpoint, it helps us weed out the participants who are not motivated or mature enough to work.

We consider this program successful when the participants understand the importance of showing up every day ready to work. Some of the students who do not complete the course realize that working at the ASP is not just "playing". Since we have a very diverse population of cultures and staff between the ages of 16 to 83 years old, they learn to appreciate ideas and opinions that may be different from theirs. The success comes when our participants become CIT's, then staff members and part of our ASP family.

This program is a continuous work in progress. We started it over 10 years ago and have learned along the way. We know now that consistency and patience are the key to success. The participants know what we expect and that we are there to guide them along the way. We accept the fact that this program is not for everyone and the best we can do is give them the opportunity. When we received the ESD Grant it fit into our Leadership Track to offer it through the Jr. High ASP. Before the ESD Grant we offered it however it was not as consistent as it needed to be.

Before we received the ESD Grant we did not have a forum to provide the class in a consistent manner. Once we added it to our Jr. High 8th grade Leadership Track it was easier to manage. The quality of our CIT's has improved resulting in many being employed by us and working with us for many years.

Hudson City School District

Hudson, NY

Grades Served: 7th—8th

Contact: Kathleen Clark

Phone: (518) 828-4360, x7301

PS 32 / MS 442 Mediation Program

Our site ran a successful mediation program whereby students who had ran into conflict with other students were able to resolve their issues in a respectful manner. Students were trained by the Good Shepherd Services Social Worker and Middle School Coordinator in order to implement successful strategies and come to effectively resolve their differences in a positive way. Students used 'I Statements', were able to use language to identify their feelings, was able correctly paraphrase after listening to others. Students learned how to practice neutrality and be effective at listening without interrupting others from speaking. Students also learned how to remain calm in tense situations.

We noticed a reduction in conflicts as students were able to recognize when a situation was escalating and becoming out of control. Students would help one another and elect to refer members who had conflict to the 'mediation council'. Students were trained in the mediating principles which involved following a script, maintaining neutrality, identifying an issue, paraphrasing and agreeing to a common solution.

We received external training from an outside agency (Morningside Center for Teaching Social Responsibility) which trained Good Shepherd Services staff. Staff then trained students in mediation practices. Approximately 25 students from elementary and 25 students from middle school participated in this program. The program required that we meet with mediators frequently as a group to ensure that we trained them appropriately. Students received certificates for their participation and reported feeling more confident about handling conflict in the future. The mediation program was able to become part of the culture of PS32/MS442 and was appreciated by students, teaching staff, administration and families within the local community.

Some challenges faced by our program included space issues as we are in a co-located school with other after school programs being offered. It was difficult for us to have a dedicated classroom space for work related to the mediation program. Other challenges involve the conflict of time, as often students were being pulled out from their regular schedule in order to participate in our program. Students wanted the opportunity to go to both their regular programming as well as the conflict mediation group.

Good Shepherd Services

Brooklyn, NY

Grades Served: Kindergarten—8th

Contact: Karl Apelgren

Phone: (718) 625-5876

Balloon Brains

Our most successful activity would have to be "Balloon Brains". We were talking about the parts of the brain and how important it is to protect it. We had the students get into groups of 3 or 4. We gave each group a filled water balloon. The adults handed out materials like tissue paper, tape, craft sticks, yarn, tin foil, and cotton balls. The students had to cover the balloon like it would be the skull. We gave them 15 min. then one at a time we dropped off a partial wall that was approximately 5 feet high, into a plastic bin with forks pointing up. All the balloons popped except one and that group got a prize.

The students had a great time building their brains. Also, they were very competitive and really wanted the best one. They had no idea there was a prize to be given for the one that didn't explode. The students talked about this activity for weeks after and also I had a couple of students say that they now were wearing helmets when they rode their bikes and skates.

We started by talking about the parts of the brain. Then went into the importance of the skull. We talked about bike safety and why you should wear a helmet when skate boarding or riding bikes. The student are very competitive so the projects were very interesting. No one had the same materials. But they came up with really detailed covers for the balloon. Some even named the part of the brain on there balloons. Then when they saw we were dropping them off a high wall they were amazed and excited about what was going to happen. The students want to do it again.

The only challenge was finding something to drop the balloons on. We got creative and taped forks to the bottom of tub. We had to keep fixing the forks and tape. The next time we do this we will have to find a different way to pop the balloons or maybe use eggs instead.

