

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



General Program Information

Visit Date: 10/28/24	Cohort #: 22-06	Observation Start Time: 3:00pm End Time: 6:00pm
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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 Assistant -Lisa Ray

Number of Staff	Total in Budget	Current Total	Total Present
21 st CCLC Full Time Staff:	21	28	22
21 st CCLC Part Time Staff:	0	5	3
Total Staff:	21	33	25

Notes:

	Proposed Enrollment	Current Enrollment	Total Present	Proposed Average Daily Attendance	Current Average Daily Attendance
Number of 21st CCLC Students:	197	187	146	175	121

English Language Learners: 2	Students with Special Needs: 15
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Subgrant Total Number of Sites: 1	Subgrant Total Enrollment of All Sites: 187	Subgrant Total Average Daily Attendance of All Sites:
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Notes:

Documents Available for Review

Attendance List: Yes No

Lesson Plans: Yes No

Notes:

Arrival – Dismissal – Attendance – Tracking Method

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

Describe Dismissal Process: Students begin dismissing around 5:52pm through the school PA system

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calling them to the front office. After school staff are assigned to ensure students have approval to go with adults at pick up or have approval to walk home. They also take attendance and check bus riders as student board buses from the cafeteria. A security guard is present at the front for safety. Once all students are dismissed, administrative and support staff wait in the front office until all students have been dropped off.

Describe Method of Tracking Attendance: The program uses several methods for tracking attendance. The office staff takes group attendance around 3:45 pm and teachers and support staff take attendance between 3:45 and 4:00pm to confirm all students are marked present or absent for the day. At the end of the week, they collect the attendance folders from each grade level and compare them with the main attendance list. After verification, attendance is recorded in Google Drive on the weekly attendance tracker.

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Description of Activity #1 Observed					
Activity Name: Academic Enrichment			Activity Leader: Ms. Barrett, Ms. Nesemann, Hunter, Jenkins		
Staff	Number	Staff	Number		
Certified Teacher	4	Young adult			
Specialist, Other Professional		Volunteer			
Paraeducator		Other:			
Participants					
Total Number Students in Activity: 10					
Notes:					
Documents Available for Review					
EZReports Attendance: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		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 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 type="checkbox"/> Recreational			
<input type="checkbox"/> Tutoring		<input type="checkbox"/> Snack/meal			
<input type="checkbox"/> Project-based learning		<input checked="" type="checkbox"/> Other: enrichment practice			
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 type="checkbox"/> Textbooks and workbooks	<input type="checkbox"/> None			
<input checked="" type="checkbox"/> Writing materials	<input type="checkbox"/> Musical instruments	<input checked="" type="checkbox"/> Other:work sheet			
<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 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		
21 st CCLC Afterschool Program Activity Checklist		Consistently	Somewhat	Never	N/A

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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 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"/>

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21st CCLC Afterschool Program Activity Description and Comments

Observer Name: Carol Scott

- What kind of instructional processes are used? The students were being led by a classroom teacher who illustrated the items on the work sheet on the computer screen in front of the room. As warm-up they practiced counting to 10, then counted backwards, 10,9, 8...to blast off. The concept was “one less” that they answered on their work sheet and then traced the number. The teacher talked through the items and illustrated them on the board. Then she helped them sound out the answers by touching their finger up their arm for the syllables of the word.
- Who is leading the activity? The main teacher was leading the activity with the other teachers working with the students at each table.
- What special skills do they have to lead the activity? The teachers were the regular classroom teachers who were skilled at teaching the concepts and familiar with the individual students.
- What is the overall tone? The overall tone was busy and productive as each table group had a teacher to assist with the lesson and worksheet.
- How much are youth engaged? The students were very engaged with some completing the work sheet early and using the extra time to free play with items from activity bins.
- Were there other activities available to the program participants at the same time that you have not observed? There were no other activities for this age group that I did not observe.
- Describe any strengths, weaknesses, concerns, questions, or recommendations you have. The lesson was well led with a demonstration of the concept, group participation along with the teacher showing the answer on the board for everyone to see, and individual help as needed to keep everyone on task.
- Use the space below to describe any additional observations from the activity.

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Description of Activity #2 Observed				
Activity Name: Academic Enrichment _ Math			Activity Leader: Ms. Lynch	
Staff	Number	Staff	Number	
Certified Teacher	2	Young adult		
Specialist, Other Professional		Volunteer		
Paraeducator		Other:		
Total Number Students in Activity: 7				
Notes:				
Documents Available for Review				
EZReports Attendance: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		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 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 checked="" type="checkbox"/> Homework Help		<input type="checkbox"/> Recreational		
<input 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"/> Trade, reference, research books	<input checked="" 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 checked="" type="checkbox"/> 16-25 minutes	<input 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	
21st CCLC Afterschool Program Activity Checklist		Consistently	Somewhat	Never
				N/A

