

Delaware Nita M. Lowey 21ST Century Community Learning Centers Site Observation Form



General Program Information					
Visit Date: 10/21/25		Cohort #: 22-06		Observation Start Time: 3:15pm End Time: 6:00pm	
Lead Agency Name: Thomas Edison Charter School					
Partner Name: Red Clay Nutrition Services, 4 Youth Productions, Metropolitan Urban League					
Servicing School(s) and School District(s): Brandywine School District, Colonial School District, Christina School District, Red Clay Consolidated					
Site Name/Location: Thomas Edison Charter School, 2200 North Lombard Street, Wilmington, DE 19802					
School Principal(s): Salome Thomas-EL, Liz Yates					
Program Director: Andre Hinds					
Site Coordinator: Favour Omoaregba					
Number of Staff	Total in Budget		Current Total		Total Present
21st CCLC Full Time Staff:	27		21		22
21st CCLC Part Time Staff:	0		4		6
Total Staff:	27		25		28
Notes:					
	Proposed Enrollment	Current Enrollment	Total Present	Proposed Average Daily Attendance	Current Average Daily Attendance
Number of 21st CCLC Students:	200	175	108	150	111
English Language Learners: 2			Students with Special Needs: 6		
Subgrant Total Number of Sites: 1		Subgrant Total Enrollment of All Sites:		Subgrant Total Average Daily Attendance of All Sites:	
Notes:					
Documents Available for Review					
Attendance List: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>					
Lesson Plans: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>					
Notes:					

Arrival – Dismissal – Attendance – Tracking Method

Describe Arrival Process: School dismissal begins at 3:15 PM for car riders and After School Program participants. An After School staff member picks up Kindergarten and 1st grade students, while students in grades 2 through 8 are dismissed by their classroom teachers to proceed to the cafeteria, where dinner is served.

Describe Dismissal Process: Students begin dismissal around 5:30 PM - 5:45 PM through the school PA system, which calls them to the front office. After School staff are assigned to ensure that students have permission to leave with approved adults or walk home independently.

Staff also take attendance and verify bus riders as students board buses from the cafeteria. A security guard is stationed at the front for safety. Once all students have been dismissed, administrative and support staff remain in the front office until all students have been picked up, and all buses have been cleared.

Describe Method of Tracking Attendance: The program uses several methods to track attendance. Office staff take group attendance around 3:45 PM, while teachers and support staff record attendance between 3:45 and 4:00 PM to confirm that all students are marked present or absent for the day.

At the end of each week, attendance folders from each grade level are collected and compared with the main attendance list. After verification, attendance is recorded in Google Drive on the weekly attendance tracker and entered into EZ Reports.

Delaware Nita M. Lowey 21ST Century Community Learning Centers Site Observation Form

Description of Activity #1 Observed			
Activity Name: Academic Enrichment		Activity Leader: Ms. Thomas	
Staff	Number	Staff	Number
Certified Teacher	1	Young adult	
Specialist, Other Professional		Volunteer	
Para-educator		Other:	
Notes:			
Documents Available for Review			
Lesson Plans: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>			
Notes:			
Content Area: check all that apply; designate the primary content area			
<input checked="" type="checkbox"/> Literacy, reading/language art enrichment		<input type="checkbox"/> Personal and social skills	
<input type="checkbox"/> Social Studies		<input type="checkbox"/> Sports and recreation	
<input type="checkbox"/> Health and wellness		<input type="checkbox"/> Service Learning	
<input checked="" type="checkbox"/> STEM - science, technology, engineering, math		<input type="checkbox"/> Creative arts	
<input type="checkbox"/> College and Career Preparation		<input type="checkbox"/> Other:	
Type of Space			
<input checked="" type="checkbox"/> Classroom	<input type="checkbox"/> Specialized studio/lab	<input type="checkbox"/> Games/club room	<input type="checkbox"/> Outside playground/field
<input type="checkbox"/> Gym	<input type="checkbox"/> Auditorium	<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Hallways
<input type="checkbox"/> Library	<input type="checkbox"/> Computer room	<input type="checkbox"/> Other:	
Grade Levels			
K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>
4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>
8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>
12 <input type="checkbox"/>			
Activity Type check all that apply			
<input checked="" type="checkbox"/> Homework Help		<input type="checkbox"/> Recreational	
<input checked="" type="checkbox"/> Tutoring		<input type="checkbox"/> Snack/meal	
<input type="checkbox"/> Project-based learning		<input type="checkbox"/> Other:	
Materials Used			
<input type="checkbox"/> Computers		<input type="checkbox"/> Sports equipment Games	
<input type="checkbox"/> Trade, reference, research books		<input type="checkbox"/> Textbooks and workbooks	
<input checked="" type="checkbox"/> Writing materials		<input type="checkbox"/> Musical instruments	
<input checked="" type="checkbox"/> Electronics media		<input type="checkbox"/> Board/table/card games, puzzles	
		<input type="checkbox"/> Art supplies	
		<input type="checkbox"/> None	
		<input type="checkbox"/> Other:	
Observation Time			
<input type="checkbox"/> 10-15 minutes	<input type="checkbox"/> 16-25 minutes	<input type="checkbox"/> 26-30 minutes	<input checked="" type="checkbox"/> 31+ minutes
Grouping Patterns			
<input type="checkbox"/> Large Group (15+)	<input checked="" type="checkbox"/> Medium Group (6-14)	<input type="checkbox"/> Small Group (2-5)	<input type="checkbox"/> Individual Working Alone