Literacy West NY, Inc.

Belfast, NY

Grades Served: Kindergarten—8th

Phone: (585) 268-5213

Strategies for Success, SEEK Program

The mission of Strategies for Success is the development and application of effective, learning strategies and study skills essential to academic success from elementary to college levels. Student participants in grades 2-6 are paired with trained College of Staten Island (CSI) student tutor/mentors individually and in small groups. During the two hour after school tutoring session students are also coached in developing good studying habits, organizational and time management skills. Through planning meetings and weekly progress reports teachers and tutors communicate student needs and successes. While tutors assist with homework and projects when needed, they also support literacy and math skills using interactive games, competitions, art and music. Students often view the mentors as role models. Both parents and students participate in The Leader in Me workshops based on Covey's 7 Habits of Highly Effective People. The workshops foster self-confidence and interpersonal skills needed to thrive in the 21st-century economy.



Report card reviews indicated that more than 50% of the participants improved their grades in literacy and 60% in math. Teacher and parent surveys indicated that 95% of the students seemed more engaged in learning and shared knowledge gained through the program at home and in the classroom. There was also a reduction in incidents involving bullying committed by participants as indicated in a review of school incident reports and teacher surveys. Student survey results indicated that 100% found the program and tutor/mentors helpful academically, and were friendly and caring. They also enjoyed the program activities.

Initially a meeting of stakeholders was scheduled by the District ESD/SVP Grant Manager to discuss a partnership between the College of Staten Island and PS 78R that would provide college student mentors/tutors to PS 78R students. This was a need expressed by the school staff and parents through focus groups and surveys. Next, a proposal was developed by the Strategies for Success, SEEK program at CSI to meet this need. Additional planning meetings with school administrators, teachers, the parent coordinator and members of the SLT team from the school took place to formalize the program objectives, proposed outcomes and how the program would be scheduled. An additional meeting established the process that would ensure on-going communication between the mentors, school staff and parents and allow for program review and modification if needed.



Ensuring from day one that a plan of action addressing the needs of the students was jointly established was our challenge. Clear goals, objectives and outcomes must be determined prior to operating the program. Ongoing communication must be structured and a mechanism must be put in place to facilitate communication between the classroom and the afterschool program experience. This was addressed through joint planning meetings prior to the program addressing student needs and the establishment of weekly progress reports from the mentors and feedback from teachers to better inform instruction. Parent engagement was also fostered through joint student/parent workshops.

NYCDOE CSD #31

Staten Island, NY

Grades Served: 2nd—5th

Phone: (718) 420-5655

Brooklyn & Queens Extended School Day Program

PAL was able to integrate a STEM (Science, Technology, English and Math) curriculum into all of the PAL SMARTS lesson plans for all of the centers for this contract with an emphasis on exposure to STEM-related careers. Utilizing project-based learning, young people focused on teamwork, applied science and math they studied at school, learned healthy eating habits and publicly presented their projects. PAL afterschool participants explored a STEM theme through online learning, hands-on science activities and field trips which is followed by the PAL Science Fair where the youth demonstrated their knowledge and work done throughout the school year. This year's theme was the connection between sports and science. PAL's Education Program Manager and Education Specialists ensured that STEM activities are aligned with the school curricula and are fun filled as well.

During the Science Fair an expert from the Center for Science Teaching and Learning observed all the different projects and recommended them to be entered in a state wide science fair. Projects like; will temperature of the ball and the surface/environment affect the height of a basketball's bounce, the physics of kicking a soccer ball to achieve a goal, who can kick a soccer ball further; you or a kangaroo, what are the physics of throwing a Frisbee?

PAL hired a STEM Education Coordinator to go to each center and work with Center Directors and Activity Specialist on integrating Stem Curriculum into existing lesson plans. The Education Coordinator trained Group Leaders how to deliver STEM Lessons including how to teach the scientific method to the children. The Education Coordinator helped each center with their question they were going to explore during the Science Fair. The question explored included; will temperature of the ball and the surface/environment affect the height of a basketball's bounce, the physics of kicking a soccer ball to achieve a goal, who can kick a soccer ball further; you or a kangaroo, what are the physics of throwing a Frisbee? During the Science Fair an expert from the Center for Science Teaching and Learning observed all the projects and recommended they be entered in a state wide science fair.

