

# 21<sup>st</sup> Century Community Learning Center Site Visit Report

**Organization: Crawfordsville Community School Corporation**  
**Program: Crawfordsville Middle School**  
**Date of Visit: 12/9/2024**

## OVERVIEW OF QUALITY STANDARDS

As part of 21<sup>st</sup> CCLC grant requirements, grantees are required to utilize the Indiana Quality Program Self-Assessment (IN-QPSA) to examine the extent to which sites are implementing high quality afterschool programs as outlined by the Indiana Afterschool Standards. The standards are grounded in research and best practice and outline specific steps that lead to quality programs. There are a total of 38 standards, and each standard includes 4-5 specific indicators.

- **Standards** are defined as practices that are widely accepted as being the effective way of accomplishing a desired outcome.
- **Indicators** are characteristics of a program standard that is observable and subject to measurement and can be used to describe one or more aspects of the program quality.

The standards are organized into five categories including: (1) Human Relationships; (2) Indoor/Outdoor Environment; (3) Programming and Activities; (4) Safety, Health, and Nutrition; and (5) Administration. For 2023-2024, the Top Ten Standards were utilized, where observable.

**Standard 1:** Staff relate to all children and youth in positive ways.

**Standard 4:** Staff interact with all children and youth to help them learn.

**Standard 5:** Staff use positive techniques to guide the behavior of children and youth.

**Standard 19:** The safety and security of all children and youth are protected.

**Standard 32:** The training needs of the staff are assessed, and training is relevant to the responsibilities.

*(Note: Standards-based practices for Standards 8, 27, 28, 30, and 31 were not observable and not reported.)*

**Priority Area (College Career Readiness, Literacy, STEM):** This report also includes information related to the site's priority area, and feedback is aligned with Indiana Afterschool Specialty Standards, where observable.

## OVERVIEW OF SITE VISIT

The observation took place on Tuesday, December 3<sup>rd</sup> at 3:45pm in the afternoon. The following activities were observed.

- **Snack (All Grades):** Following dismissal from the school day, students met in the cafeteria where they received a snack of a cheese stick and cookies and sat at a table with their group for the day. Staff leading the activities for the day circulated the space and helped pass out snacks. Once students were done with their snack, staff took students to their program area (24 Students, 4 Staff).
- **Robotics (All Grades):** At the start of the activity, staff gathered students to take care of administrative things like ordering sweatshirts for their upcoming team competition. Staff then reminded students of when the competition was and how important it is for them to focus on creating and preparing their robots for the competition. Students were split into two groups and worked together to continue working on building their robots. Each robot had to be able to move and have a mechanism used to launch something. Students were observed bouncing ideas off of each other and staff went between both groups and offered suggestions and guidance for their robots as needed (9 Students, 1 Staff).
- **Homework Help (All Grades):** Students worked on homework quietly and independently. Some students worked on math homework while others worked on a research project (8 Students, 1 Staff).
- **Weightlifting (All Grades):** Staff led students through several strength exercises and provided detailed instruction and coaching to help students do the different lifts and work on using the proper form. Among the observed exercises, students did a jerk and press in the split squat position paired with medicine ball slams. Then, students did shoulder presses from a split squat position paired with triceps pushdowns using a resistance band. Pairs of students took turns doing the exercises so staff could watch them and provide feedback. Staff also taught weight room etiquette and safety (i.e., not walking in front of someone as they are doing their set) (6 Students, 1 Staff).

## SUMMARY OF OBSERVATION

Based on the Site Visit observation, the following strengths and potential areas for improvement were identified. As a note, site observations represent one point in time and may not accurately reflect the full program.