Delaware Nita M. Lowey 21ST Century Community Learning Centers Site Observation Form

21st CCLC Afterschool Program Activity Checklist	Consistently	Somewhat	Never	N/A
Warm and Welcoming Environment				
Procedures are in place to ensure young people's safety (e.g., emergencies, security).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adult supervision is provided at all times.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Healthy physical activity is promoted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Healthy snacks are offered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Youth are respected for their individuality.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support for Positive Behavior				
Rules are clear, consistent, and fair.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff members regularly offer sincere praise with specific comments and feedback for positive behavior.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When conflicts arise, they are minimized and resolved quickly.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supportive Relationships and Opportunities to Belong				
Staff members engage youth and consistently call each person by his or her name.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff members intentionally build and promote relationships characterized by warmth, respect, honesty, and caring.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff members respond to youth with respect, acceptance, and appreciation. They listen to what youth have to say.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff members are cooperative and respectful. They model positive adult relationships.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunities for Youth Choice, Decision-Making, Leadership, and Reflection				
Youth are given choices of and within a wide variety of activities.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Youth are encouraged to take on meaningful challenges.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Youth and staff members are given frequent opportunities to reflect on activities and learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Youth have opportunities to showcase their work.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunities for Learning and Skill Development				
Activities are age/development appropriate and align with the styles, abilities, and interests of youth in the program.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities are targeted at skill development.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities are active and employ hands-on approaches to learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities promote basic skills, higher order thinking, exploration, and practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coaching and feedback strategies are implemented to build skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Delaware Nita M. Lowey 21ST Century Community Learning Centers Site Observation Form

21st CCLC Afterschool Program Activity Description and Comments

Observer Name: Carol Scott

- **What kind of instructional processes are used?** The staff lead the class using a whiteboard to work on the math lesson worksheet so the students could see and participate when a student was called on to answer the equations. The literacy activity was to write a review of a scary book or movie you have seen and tell the class about it when it was time to report out.
- **Who is leading the activity?** The teacher was leading the activity with the students reporting out to review the results of the math lesson and to share their story.
- **What special skills do they have to lead the activity?** The teacher was a regular classroom teacher who teaches math lessons during the day and is able to coach for the afterschool review.
- **What is the overall tone?** The overall tone was orderly with the students following along with the teacher as she did the equations on the whiteboard and reviewed the concept of hundreds, tens and ones place to diagram a 3-digit number.
- **How much are youth engaged?** The students were very engage in filling in their worksheets and following along and participating when called on to do the problem on the whiteboard.
- **Were there other activities available to the program participants at the same time that you have not observed?** There were no other activities available to this group at the same time as academic enrichment.
- **Describe any strengths, weaknesses, concerns, questions, or recommendations you have.** The style of academic math review was strong and well taught with the concept review and active student participation to keep everyone engaged and learning.
- **Use the space below to describe any additional observations from the activity.**

Delaware Nita M. Lowey 21ST Century Community Learning Centers Site Observation Form