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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 were working independently on a homework math sheet with the teachers circulating around the room to assist if needed.
- Who is leading the activity? The teachers were monitoring the room to make sure everyone was working on the homework.
- What special skills do they have to lead the activity? The teachers are the regular classroom teachers who know the math sheet content and the students abilities to offer assistance if needed.
- What is the overall tone? The tone of the room was quiet with the students working alone or conferring with others nearby.
- How much are youth engaged? The youth were busy working to complete the assignment so they could move on to the next activity.
- 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 that I did not observe.
- Describe any strengths, weaknesses, concerns, questions, or recommendations you have.
- 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: Lyrical Math		Activity Leader: LM instructor, Ms. Cheadle, 3 classroom/ Coaching staff	
Staff	Number	Staff	Number
Certified Teacher	4	Young adult	
Specialist, Other Professional	1	Volunteer	
Paraeducator		Other:	
Participants			
Total Number Students in Activity: 22			
Notes:			
Documents Available for Review			
EZReports Attendance: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		Lesson Plans: Yes <input type="checkbox"/> No <input checked="" 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 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 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 type="checkbox"/> Project-based learning	<input type="checkbox"/> Recreational
	<input type="checkbox"/> Snack/meal	<input checked="" type="checkbox"/> Other: math review	
Materials Used			
<input type="checkbox"/> Computers	<input type="checkbox"/> Trade, reference, research books	<input type="checkbox"/> Writing materials	<input checked="" 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 type="checkbox"/> Other:	
Observation Time			
<input checked="" type="checkbox"/> 10-15 minutes	<input type="checkbox"/> 16-25 minutes	<input 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 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 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 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"/>

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21st CCLC Afterschool Program Activity Description and Comments

Observer Name: Carol Scott

- What kind of instructional processes are used? The Lyrical Math activity is led by a guest instructor using video, beats, music, and rap lyrics to teach and review math skills. The lesson was to review multiplication times 2 tables and review math vocabulary such as Products and Factors. The students worked on multiplication skills while reciting the process and answers along with the video.
- Who is leading the activity? The Lyrical Math instructor was leading the activity along with support of the classroom teachers, the cheer coach and the basketball coach. The participants were members of the cheer and basketball teams.
- What special skills do they have to lead the activity? The Lyrical Math instructor gave an enthusiastic and encouraging presentation working to engage the participants in the lyrics. The regular classroom staff were helping to maintain group management and encouraging appropriate participation as this was the first time the program was offered this year at the school.
- What is the overall tone? The overall tone was busy with participants singing along with the video.
- How much are youth engaged? The youth were very engaged and seemed to enjoy singing and following along with the videos. They were familiar with the videos from previous lessons with Lyrical Math.
- Were there other activities available to the program participants at the same time that you have not observed? There were no other activities available at the same time as the math activity.
- Describe any strengths, weaknesses, concerns, questions, or recommendations you have.
- 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: Beyond those Bars		Activity Leader: Mr. Simpson 2 staff	
Staff	Number	Staff	Number
Certified Teacher	3	Young adult	
Specialist, Other Professional		Volunteer	
Paraeducator		Other:	
Participants			
Total Number Students in Activity: 15			
Notes:			
Documents Available for Review			
EZReports Attendance: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		Lesson Plans: Yes <input type="checkbox"/> No <input checked="" 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 type="checkbox"/> STEM - science, technology, engineering, math	<input checked="" 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 checked="" 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 type="checkbox"/> Project-based learning	<input checked="" type="checkbox"/> Other: music, rap lyrics		
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 type="checkbox"/> Textbooks and workbooks	<input type="checkbox"/> None	
<input type="checkbox"/> Writing materials	<input checked="" 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 checked="" type="checkbox"/> 16-25 minutes	<input 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 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 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 checked="" type="checkbox"/>	<input 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 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 type="checkbox"/>	<input checked="" 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 teachers were working on editing a tape of lyrics that had been written during the summer program and putting them to beats in a computer editing program. A cluster of 6-8 youth were standing alongside the computers assisting with word choices and music selection while they edited the tape. Other youth were on the sidelines watching and listening informally to the process.
- Who is leading the activity? The teachers were leading the editing process, working alongside several youth who were more closely involved.
- What special skills do they have to lead the activity? The teachers apparently work year-round during the summer and school year with the afterschool participants. They were interested in the activity and supportive of the youth working to edit the lyrics and beats for the rap.
- What is the overall tone? The overall tone was informal and busy with about half of the students participating in the activity and the others were engaged in conversations and socializing or doing homework.
- How much are youth engaged? The youth who were working on the editing were very engaged in the process. The others were relaxing on the sidelines or doing homework.
- 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. Computer editing is difficult to do as a group activity. Perhaps a structure where the editing crew gave periodic updates on their progress for feedback from the overall group could be used to gain more participation.
- 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	10/28/24
Observer(s) Name(s):	Carol Scott
Length of Visit	3 hours
Travel Distance:	3 miles