### Selected Strengths

- **High-Quality Activities:** The robotics and weightlifting activities engaged students in a variety of IN-QPSA best practices for afterschool programming. Both engaged students in hands-on learning as students were tasked with using robotics materials to build their robots, and weightlifting students were hands-on with the weights. Weightlifting staff also used step-by-step instruction with visual aids (“We have the bar in our front rack position. Then we do a little dip and then jerk. Then we are going to bring the bar down and press it.”). Students then replicated these steps themselves. Staff were also observed providing suggestions and guidance to help students in their robotics builds (“Maybe try moving this piece out a little bit, but make sure they are evenly spaced so it is balanced.”). Weightlifting staff also provided one-on-one instruction to each student, providing constructive feedback that focused on positive elements (“Your split squat position looks really good there, just try to bring that back heel up a little more off the ground”). Praise was appropriately provided as students completed lifts or made progress on their robots (“Nice job!”; “Good work”). Robotics staff were also observed posing open-ended questions to students to

get them to think a little more about the build of their robot (“What do you think would happen if we added some more spaces to lift the wheels up?”).

- **Program Advertisement:** In the hallway outside of the school cafeteria, the program has a bulletin board that includes the activities and schedule for each day. The bulletin board also showcases the program's awards from the Indiana Afterschool Network recognizing the program as a quality leader in out-of-school time learning . Advertising the program like this allows students to look at the possible programs they could be a part of and visiting parents can see the activities and know that it is a high-quality program.

### Selected Considerations

- **Academic Assistance:** Homework help was one of the program offerings on the day of observation. Students in this group had their own space to work on their homework and were expected to work independently and quietly on their homework. While this allowed students to focus on their work, no additional assistance was provided by staff. Staff were available if students had any questions about their work, but otherwise monitored to make sure students were staying on task. To help students get the most out of the programming and extra time working on homework in a school setting, program staff are encouraged to actively engage with students while they do their work. For example, staff could check in with each student and ask them if there is anything they are struggling with or could benefit from additional assistance. Further, staff could check over student homework as they completed it and point out areas where students could improve their work.
- **Literacy Priority:** As a literacy priority program, the afterschool program at Crawfordsville Middle School is encouraged to offer additional opportunities within the existing activities for students to work on their writing through journaling, creative writing, or writing-related games. This might include asking students to track their weightlifting progress and experiences through a journal or asking Robotics participants to keep an engineering log of the design processes that they employed. Additional examples of resources around literacy programming are available through the Y4Y Literacy Toolkit: <https://y4y.ed.gov/toolkits/afterschool/literacy/>
- **Site Observation:** As stated above, this observation represents one point in time and may not accurately reflect the full program. Therefore, consideration should be given to utilizing the indicators within this protocol and conducting additional observations. This could be done by the Site Coordinator and/or program staff. Results should be shared among staff to identify any areas for improvement, as well as reinforce examples of key practices present within high quality community learning centers.

## OVERVIEW OF RESULTS

To further aid 21<sup>st</sup> CCLC sites in completing the IN-QPSA assessment, Indiana University developed specific practices associated with each indicator. Based on these practices, Diehl Consulting developed an observation form to identify the presence of the selected practice in the program.

The results below should be interpreted by reviewing the **Observed Column**. If there is an “X” in the box next to the standards-based practice, this means the **practice was observed during the visit**. If the box is unchecked, there is not an “X” in the box, this means the **practice was not observed during the visit**. If a standards-based practice could not be observed or was not applicable, there will be an “X” in the box of the **N/A Column**.

The observer may also provide additional information, quotes, examples, and comments in the **Supporting Evidence** text box.

The following standards-based practices were observed on the day of the observation.