While implementing the STEM curriculum PAL did not have any of the high end high cost supplies and equipment, like a LEGO STEM kit, for the participants to use during the lesson plan or when working on their projects for the Science Fair. Offering an engaging and effective STEM lesson plan is very dependent on the material available when teaching the lesson. The centers were able to overcome this challenge by getting creative by using the material they had around their center. Using cardboard and sports balls to assist in getting the major points of the lesson across.

Police Athletic League

New York, NY

Grades Served: Kindergarten—8th

Phone: (212) 477-9540, x327

Evening Teen Night Center

PAL was able to open one of its teen night centers to a six nights a week Evening Teen center and re-launch a Culinary Arts Class. A lot of teens like to eat but do not know how to cook. The teens were able to cook full course meals right in the center they were attending and learn different techniques, etiquette, and how to properly use different cooking utensils. Participants participated in a live cooking show to demonstrate the skills and ability they had learned through the program. The Evening Teen centers also hosted Cops versus Kids tournaments offering the teens to establish good relationships with the police officers. In addition Evening Teen Centers had Drill and Play. Drill and Play is where individuals that played college basketball, coached college basketball, and played developmental basketball in the NBA teach our Harlem participants the fundamentals of basketball two nights a week.

These programs were successful because the number of participants who came to the Evening Teen Centers on a regular basis was higher than the previous year. The number of participants was so high the programs were maxed out and there were waiting list of at least 60 people. Not only were the participant numbers higher the percent of female participants was the highest it has been for Evening Teen Centers. In the past it has been difficult to engage females from the surrounding neighborhoods to participate in the Teen Centers.

PAL was able to ascertain partnership agreements with several different agencies in order to offer a top tier program for the participants. These partnerships are what made the Culinary Arts class, and Drill and Play possible. By having these activities available for the teens it made the Evening Teen centers more desirable for them and the participants were more engaged with the program. The PAL staff at the Evening Teen Center did a good job of advertising the different activities so teens and their caregivers knew what was being offered. The staff worked really hard to build up the relationships with both the participants and their caregivers to give them a sense of belonging while at the Evening Teen center.

The biggest challenge was recruiting, obtaining, and maintaining staff for the Evening Teen Center. Due to the hours of the Evening Teen Centers being 6pm to 9pm it was difficult to find experienced and qualified staff members who would work at them. PAL overcome this challenge by posting the job opening on different college's websites, interviewing with NYC Workforce 1 Business Solutions, and posting the jobs opening on other online forums. Current PAL staff tried to recruit local community members to work at the Evening Teen Centers in order to have more of a connection with the local community.

Police Athletic League

New York, NY

Grades Served: 8th—12th

Phone: (212) 477-9540

Extended School Day Manhattan and Bronx

PAL was able to integrate a STEM (Science, Technology, English and Math) curriculum into all of the PAL SMARTS lesson plans for all of the centers for this contract with an emphasis on exposure to STEM-related careers. Utilizing project-based learning, young people focused on teamwork, applied science and math they studied at school, learned healthy eating habits and publicly presented their projects. PAL afterschool participants explored a STEM theme through online learning, hands-on science activities and field trips which is followed by the PAL Science Fair where the youth demonstrated their knowledge and work done throughout the school year. This year's theme was the connection between sports and science. PAL's Education Program Manager and Education Specialists ensured that STEM activities are aligned with the school curricula and are fun filled as well.

During the Science Fair an expert from the Center for Science Teaching and Learning observed all the different projects and recommended them to be entered in a state wide science fair. Projects like; what type of bat will make the ball fly further, why does a basketball circle around the hoop, what are the developmental stages/evolution of the football, How does the spin technique used during ping pong affect the speed and flight of the ball, what muscle is used dominantly in sports, how does weather affect the golf ball, and what are the factors behind throwing a curveball.

PAL hired a STEM Education Coordinator to go to each center and work with Center Directors and Activity Specialist on integrating Stem Curriculum into existing lesson plans. The Education Coordinator trained Group Leaders how to deliver STEM Lessons including how to teach the scientific method to the children. The Education Coordinator helped each center with their question they were going to explore during the Science Fair. The question explored included; what type of bat will make the ball fly further, why does a basketball circle around the hoop, how does the spin technique used during ping pong affect the speed and flight of the ball, what muscle is used dominantly in sports, and how does weather affect the golf ball? During the Science Fair an expert from the Center for Science Teaching and Learning observed all the projects and recommended they be entered in a state wide science fair.