Description of Activity #2 Observed			
Activity Name: Lyrical Math		Activity Leader: Mr. Lewis, Mr. Pressey	
Staff	Number	Staff	Number
Certified Teacher	2	Young adult	
Specialist, Other Professional		Volunteer	
Para-educator		Other:	
Documents Available for Review			
Lesson Plans: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>			
Notes:			
Content Area: check all that apply; designate the primary content area			
<input type="checkbox"/> Literacy, reading/language art enrichment	<input type="checkbox"/> Personal and social skills		
<input type="checkbox"/> Social Studies	<input type="checkbox"/> Sports and recreation		
<input type="checkbox"/> Health and wellness	<input type="checkbox"/> Service Learning		
<input checked="" type="checkbox"/> STEM - science, technology, engineering, math	<input type="checkbox"/> Creative arts		
<input type="checkbox"/> College and Career Preparation	<input type="checkbox"/> Other:		
Type of Space			
<input checked="" type="checkbox"/> Classroom	<input type="checkbox"/> Specialized studio/lab	<input type="checkbox"/> Games/club room	<input type="checkbox"/> Outside playground/field
<input type="checkbox"/> Gym	<input type="checkbox"/> Auditorium	<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Hallways
<input type="checkbox"/> Library	<input type="checkbox"/> Computer room	<input type="checkbox"/> Other:	
Grade Levels			
K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input checked="" type="checkbox"/>
8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>
12 <input type="checkbox"/>			
Activity Type check all that apply			
<input type="checkbox"/> Homework Help	<input type="checkbox"/> Recreational		
<input checked="" type="checkbox"/> Tutoring	<input type="checkbox"/> Snack/meal		
<input type="checkbox"/> Project-based learning	<input type="checkbox"/> Other:		
Materials Used			
<input type="checkbox"/> Computers	<input type="checkbox"/> Sports equipment Games	<input type="checkbox"/> Art supplies	
<input type="checkbox"/> Trade, reference, research books	<input checked="" type="checkbox"/> Textbooks and workbooks	<input type="checkbox"/> None	
<input type="checkbox"/> Writing materials	<input type="checkbox"/> Musical instruments	<input type="checkbox"/> Other:	
<input checked="" type="checkbox"/> Electronics media	<input type="checkbox"/> Board/table/card games, puzzles		
Observation Time			
<input type="checkbox"/> 10-15 minutes	<input type="checkbox"/> 16-25 minutes	<input checked="" type="checkbox"/> 26-30 minutes	<input type="checkbox"/> 31+ minutes
Grouping Patterns			
<input type="checkbox"/> Large Group (15+)	<input checked="" type="checkbox"/> Medium Group (6-14)	<input type="checkbox"/> Small Group (2-5)	<input type="checkbox"/> Individual Working Alone

Delaware Nita M. Lowey 21ST Century Community Learning Centers Site Observation Form

21st CCLC Afterschool Program Activity Checklist	Consistently	Somewhat	Never	N/A
Warm and Welcoming Environment				
Procedures are in place to ensure young people's safety (e.g., emergencies, security).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adult supervision is provided at all times.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Healthy physical activity is promoted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Healthy snacks are offered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Youth are respected for their individuality.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support for Positive Behavior				
Rules are clear, consistent, and fair.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff members regularly offer sincere praise with specific comments and feedback for positive behavior.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When conflicts arise, they are minimized and resolved quickly.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supportive Relationships and Opportunities to Belong				
Staff members engage youth and consistently call each person by his or her name.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff members intentionally build and promote relationships characterized by warmth, respect, honesty, and caring.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff members respond to youth with respect, acceptance, and appreciation. They listen to what youth have to say.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff members are cooperative and respectful. They model positive adult relationships.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunities for Youth Choice, Decision-Making, Leadership, and Reflection				
Youth are given choices of and within a wide variety of activities.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Youth are encouraged to take on meaningful challenges.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Youth and staff members are given frequent opportunities to reflect on activities and learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Youth have opportunities to showcase their work.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunities for Learning and Skill Development				
Activities are age/development appropriate and align with the styles, abilities, and interests of youth in the program.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities are targeted at skill development.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities are active and employ hands-on approaches to learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities promote basic skills, higher order thinking, exploration, and practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coaching and feedback strategies are implemented to build skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Delaware Nita M. Lowey 21ST Century Community Learning Centers Site Observation Form