## RESULTS

<b>Human Relationships Standard #1: Staff relate to all children and youth in positive ways.</b>	
<b>Indicator 1A. Staff treat children with respect and listen to what they say.</b>	
<b>Standards-Based Practices</b>	
<b>N/A</b>	<b>Observed</b>
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff do not interrupt when a child/youth is speaking
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff make eye contact with and pay attention to children/youth when listening to them and show interest by extending the conversation
<input type="checkbox"/>	<input checked="" type="checkbox"/> Children’s/youth’s comments are taken seriously
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff use encouraging, affirming and supportive language (e.g., “I understand...” “I hear...”)
<b>Supporting Evidence</b>	
Staff did not interrupt students when they were speaking. Staff paid attention to students when they were speaking, making eye contact with them and extending the conversation. All comments from students were taken seriously. Weightlifting staff was observed using encouraging language with students (“Come on, lift that back foot up a little bit for me, you got this. Good job!”).	
<b>Indicator 1B. Staff create a welcoming and comfortable environment for children.</b>	
<b>Standards-Based Practices</b>	
<b>N/A</b>	<b>Observed</b>
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff use a friendly tone of voice and greet all children/youth by name at beginning of session
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff smile often
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff use positive language, avoiding threats or sarcasm
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff handle challenging situations in a calm manner (e.g., maintain neutral facial expressions and avoid yelling).
<input type="checkbox"/>	<input checked="" type="checkbox"/> Children/youth initiate positive social interactions with each other and appear to enjoy one another

<b>Supporting Evidence</b>	
Staff were friendly toward students and observed greeting them by name at the beginning of the session (Hey [Student Name], how was your day? Are you ready to get rolling on your robot?). Staff smiled often and used positive language. While there were very minimal challenging situations as program students were well-behaved and everything ran smoothly, staff remained calm when handling challenging situations. For example, during robotics, staff had to remind a couple of students to stay on task more than once but remained calm when dealing with the issue. Students appeared to enjoy being around each other. Specifically, in the robotic club, students worked well together.	
<b>Indicator 1C. Staff respond to children with acceptance and appreciation.</b>	
<b>Standards-Based Practices</b>	
<b>N/A</b>	<b>Observed</b>
<input type="checkbox"/>	<input checked="" type="checkbox"/> All children/youth are encouraged and invited to participate in activities
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff do not appear to favor certain children/youth or small groups of children/youth
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff language focuses on positive, rather than negative, elements
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff are kind to children/youth, even in situations where the child/youth may be struggling to keep pace with others
<b>Supporting Evidence</b>	
All students were encouraged and invited to participate in activities. No favoritism was observed. Weightlifting staff language focused on the positive (“Your split squat position looks really good there, just try to bring that back heel up a little more off the ground”). Weightlifting staff were also kind to students who were struggling to keep pace with the others. For example, one student was struggling to do as much weight as the others, so staff got them bar with less weight and had the student work on keeping their balance and having good form.	
<b>Indicator 1D. Staff are engaged with all children.</b>	
<b>Standards-Based Practices</b>	
<b>N/A</b>	<b>Observed</b>
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff attend to children/youth throughout the session, rather than to cellphones or other distractions
<input type="checkbox"/>	<input checked="" type="checkbox"/> When appropriate, staff participate in activities with children/youth in order to model behavior/skills and/or engage children/youth
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff appear to enjoy being with the children/youth
<input type="checkbox"/>	<input type="checkbox"/> Staff show a personal interest in children/youth – ask about interests and discuss life outside school in informal conversations
<b>Supporting Evidence</b>	
Staff were attentive to students throughout the observation. Weightlifting and robotics staff would step into the activity to model skills and engage students. For example, robotics staff would listen to student ideas and then provide suggestions and demonstrate how they could get certain mechanisms to work on their robot. Staff appeared to enjoy being around students. During the observation, there were no observed instances of staff discussing life outside of school in informal conversations.	

