

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



| General Program Information | | | | | |
|---|---------------------|--|--|--|----------------------------------|
| Visit Date: 07/08/2025 | | Cohort #: 22-06 | | Observation Start Time: 8:23am End Time: 4:08pm | |
| 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 | | | | | |
| Program Director: Andre Hinds | | | | | |
| Site Coordinator: Andre Hinds/Afnan Blankinship | | | | | |
| Number of Staff | Total in Budget | | Current Total | | Total Present |
| 21st CCLC Full Time Staff: | 21 | | 28 | | 23 |
| 21st CCLC Part Time Staff: | 0 | | 13 | | 6 |
| Total Staff: | 21 | | 41 | | 29 |
| Notes: | | | | | |
| | Proposed Enrollment | Current Enrollment | Total Present | Proposed Average Daily Attendance | Current Average Daily Attendance |
| Number of 21st CCLC Students: | 120 | 126 | 95 | 115 | 104 |
| English Language Learners: 3 | | | Students with Special Needs: 10 | | |
| Subgrant Total Number of Sites: 1 | | Subgrant Total Enrollment of All Sites: 126 | | Subgrant Total Average Daily Attendance of All Sites: 104 | |
| 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: The Summer Enrichment Program begins at 8:00 AM. Buses arrive through the cafeteria entrance, while car riders are dropped off at the front of the building. Three staff members are assigned between 7:15 AM and 7:45 AM to support morning arrival: one at the front door, one at the cafeteria entrance, and one in the main office to handle parent phone calls and bus-related inquiries.

Breakfast is served from 8:00 AM to 8:45 AM. At 8:45 AM, staff members retrieve students from the cafeteria and escort them to classrooms, covering grades Pre-K through 7th.

Teachers and support staff report by 8:30 AM. However, teachers are provided prep time from 7:45 AM to 8:30 AM, Monday through Thursday. Administrative staff arrive by 8:00 AM.

Describe Dismissal Process: Student dismissal begins at approximately 3:45 PM with an announcement made over the intercom system. Summer Enrichment staff are stationed to verify that students are leaving with an authorized adult or walking home independently. Staff also take attendance and monitor bus boarding as students exit through the cafeteria.

A security guard is stationed at the front entrance for added safety. Once all students have been dismissed, administrative and support staff remain in the front office until buses complete their routes and all students are accounted for.

Describe Method of Tracking Attendance: Attendance is tracked using multiple methods. An office staff member records building-wide attendance around 8:45 AM. Additionally, teachers and support staff take attendance upon classroom arrival to ensure all students are accurately marked present or absent.

At the end of each week, grade-level attendance folders are collected by the Assistant Program Director. The EZ Reports Administrator cross-checks the folders with the main attendance list. After verification, attendance is uploaded to the Google Drive weekly tracker and then entered into the EZ-Reports database.

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

| Description of Activity #1 Observed | | | |
|--|---|--|---|
| Activity Name: Academic Achievement | | Activity Leader: Mrs. Cheadle, Mr. Evan | |
| Staff | Number | Staff | Number |
| Certified Teacher | 2 | 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 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 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"/> Recreational | |
| <input checked="" type="checkbox"/> Tutoring | | <input type="checkbox"/> Snack/meal | |
| <input type="checkbox"/> Project-based learning | | <input type="checkbox"/> Other: | |
| Materials Used | | | |
| <input checked="" 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 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 type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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

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

- **What kind of instructional processes are used?** This math session used a variety of learning strategies to teach/review math skills. The first activity was 3 digits by 2 digits multiplication that was demonstrated on the computer screen using a step-by-step process. The second activity was lyrical math teaching conversions of volume with a video and musical rap to do conversion in cups and liters. The final activity was a worksheet with real world conversions when ordering Chinese food for 5 people.
- **Who is leading the activity?** The teacher was leading the activity by teaching the skills and moving around the room to assist individuals. Table mates were encouraged to assist each other with the skills and students were called up to show their work on the computer screen.
- **What special skills do they have to lead the activity?** The teacher used a variety of classroom management skills to guide the students with clear directions, thumbs up when answers were complete, and group performances of the lyrics for Lyrical Math.
- **What is the overall tone?** The overall tone was organized and productive with everyone onboard with the activities. The different styles of learning activities kept everyone engaged
- **How much are youth engaged?** The students were engaged with hands-up for a turn to do the problem in front of the class on the computer screen, eager to perform the lyrical math song, and working in groups to solve the Chinese food order.
- **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.
- **Describe any strengths, weaknesses, concerns, questions, or recommendations you have.** This was a very well-done class with multiple chances for individual and group participation in the activities.
- 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: Academic Enrichment | | Activity Leader: Ms. Godwin, Ms. Blanca | |
| Staff | Number | Staff | Number |
| Certified Teacher | 1 | 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 checked="" 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 checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input 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 type="checkbox"/> Homework Help <input checked="" 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 checked="" 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 type="checkbox"/> 26-30 minutes <input checked="" 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input 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 type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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