21 st CCLC Afterschool Program Activity Description and Comments	
Observer Name:	Carol Scott

- **What kind of instructional processes are used?** The math lesson was taught using a video, song and workbook to teach fractions. The video instructor was reviewing the concept of breaking down fractions into units of the whole using a graph to illustrate the parts of the whole such as: $\frac{1}{4}$ of 5 is 4 equal parts of 5 units. The students then completed the equation in their workbooks. The staff moved around the room to assist students individually.
- **Who is leading the activity?** The video was leading the activity with the teachers assisting to make sure the students understood the concepts and the equations.
- **What special skills do they have to lead the activity?** The teachers are familiar with the math skills and the individual students who may need assistance to complete the work.
- **What is the overall tone?** The overall tone is lively with the video and busy as the students worked out loud and individually in the workbooks.
- **How much are youth engaged?** The students were familiar with the lyrical math style of learning and were busy completing the workbook pages.
- **Were there other activities available to the program participants at the same time that you have not observed?** There were no other activities available to this age group at the same time.
- **Describe any strengths, weaknesses, concerns, questions, or recommendations you have.** The lyrical math approach is a fun way to illustrate math concepts though some students may have needed more individual support to make sure they understood how to do a mixed fraction equation.
- **Use the space below to describe any additional observations from the activity.**

Delaware Nita M. Lowey 21ST Century Community Learning Centers Site Observation Form

Description of Activity #3 Observed			
Activity Name: Financial planning Money Makers		Activity Leader: Ms. Ariel, Mr. Pressey, Ms. Rodriguez	
Staff	Number	Staff	Number
Certified Teacher	2	Young adult	
Specialist, Other Professional	1	Volunteer	
Para-educator		Other:	
Documents Available for Review			
Lesson Plans: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Notes:			
Content Area: check all that apply; designate the primary content area			
<input type="checkbox"/> Literacy, reading/language art enrichment <input type="checkbox"/> Social Studies <input type="checkbox"/> Health and wellness <input checked="" type="checkbox"/> STEM - science, technology, engineering, math <input type="checkbox"/> College and Career Preparation		<input type="checkbox"/> Personal and social skills <input type="checkbox"/> Sports and recreation <input type="checkbox"/> Service Learning <input type="checkbox"/> Creative arts <input type="checkbox"/> Other:	
Type of Space			
<input checked="" type="checkbox"/> Classroom <input type="checkbox"/> Gym <input type="checkbox"/> Library		<input type="checkbox"/> Specialized studio/lab <input type="checkbox"/> Auditorium <input type="checkbox"/> Computer room <input type="checkbox"/> Games/club room <input type="checkbox"/> Cafeteria <input type="checkbox"/> Other:	
Grade Levels			
K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>			
Activity Type check all that apply			
<input type="checkbox"/> Homework Help <input type="checkbox"/> Tutoring <input checked="" type="checkbox"/> Project-based learning		<input type="checkbox"/> Recreational <input type="checkbox"/> Snack/meal <input type="checkbox"/> Other:	
Materials Used			
<input type="checkbox"/> Computers <input type="checkbox"/> Trade, reference, research books <input type="checkbox"/> Writing materials <input type="checkbox"/> Electronics media		<input type="checkbox"/> Sports equipment Games <input checked="" type="checkbox"/> Textbooks and workbooks <input type="checkbox"/> Musical instruments <input type="checkbox"/> Board/table/card games, puzzles <input type="checkbox"/> Art supplies <input type="checkbox"/> None <input type="checkbox"/> Other:	
Observation Time			
<input type="checkbox"/> 10-15 minutes <input type="checkbox"/> 16-25 minutes <input checked="" type="checkbox"/> 26-30 minutes <input type="checkbox"/> 31+ minutes			
Grouping Patterns			
<input type="checkbox"/> Large Group (15+) <input checked="" type="checkbox"/> Medium Group (6-14) <input type="checkbox"/> Small Group (2-5) <input type="checkbox"/> Individual Working Alone			

Delaware Nita M. Lowey 21ST Century Community Learning Centers Site Observation Form