**Human Relationships #4: Staff interact with all children and youth to help them learn.**

**Indicator 4A. Staff ask questions that encourage children/youth to think for themselves.**

**Standards-Based Practices**

**N/A | Observed**

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | <input checked="" type="checkbox"/> Staff begin new activities or discussions with “why,” “what if,” “how can we,” “how might this affect,” or similar, open-ended questions     |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> When providing academic assistance, staff ask questions to help guide the child/youth towards the correct answer, without directly providing the answer |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> Staff utilize wait time after questions to allow children/youth the time to think before answering  |
| <input type="checkbox"/>            | <input checked="" type="checkbox"/> Staff utilize small group discussion, journaling, creative activities, etc. to encourage children/youth to express ideas                     |

**Supporting Evidence**

The robotics activity was fairly open-ended as students could go in any direction with their robot. Staff posed open-ended questions to students when assisted (“What do you think would happen if we added some more spaces to lift the wheels up?”). While homework help was an activity for the day, during observation of this group, students did not ask any questions and therefore staff were not observed providing academic assistance. Robotics required students to be creative and work in small groups.

**Indicator 4B. Staff share skills and resources to help children/youth gain information and solve problems.**

**Standards-Based Practices**

**N/A | Observed**

- |                          |  |
|--------------------------|--|
| <input type="checkbox"/> | <input checked="" type="checkbox"/> Staff instruct and guide children/youth regarding how and where to acquire new information when solving problems or when curious |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> Staff utilize step-by-step processes with, when possible, visual organizers when beginning new activities                        |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> Staff encourage children/youth to use a similar step-by-step process to solve complex problems                                   |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> Staff offer questions, suggestions, guidance for how children/youth might solve problems   |

**Supporting Evidence**

Robotics staff was observed guiding students on where to get new information. For example, one student had an idea but was unsure how to go about building it, so staff pointed them to look online for inspiration. Weightlifting staff explained the step-by-step process of each exercise (“We have the bar in our front rack position. Then we do a little dip and then jerk. Then we are going to bring the bar down and press it.”). Staff offered guidance on how students might solve problems in robotics. For example, one group was having trouble getting a part of fit on their robot and work correctly so staff offered some suggestions to get it to work (“Maybe try moving this piece out a little bit, but make sure they are evenly spaced so it is balanced.”).

**Indicator 4C. Staff vary the approaches they use to help children/youth learn.**

**Standards-Based Practices**

**N/A | Observed**

<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff utilize a variety of strategies (direct instruction, modeling, visual aids) when introducing and teaching a new activity
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff provide children/youth with the goals, purposes, and expectations for each new activity
<input checked="" type="checkbox"/>	<input type="checkbox"/> Staff modify or adapt activities in order to enable all children/youth to participate
<input type="checkbox"/>	<input checked="" type="checkbox"/> Activities are developmentally appropriate
<input type="checkbox"/>	<input checked="" type="checkbox"/> Activities respect diverse needs, abilities, and cultural backgrounds

**Supporting Evidence**

Weightlifting staff used direct instruction and then modeled each exercise before students began doing the exercise themselves. Robotics staff provided clear expectations for students for the programming day that they were to focus on creating their robot so it would be ready for competition. No adjustments were needed to allow all students to participate. Activities were developmentally appropriate and respected diverse needs.

**Indicator 4D. Staff help children/youth use language skills through frequent conversations.**

**Standards-Based Practices**

N/A	Observed
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff use developmentally appropriate language when speaking to children/youth and children/youth appear to understand
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff use questions and prompts to support conversations between themselves and children/youth, avoiding taking over the conversation
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff use a variety of strategies to encourage and support conversations among children/youth

**Supporting Evidence**

Staff used developmentally appropriate language. Robotics staff used prompts and questions to support conversations between themselves and students and to support conversation among students. For example, staff went back and forth between both groups and would ask how things were going and then offer any suggestions/questions and have the group discuss among themselves.

**Human Relationships #5: Staff use positive techniques to guide the behavior of children and youth.**

**Indicator 5A. Staff encourage children/youth to cooperate, share, care for materials, or join in activities.**

**Standards-Based Practices**

N/A	Observed
<input type="checkbox"/>	<input checked="" type="checkbox"/> Praise is sincere and appropriately provided, rather than a constant overdose of praise and flowery language
<input type="checkbox"/>	<input checked="" type="checkbox"/> Procedures for the care of materials and the environment by staff and children/youth are in place and utilized
<input type="checkbox"/>	<input checked="" type="checkbox"/> Activities include opportunities for cooperation and sharing among children/youth
<input type="checkbox"/>	<input checked="" type="checkbox"/> Cooperation and sharing skills are taught in a variety of ways (discussion, within activities, role-playing, etc.)

