

Site Visit Summary: Kendrick High School

December 9, 2020, 5:25 - 5:55 pm

KSU Staff: Kelleigh Trepanier, Associate Director

Number of Students: 3 observed; 6 registered

Target Number: 30

Number of Staff Observed: 3, not including Program Director Madeline Pieper-Wolff

Context

Program Assistant, Ms. Onetha, met us at the door and took our temperatures. The Head Tutor, Ms. Stephanie, and Teaching Artist, Mr. Miguel, were also present during the observation. Mr. Miguel teaches guitar. Other enrichment activities at this site include Dance, Culinary Arts, and Visual Art. The Program Director indicated that attendance at this site was low, partly because students are involved in school sports in the afternoon.

Enrichment

Ms. Onetha took us to the computer lab where one student and Ms. Stephanie were reading *Warriors Don't Cry* (Beals, 2007), a book about the Little Rock Nine. Ms. Stephanie indicated that students who were not interested in reading had shown an interest in this book. Since only one student was in the room, Ms. Stephanie recruited Ms. Onetha and Ms. Madeline to participate in an improv writing activity. Ms. Stephanie had started three story lines and displayed them in columns on the wall with additional sheets of paper to add to the story. Each participant had 20-30 seconds to add to the story. Ms. Stephanie participated in the activity as well. Ms. Onetha indicated that they have conducted this activity previously with a larger group of students. With a larger group, it might be helpful to spread the storylines out around the room and have multiple people writing at one time.



Improv writing

Recommendation: Ms. Onetha shared that several of the students who weren't present that day were making a lot of progress in their courses. Although much of what was shared was positive, it would have been better to speak without any students present.



Students learning guitar

Guitar

While we were in the computer lab, one of the other students came in from her sports activity. Another student came to the classroom and requested that the student come to guitar instead, because they were waiting for her. Although the part of the guitar session I observed was short, the students were very engaged and seemed to be getting a lot out of the lesson. Mr. Miguel brought a classical guitar to show how it was different than the guitars they were using. Students practiced some exercises for the right and left hand, then played a song that they had learned. He demonstrated for them and gave verbal instructions as they went along. One of the students expressed a desire to keep the guitar, and Mr. Miguel told her that each year he gives the most dedicated student a guitar to keep. In his business, he repairs guitars and sells them, but he keeps one for a student who works hard and improves their playing.

Site Visit Summary: Kendrick High School

December 9, 2020, 5:25 - 5:55 pm

Overall Recommendations:

Although the programming and the staff at Kendrick seem excellent, attendance and enrollment remain a problem. Consider offering virtual programming at this site to increase enrollment. Try to identify and address any barriers or unmet needs affecting participation. The school guidance counselors and academic coaches may have some ideas. This resource is from 2010, but may contain useful information:

<https://www.wallacefoundation.org/knowledge-center/Documents/Engaging-Older-Youth-City-Level-Strategies-Support-Sustained-Participation-Out-of-School-Time.pdf>



Madeline Pieper-Wolff <pieperwolff_madeline@columbusstate.edu>

We have received your response for 21st CCLC Virtual Site Visit Observations

21st CCLC <noreply@jotform.com>
Reply-To: 21stCCLC@doe.k12.ga.us
To: pieperwolff_madeline@columbusstate.edu

Wed, Mar 3, 2021 at 3:52 PM



21st CCLC Virtual Site Visit Observations

Virtual Site Visit Date	03-02-2021
Start Time	4:30 PM
Finish Time	4:50 PM
FY21 Subgrantee	Columbus State University
FY21 Site Name	Kendrick High School
Program Director/Local Staff	Madeline Pieper-Wolff
Program Director/Local Staff Email	pieperwolff_madeline@columbusstate.edu
GaDOE Observer*	Ritchie Ray
GaDOE Observer Email*	rray@doe.k12.ga.us
Site Demographics Goal: ADA	4
Site Demographics Goal: Registered	6
Site Demographics Goal: Target	30

Site Demographics	
Goal: Student Teacher Ratio	10-1
Program Operations	Both
Activity #1	Physical Fitness
Grade Level	9 10 11 12
Type of Activity	Physical Fitness
Please describe the teacher engagement?	-The teacher was participating in the activity
Student : Teacher Ratio	2-1
Please describe the student engagement?	The students were participating in several stretching activities
Observed Attendance	4
Comments, Ideas, Suggestions, Recommendations	I like there was virtual students participating in the activity
Do you have another activity/session to add?	No
What are your recommendations and points for discussion during site visit follow-up?	-Continue to recruit students to increase attendance -Complete 2nd semester safety drills
Were there any connectivity issues when accessing the virtual platform(ERES, student, or site-based when visit is 100% virtual?	No

GaDOE Staff Signature



[Quoted text hidden]

Site Visit Summary: Kendrick High School

April 8, 2021 5:40 - 6:10 pm

KSU Staff: Kelleigh Trepanier, Associate Director

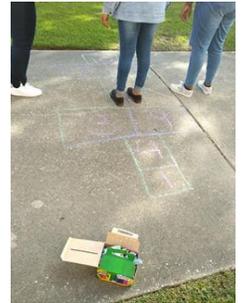
Number of Students: 3 observed; 6 registered

Target Number: 30

Number of Staff Observed: 3, not including Program Director Madeline Pieper-Wolff

Context

When we arrived, Program Assistant, Ms. Onetha, and two students were outside. The students were practicing multiplication facts for the number “8” using a hopscotch activity. When the students moved to the number “9” multiplication facts, Ms. Stephanie asked if anyone knew any tricks. Mrs. Madeline shared a finger trick with the group, stressing that it only worked for the number “9.” The hopscotch activity is not an appropriate main activity for students at the high school level; the hopscotch activity is better suited as a mini-activity or refresher.



Hopscotch math

The Head Tutor, Ms. Stephanie, and Teaching Artist (TA), Mr. Miguel, joined us outside a little later with one additional student. Mr. Miguel teaches guitar and left early according to the rotation which didn't allow for any evaluation. Other enrichment activities at this site include Dance, Step, and Visual Art. Attendance at the site is still extremely low. Ms. Onetha mentioned that one student had left at 6pm for soccer, and three new applications were turned in. Ms. Onetha said students had improved their grades substantially due to the program.

Ms. Stephanie mentioned the “COVID skit” the students were planning. She asked students to share their ideas. One of the students gave examples for how they could incorporate logos (facts), ethos (someone well known), and pathos (emotions) into the skit about COVID vaccines. The overall rotation or programming plan wasn't being followed.

The group then discussed the tie-dye art night family event planned for that night. I was unsure if this was a last minute event due to the staff trying to contact program participants and family members to attend while I was observing. Masks were available to be dyed, and some people brought t-shirts. When I left, Mrs. Madeline was setting up popcorn, lemonade, and the dying station. Pictures of the event are included below.

Recommendations: Consider inviting potential/newly enrolled students and their families to future events prior to the day of the event; following the set rotation to provide maximum programming benefits; teaching appropriate grade level lessons in order to work toward fulfilling grant goals; showing rather than explaining activities like the "COVID skit" and the guitar lesson.