21st CCLC Afterschool Program Activity Checklist	Consistently	Somewhat	Never	N/A
Warm and Welcoming Environment				
Procedures are in place to ensure young people's safety (e.g., emergencies, security).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adult supervision is provided at all times.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Healthy physical activity is promoted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Healthy snacks are offered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Youth are respected for their individuality.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support for Positive Behavior				
Rules are clear, consistent, and fair.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff members regularly offer sincere praise with specific comments and feedback for positive behavior.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When conflicts arise, they are minimized and resolved quickly.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supportive Relationships and Opportunities to Belong				
Staff members engage youth and consistently call each person by his or her name.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff members intentionally build and promote relationships characterized by warmth, respect, honesty, and caring.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff members respond to youth with respect, acceptance, and appreciation. They listen to what youth have to say.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff members are cooperative and respectful. They model positive adult relationships.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunities for Youth Choice, Decision-Making, Leadership, and Reflection				
Youth are given choices of and within a wide variety of activities.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Youth are encouraged to take on meaningful challenges.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Youth and staff members are given frequent opportunities to reflect on activities and learning.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Youth have opportunities to showcase their work.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunities for Learning and Skill Development				
Activities are age/development appropriate and align with the styles, abilities, and interests of youth in the program.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities are targeted at skill development.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities are active and employ hands-on approaches to learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities promote basic skills, higher order thinking, exploration, and practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coaching and feedback strategies are implemented to build skills.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Delaware Nita M. Lowey 21ST Century Community Learning Centers Site Observation Form

21st CCLC Afterschool Program Activity Description and Comments

Observer Name: Carol Scott

- **What kind of instructional processes are used?** The guest teacher reviewed the discussion from last session answering the question “What job role needed to work as 7th or 8th grader to make \$200?” She then introduced the concept of setting goals both financial or personal using the SMART method: specific, measurable, attainable, relevant, and timebound and posed an example of purchasing a car by age 16.
- **Who is leading the activity?** The guest teacher was leading the activity with the staff managing the classroom behavior.
- **What special skills do they have to lead the activity?** The guest teacher is a specialist for the curriculum and staff are familiar with the students.
- **What is the overall tone?** The overall tone was not good. The students were disrespectful, interrupting the teacher and the staff by calling out and asking for bathroom breaks. One student apparently was texting others in the classroom from the bathroom.
- **How much are youth engaged?** The youth were not engaged in the lesson in part due to the disruptive behavior and the teacher did clearly illustrate the SMART concept to gain their attention.
- **Were there other activities available to the program participants at the same time that you have not observed?** There were no other activities available to this group during the same time.
- **Describe any strengths, weaknesses, concerns, questions, or recommendations you have.** The guest teacher did not gain the attention of the youth from the start of the class. She should have used the regular staff to gain order and then been prepared to clearly illustrate using a sample on the white board to show all the steps in setting a SMART goal.
- Use the space below to describe any additional observations from the activity.

Delaware Nita M. Lowey 21ST Century Community Learning Centers Site Observation Form

Description of Activity #4 Observed			
Activity Name: 4Youth		Activity Leader: 4Youth staff, Ms. Cheadle, Ms. Hussey, Mr. Downes	
Staff	Number	Staff	Number
Certified Teacher	3	Young adult	
Specialist, Other Professional	3	Volunteer	
Para-educator		Other:	
Documents Available for Review			
Lesson Plans: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>			
Notes:			
Content Area: check all that apply; designate the primary content area			
<input type="checkbox"/> Literacy, reading/language art enrichment <input type="checkbox"/> Social Studies <input type="checkbox"/> Health and wellness <input checked="" type="checkbox"/> STEM - science, technology, engineering, math <input type="checkbox"/> College and Career Preparation		<input type="checkbox"/> Personal and social skills <input type="checkbox"/> Sports and recreation <input type="checkbox"/> Service Learning <input type="checkbox"/> Creative arts <input type="checkbox"/> Other:	
Type of Space			
<input checked="" type="checkbox"/> Classroom <input type="checkbox"/> Gym <input type="checkbox"/> Library		<input type="checkbox"/> Specialized studio/lab <input type="checkbox"/> Auditorium <input type="checkbox"/> Computer room <input type="checkbox"/> Games/club room <input type="checkbox"/> Cafeteria <input type="checkbox"/> Other:	
Grade Levels			
K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>
8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>
12 <input type="checkbox"/>			
Activity Type check all that apply			
<input type="checkbox"/> Homework Help <input type="checkbox"/> Tutoring <input type="checkbox"/> Project-based learning		<input type="checkbox"/> Recreational <input type="checkbox"/> Snack/meal <input type="checkbox"/> Other:	
Materials Used			
<input type="checkbox"/> Computers <input type="checkbox"/> Trade, reference, research books <input type="checkbox"/> Writing materials animals <input type="checkbox"/> Electronics media		<input type="checkbox"/> Sports equipment Games <input type="checkbox"/> Textbooks and workbooks <input type="checkbox"/> Musical instruments <input type="checkbox"/> Board/table/card games, puzzles	
<input checked="" type="checkbox"/> Art supplies <input type="checkbox"/> None <input checked="" type="checkbox"/> Other: plastic			
Observation Time			
<input type="checkbox"/> 10-15 minutes	<input type="checkbox"/> 16-25 minutes	<input checked="" type="checkbox"/> 26-30 minutes	<input type="checkbox"/> 31+ minutes
Grouping Patterns			
<input checked="" type="checkbox"/> Large Group (15+)	<input type="checkbox"/> Medium Group (6-14)	<input type="checkbox"/> Small Group (2-5)	<input type="checkbox"/> Individual Working Alone