**Supporting Evidence**

Praise was sincere and appropriately provided. For example, weightlifting staff would tell students, "Good job!" or "Nice work!" when they completed an exercise. Procedures for the care of materials were in place and being followed. In weightlifting, students knew to properly rack their weights when they were not using them and placed equipment in the correct place when they were done using it for the day. Robotics included activities for cooperation among students. Students were often observed

bouncing ideas off each other and working collaboratively to design their robots. Each group also assigned jobs among group members to delegate tasks and work more efficiently.

**Indicator 5B. Staff set appropriate limits for children/youth.**

**Standards-Based Practices**

N/A	Observed
<input type="checkbox"/>	<input checked="" type="checkbox"/> Rules and procedures have been taught to children/youth and reviewed as needed, based on behavior
<input type="checkbox"/>	<input checked="" type="checkbox"/> Where appropriate, rules or procedures in place during the school day are used in the program
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff are able to readily adjust the rules and procedures when necessary (e.g., the schedule changes, fewer staff members are present)

**Supporting Evidence**

Students were aware of rules and procedures. While no adjustments to rules and procedures were necessary during the observation, staff appeared able to readily adjust them when necessary.

**Indicator 5C. Staff use positive behavior management methods.**

**Standards-Based Practices**

N/A	Observed
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff utilize such strategies as: proximity, redirection, ignoring, re-teaching, directly stating what to do, restating the expectation, or asking child/youth to restate the expectation, when dealing with inappropriate behaviors
<input checked="" type="checkbox"/>	<input type="checkbox"/> Whenever possible, staff address a child’s/youth’s inappropriate behavior in private rather than in a group setting
<input checked="" type="checkbox"/>	<input type="checkbox"/> Consequences for inappropriate behaviors are consistent with the behavior (e.g., child/youth misuses scissors or equipment, then scissors or equipment are off limits for a number of days)
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff remain calm when intervening
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff are vigilant and aware of what is going on around them at all times, in order to be proactive

**Supporting Evidence**

Minimal behavior issues were observed during the observation. Staff were observed directly stating what to do to remind students to stay on task (“Come on bud, let’s make sure we are helping out our group.”) and restating expectations (“When we are done with our set we do not walk by someone who is doing their set,”). No behavior issues were serious enough to warrant addressing them in a private setting or providing consequences. Staff remained calm when they intervened and were aware of what was going on around them at all times.

**Indicator 5D. Staff encourage children/youth to resolve their own conflicts whenever possible.**

**Standards-Based Practices**

N/A	Observed
<input checked="" type="checkbox"/>	<input type="checkbox"/> If possible, staff utilize conflict resolution strategies used during the school day
<input checked="" type="checkbox"/>	<input type="checkbox"/> Staff teach various skills (e.g., “I” messages, expressing feelings) to children/youth for use in resolving conflicts
<input checked="" type="checkbox"/>	<input type="checkbox"/> Staff observe conflict and encourage collaborative resolution without imposing their own solution

**Supporting Evidence**

No conflict between students was observed.



**Safety, Health, and Nutrition #19: The safety and security of all children and youth are protected.**

**Indicator 19A. There are no observable safety hazards in the program space.**

**Standards-Based Practices**

**N/A | Observed**

- Staff are providing appropriate supervision for children/youth in all settings

**Supporting Evidence**

Appropriate supervision was provided in all settings.