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

- **What kind of instructional processes are used?** The activities were taught by demonstrating the math addition sentences on the computer screen and moving around the room to assist individual students when they worked on problems in their workbook. During the second part of the class the students gathered on the carpet to hear the story “Not Norman” and then fill in answers in a workbook.
- **Who is leading the activity?** The teacher Ms. Godwin was leading the activity with Ms. Bianca assisting individual students to focus on and complete their work.
- **What special skills do they have to lead the activity?** The teacher used classroom management skills such as “1,2,3 eyes on me, 1,2 eyes on you” and did a video brain break with jumping jacks and squats ending with a countdown to quiet.
- **What is the overall tone?** The overall tone was busy and productive with both staff working to keep the lesson focused.
- **How much are youth engaged?** The students were engaged in the lesson with hands raised to answer questions posed in the story book lesson.
- 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 teachers were skilled at keeping the group focused and learning during a long period of academic work. The children needed and enjoyed the active brain break activity.
- 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: 4-Youth | | Activity Leader: Miss Grant, 2 assistants, 2 4Youth | |
| Staff | Number | Staff | Number |
| Certified Teacher | 1 | Young adult | 2 |
| Specialist, Other Professional | 2 | 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"/> 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 type="checkbox"/> Homework Help <input type="checkbox"/> Recreational <input type="checkbox"/> Tutoring <input type="checkbox"/> Snack/meal <input checked="" type="checkbox"/> Project-based learning <input type="checkbox"/> Other: | | | |
| Materials Used | | | |
| <input type="checkbox"/> Computers <input type="checkbox"/> Sports equipment Games <input checked="" type="checkbox"/> Art supplies <input type="checkbox"/> Trade, reference, research books <input type="checkbox"/> Textbooks and workbooks <input type="checkbox"/> None <input type="checkbox"/> Writing materials <input type="checkbox"/> Musical instruments <input type="checkbox"/> Other: <input 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 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"/> |

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

- **What kind of instructional processes are used?** The staff was leading the activity with a lesson on capillary action of water. Then each child colored a coffee filter with markers and folded it into multiple folds so it became pie shaped so they could dip the point into a small cup of water. As the water was drawn up into the coffee filter the colors moved together like tie dye. The papers were then opened up to dry laying on a paper plate.
- **Who is leading the activity?** The teacher and other staff were leading and assisting with the activity
- **What special skills do they have to lead the activity?** The staff were able to teach a science concept using the simple color marker action on a coffee filter.
- **What is the overall tone?** The children enjoyed the process and the different color designs created by the capillary action of the water and the magic markers.
- **How much are youth engaged?** The children were very engaged in the process looking forward to how their marker creation would transform with the addition of the water.
- **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 4Youth lessons do a good job of illustrating a science concept with a craft activity that is a fun hands-on experience.
- 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: Teen Cuisine – Coop. Extension | | Activity Leader: Hakeem Booker, Miss Cheadle, Miss Husin, Ms. Rodriguez | |
| Staff | Number | Staff | Number |
| Certified Teacher | 3 | 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 checked="" type="checkbox"/> Health and wellness <input 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 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 checked="" type="checkbox"/> Cafeteria <input type="checkbox"/> Other: | <input type="checkbox"/> Outside playground/field <input type="checkbox"/> Hallways |
| 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 checked="" type="checkbox"/> Other: HEALTHY EATING | |
| Materials Used | | | |
| <input type="checkbox"/> Computers <input type="checkbox"/> Trade, reference, research books <input type="checkbox"/> Writing materials SUPPLIES <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 type="checkbox"/> Art supplies <input type="checkbox"/> None <input checked="" type="checkbox"/> Other: KITCHEN | |
| 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 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 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 students took a survey indicating the # of times per day they had sugary drinks, soda, fruits, vegetables, tried new things, exercised, or watched TV . They then helped to cook and serve tortillas made with chicken, spinach, rice and cheese filling warmed in an electric fry pan and served with cups of salsa.
- **Who is leading the activity?** Mr. Booker was leading the activity with the regular staff assisting to monitor the tables and keep the group focused.
- **What special skills do they have to lead the activity?** Mr. Booker led the group in the survey lesson and selected students to help in preparing, cooking and serving the tortillas. He also asked them if they enjoyed the spinach that was mixed in the rice.
- **What is the overall tone?** The overall tone was relaxed with the students looking forward to trying the tortillas.
- **How much are youth engaged?** The youth were engaged in the survey and enjoyed helping to cook and serve the tortillas. All of the students enjoyed eating the tortillas and didn't mind that a vegetable, spinach, was include in the recipe.
- **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 leader did a good job of teaching and leading a large group in a cooking activity.
- 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 | 7/8/25 |
| Observer(s) Name(s): | <u>Carol Scott</u> |
| Length of Visit | 7.5 hours |
| Travel Distance: | 3 miles |