Delaware Nita M. Lowey 21ST Century Community Learning Centers Site Observation Form

21st CCLC Afterschool Program Activity Checklist	Consistently	Somewhat	Never	N/A
Warm and Welcoming Environment				
Procedures are in place to ensure young people's safety (e.g., emergencies, security).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adult supervision is provided at all times.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Healthy physical activity is promoted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Healthy snacks are offered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Youth are respected for their individuality.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support for Positive Behavior				
Rules are clear, consistent, and fair.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff members regularly offer sincere praise with specific comments and feedback for positive behavior.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When conflicts arise, they are minimized and resolved quickly.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supportive Relationships and Opportunities to Belong				
Staff members engage youth and consistently call each person by his or her name.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff members intentionally build and promote relationships characterized by warmth, respect, honesty, and caring.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff members respond to youth with respect, acceptance, and appreciation. They listen to what youth have to say.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff members are cooperative and respectful. They model positive adult relationships.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunities for Youth Choice, Decision-Making, Leadership, and Reflection				
Youth are given choices of and within a wide variety of activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Youth are encouraged to take on meaningful challenges.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Youth and staff members are given frequent opportunities to reflect on activities and learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Youth have opportunities to showcase their work.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunities for Learning and Skill Development				
Activities are age/development appropriate and align with the styles, abilities, and interests of youth in the program.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities are targeted at skill development.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities are active and employ hands-on approaches to learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities promote basic skills, higher order thinking, exploration, and practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coaching and feedback strategies are implemented to build skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Delaware Nita M. Lowey 21ST Century Community Learning Centers Site Observation Form

21st CCLC Afterschool Program Activity Description and Comments

Observer Name: Carol Scott

- **What kind of instructional processes are used?** The 4Youth staff led a discussion of zoos and what makes a healthy environment for animals considering the elements of food, water and entertainment. The youth were seated in table groups with a plastic tub of animals to choose from and draw on paper the enclosure for their chosen animal.
- **Who is leading the activity?** The 4Youth staff were leading the activity with the afterschool teachers moving about the room supporting the activity.
- **What special skills do they have to lead the activity?** The 4Youth staff are regular presenters with the program and have interesting activities and materials to do hands-on activities to illustrate the lesson.
- **What is the overall tone?** The overall tone was busy with each table group working on the elements of their enclosure, drawing the design and enjoying playing using the plastic animals to show their characteristics.
- **How much are youth engaged?** The youth were very engaged and enjoyed showing their design to other classmates and staff during the sharing time.
- **Were there other activities available to the program participants at the same time that you have not observed?** There were no other activities available to this group at the same time as the 4Youth program.
- **Describe any strengths, weaknesses, concerns, questions, or recommendations you have.** The 4Youth program is popular with the children and staff as the lessons are engaging, materials are interesting and the staff are well prepared to process the lesson.
- **Use the space below to describe any additional observations from the activity.**

Delaware Nita M. Lowey 21ST Century Community Learning Centers Site Observation Form

Observer Information	
Date of Observation	10/21/25
Observer(s) Name(s):	Carol Scott
Length of Visit	3 hours
Travel Distance:	3 miles