**Indicator 19B. Systems are in place to protect the children from harm, especially when they move from one place to another or use the restroom.**

**Standards-Based Practices**

**N/A | Observed**

- Written procedures have been developed, taught to children/youth and posted throughout the program for the following routines/situations: Arrival, Dismissal, Restroom visits, Transitions
- Children/youth are following procedures
- Staff reteach and/or adjust procedures if children/youth are not following them or if procedures are hindering rather than helping

**Supporting Evidence**

Written procedures were posted in programming spaces and students were aware of them. No adjustments to program procedures were necessary.

**Indicator 19C. Equipment for active play is safe.**

**Standards-Based Practices**

**N/A | Observed**

- Large equipment is secured, bolted, and stable
- Playground equipment is on safe, appropriate surfaces (e.g., basketball goal on hard surface), jungle gym on softer surface (sand/wood chips)

**Supporting Evidence**

Large equipment was safe and secure in the weight room. No programming took place on playground equipment.

**Indicator 19D. A system is in place to keep unauthorized people from taking children from the program.**

**Standards-Based Practices**

**N/A | Observed**

- Procedures are in place that ensure that children/youth will be taken from the program by authorized persons only

**Supporting Evidence**

Staff monitored dismissal by making sure bus riders got on the correct bus and car riders were picked up by an authorized person.

**Administration #32: The training needs of the staff are assessed, and training is relevant to the responsibilities.**

**Indicator 32C. Staff receive training in arranging program space and designing activities to support program goals.**

**Standards-Based Practices**

<b>N/A</b>	<b>Observed</b>
<input type="checkbox"/>	<input checked="" type="checkbox"/> Furniture is arranged in a manner that creates age-appropriate areas of interest and work for children/youth
<input checked="" type="checkbox"/>	<input type="checkbox"/> If a child/youth with physical disabilities is in the program, space has been adjusted by staff to enable accessibility to space and activities
<input type="checkbox"/>	<input checked="" type="checkbox"/> Activities for children/youth are age appropriate
<input type="checkbox"/>	<input checked="" type="checkbox"/> Older children/youth are involved with clubs and activities that are of interest to them

**Supporting Evidence**

Furniture was appropriate. Activities were age appropriate, and students seemed to be engaged and enjoying their activities.

# 21<sup>st</sup> Century Community Learning Center Site Visit Report

**Organization: Crawfordsville Community Schools**  
**Program: Mollie B. Hoover Elementary**  
**Date of Visit: 3/18/2024**

## OVERVIEW OF QUALITY STANDARDS

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**Standard 5:** Staff use positive techniques to guide the behavior of children and youth.

**Standard 19:** The safety and security of all children and youth are protected.

**Standard 32:** The training needs of the staff are assessed, and training is relevant to the responsibilities.

*(Note: Standards-based practices for Standards 8, 27, 28, 30, and 31 were not observable and not reported.)*

## OVERVIEW OF SITE VISIT

The observation took place on December 3, 2024 at 2:55 pm. The following activities were observed:

- **Cafeteria:** Following school dismissal, students assembled in the cafeteria to wait for programming to begin. They were expected to complete homework, read, or work on their tablets during this time. Quiet talking was permitted. Staff circulated in the space interacting with youth and providing supervision. Snack was provided and consisted of cheese sticks and teddy grahams (9 students, 1 staff).
- **Spell Bowl:** Students watched a movie, *the Christmas Chronicles*, to celebrate the completion of their recent competition. Students selected the movie that they would watch that day. In prior sessions, students had participated in internal competitions to determine how many votes that they would have for choosing the movie. During a typical session, students study words as a team, participate in mock competitions, and spell individually. Students are split into small teams for practice activities to help them meet new friends (7 students, 1 staff).
- **Science Bowl:** In preparation for an upcoming experiment, staff led students in a lesson that covered the Law of Conservation of Mass, as well as the definitions of *solution*, *solvent*, and *solute*. The group reviewed the definitions and worked through a written description of similar experiment. Students took turns contributing to the discussion, and staff asked the full group if they agreed with the responses that individual youth provided (10 students, 1 staff).
- **S.E.E. (Sign Language):** Staff quizzed students on various words that they had learned in prior sessions. The staff member said the word, and students signed it back to her. Next, they reviewed Christmas-themed signs as a group. Finally, each student signed a Christmas-themed sentence that they developed.
- **Visual Journal:** Students began making a book. Staff provided a demonstration using a projector. She completed each step (e.g., making the cover, gluing pages), while students followed along at large tables in the art room. Throughout the session, staff provided detailed step-by-step instructions and encouragement to youth. They were encouraged to help their peers and work at their own pace. In addition to full-group instruction, one-on-one support was also provided (13 students, 1 staff).
- **Homework – Lafever:** Students worked on homework individually under the supervision of a staff member. The staff member circulated in the program space to provide support and supervision. Once their homework was complete, all students read for 20 minutes. Finally, they had the opportunity to work on earlier art projects or to choose an activity from an activity tote (11 students, 1 staff).
- **Homework – Wilson:** Students worked on homework individually under the supervision of a staff member. The staff member circulated in the program space to provide support and supervision. Once their homework was complete, students read quietly. At 4:20, game time began, and students played board games or completed puzzles (11 students, 1 staff).

## SUMMARY OF OBSERVATION

Based on the Site Visit observation, the following strengths and potential areas for improvement were identified. As a note, site observations represent one point in time and may not accurately reflect the full program.

### Selected Strengths

- **Variety of Activities:** As noted in previous reports, Hoover Elementary School offers a variety of daily rotating club activities after school. For the Fall 2024 semester, the following programs are offered: Sports, S.O.A.R., Craft Club, Spell Bowl, Science Bowl, S.E.E., Visual Journal, Ukelele, Legos, Power Hour, Caring Hearts, Trivia, Game Club, and Homework. These clubs take place at least once a week for a 1-hour period, and a few clubs are offered more than once per week. Each club provides students with academic

programming and enrichment activities. The variety of activities helps students be involved in clubs that interest them since they are allowed to pick which club(s) they want to be a part of at the beginning of the semester.

- **Positive Program Culture:** Program culture was highly positive throughout the entire session. There was evidence that students' input was valued, and staff encouraged all students to play an active role in the program. Relationships between students and staff were very positive. It was clear that staff had students' best interests (both academic and social) in mind during all activities. Staff were enthusiastic, supportive, and nurturing. Staff appeared to know all students well. Staff were aware of students' strengths and challenges and provided individualized support. All students were made to feel welcome and were encouraged to participate. Staff smiled and joked with students, and students appeared to be comfortable with program staff.
- **Qualified Staff:** As noted in prior reports, the program continues to employ school-day teachers to facilitate academic and enrichment programming. Staff have shared that serving as a school-day teacher was helpful because they already know and have a relationship with the students that they see in the afterschool program.
- **Encouraging Youth to Participate in Clubs:** Students were made to feel welcome and were encouraged to participate in the activities. For example, a staff member was observed encouraging students to participate in various clubs. "You should go see what spelling club is doing. That might be something that interests you." The same staff member was observed supporting a youth with a challenging home work assignment so that the student could participate in a club. "Can you show me what you need to do? It would be good to get a break [from homework] while you are in visual arts. We can come up with a way to get your study guide done."
- **Organization and Preparation:** Overall, the program appeared to be well organized. Staff understood their roles and responsibilities. They prepared activities and materials in advance for students. The program was split into two one-hour segments, which allowed students to participate in multiple activities during each day. Transitions between activities were smooth and very little program time was lost. This cadence of program structure had been in place prior to the observation as students clearly understood program guidelines and structure.
- **Academic Assistance:** Youth had sufficient opportunities to complete homework during the observation. Two homework clubs were available for one-on-one assistance. Additionally, students worked on their homework in the cafeteria following dismissal and had access to a school-day staff member for support. When giving help, staff did not give answers but provided explanations and step-by-step instructions so that youth had opportunities to learn and practice problem-solving.
- **Hands-On Enrichment:** During the clubs offered at Hoover, staff combined various academic content (e.g., literacy, science) with hands-on activities (e.g., making books). The activities were intentional and purposeful and grounded in best practices and academic standards. Youth had the opportunity practice skills (e.g., using sign language, preparing books), make choices (e.g., choose their sentences in S.E.E. and design their own book in Visual Journal), collaborate with peers, and demonstrate what they had learned in a group (e.g., discussions, competitions).
- **Detailed Instructions:** Staff provided students with detailed instructions and hands-on demonstrations to ensure that they understood how to complete the activities. This was particularly evident in the Visual Journal and S.E.E. activities. Staff circulated in the program space to check in with them and ensure that they could complete each task.