While implementing the STEM curriculum PAL did not have any of the high end high cost supplies and equipment, like a LEGO STEM kit, for the participants to use during the lesson plan or when working on their projects for the Science Fair. Offering an engaging and effective STEM lesson plan is very dependent on the material available when teaching the lesson. The centers were able to overcome this challenge by getting creative by using the material they had around their center. Using cardboard and sports balls to assist in getting the major points of the lesson across.

Police Athletic League

New York, NY

Grades Served: Kindergarten—8th

Phone: (212) 477-9540, x327

Extended School Day Staten Island

PAL was able to integrate a STEM (Science, Technology, English and Math) curriculum into all of the PAL SMARTS lesson plans for all of the centers for this contract with an emphasis on exposure to STEM-related careers. Utilizing project-based learning, young people focused on teamwork, applied science and math they studied at school, learned healthy eating habits and publicly presented their projects. PAL afterschool participants explored a STEM theme through online learning, hands-on science activities and field trips which is followed by the PAL Science Fair where the youth demonstrated their knowledge and work done throughout the school year. This year's theme was the connection between sports and science. PAL's Education Program Manager and Education Specialists ensured that STEM activities are aligned with the school curricula and are fun filled as well.

During the Science Fair an expert from the Center for Science Teaching and Learning observed all the different projects the centers had been working on and recommended them to be entered in a state wide science fair competition. Projects like; does stretching before you play soccer make you run faster, what are the physics behind the Skeleton race and its equipment, how does exercise impact heart rate, how much time does a hitter have to hit a pitch after it has been thrown?

PAL hired a STEM Education Coordinator to go to each center and work with Center Directors and Activity Specialist on integrating Stem Curriculum into existing lesson plans. The Education Coordinator trained Group Leaders how to deliver STEM Lessons including how to teach the scientific method to the children. The Education Coordinator helped each center with their question they were going to explore during the Science Fair. The question explored included; ; does stretching before you play soccer make you run faster, what are the physics behind the Skeleton race and its equipment, how does exercise impact heart rate, how much time does a hitter have to hit a pitch after it has been thrown? An expert from the Center for Science Teaching and Learning observed all the different projects the centers had been working on and recommended them to be entered in a state wide science fair competition.

The funds for this project weren't released until the fall so the original plan of using the funds for the Summer Day Camp had to be moved to the After School Program (ASP). PAL already had money to operate an ASP for planned Summer Day Camp site, so PAL had to open a new location at PS 13. This move meant that PAL was serving the same population of children from the same school district but operating at a different school.

Police Athletic League

New York, NY

Grades Served: 1st—8th

Phone: (212) 477-9540, x327

Rainbow After School

Rainbow After School's most successful activity was our creative writing program. Our students were able to create stories using real current events in our school building and added some fantasy with it. We started with speaking with each student on how their day went. We then combined each event, and created a few mini stories for a book that we hoped to get published. Each student worked hard for three months together each story. The purpose of this activity was to create critical thinking, creativity, promote team work and problem solving. We hope to have another successful project during the 2014-15 school year.

Our program was successful due to the day time staff participation in the after school program. We averaged ten students per day in this particular activity. Students' teacher's noticed a slight change in their problem solving ability due to the work that was being done in our creative writing class.

We hired a staff member that was extremely interested in invoking on a project that would have our students involved in a activity that was more geared toward school day activities, but with a little twist to it. So she wrote a proposal of what she wanted for the program from the site director and how the program was going to operated. The site director then had a meeting with the executive director and once approved, the site director purchased all the necessary items that the activity needed to be successful. The students were very excited about their end of the year play that they themselves wrote.

The biggest challenge our creative writing activity was confronted with was parents picking up their children before the activity was completed. After our site director had a meeting with those particular student's parents and explained to them the value of this program and how it benefits their child, they were more receptive and worked better with our agency.

Rainbow After School Program

Bronx, NY

Grades Served: 1st—5th

Phone: (347) 810-8744