#### **Selected Considerations**

- **Designing Activities to Maximize Participation and Increase the Number of Regular Participants:** As noted above, clubs have been highly successful at Hoover Elementary. Staff have consistently offered high quality programming that has attracted a large number of students. During the last two years, the

program has served close to 300 students for at least one day. While the program has met its attendance targets during the last two years, less than 20% of participants attended 45 or more days of programming. As applicable, staff are encouraged to expand the number of students who attend the program at high levels.

Recent Hoover Elementary 21<sup>st</sup> CCLC program evaluations show that students who attended at higher levels were more likely to maintain high grades or show improvement from fall to spring, compared to their peers who attended less frequently. Improvements in the classroom were also noted by teachers for young people who attended for more than 45 days. Due to the benefits of consistent participation, staff are encouraged to expand these opportunities to additional youth, as applicable.

Finally, given the upcoming grant competition to continue 21<sup>st</sup> CCCL funding, staff are encouraged to expand the number of regular participants during 2024-2025. Points are allocated in the application for increasing the number of regular program participants served. Maximizing these points will be beneficial because of the competitive nature of the application.

- **Site Observation:** As stated above, this observation represents one point in time and may not accurately reflect the full program. Therefore, consideration should be given to utilizing the indicators within this protocol and conducting additional observations. This could be done by the Site Coordinator and/or program staff. Results should be shared among staff to identify any areas for improvement, as well as reinforce examples of key practices present within high quality community learning centers.

## OVERVIEW OF RESULTS

To further aid 21<sup>st</sup> CCLC sites in completing the IN-QPSA assessment, Indiana University developed specific practices associated with each indicator. Based on these practices, Diehl Consulting developed an observation form to identify the presence of the selected practice in the program.

The results below should be interpreted by reviewing the **Observed Column**. If there is an “X” in the box next to the standards-based practice, this means the **practice was observed during the visit**. If the box is unchecked, there is not an “X” in the box, this means the **practice was not observed during the visit**. If a standards-based practice could not be observed or was not applicable, there will be an “X” in the box of the **N/A Column**.

The observer may also provide additional information, quotes, examples, and comments in the **Supporting Evidence** text box.

The following standards-based practices were observed on the day of the observation.

## RESULTS

Human Relationships Standard #1: Staff relate to all children and youth in positive ways.	
Indicator 1A. Staff treat children with respect and listen to what they say.	
Standards-Based Practices	
N/A	Observed
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff do not interrupt when a child/youth is speaking
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff make eye contact with and pay attention to children/youth when listening to them and show interest by extending the conversation
<input type="checkbox"/>	<input checked="" type="checkbox"/> Children’s/youth’s comments are taken seriously
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff use encouraging, affirming and supportive language (e.g., “I understand...” “I hear...”)
Supporting Evidence	
<p>Staff were attentive to students and did not interrupt them when they were speaking. There was no evidence that students’ comments were not taken seriously. Students had opportunities to influence the activities and make choices. For example, students selected the movie that they watched during the Spell Bowl celebration. Additionally, students could make creative choices in Visual Journal. “These are going to be the cover of your book. They can be the same color, but they don’t have to.” Staff used spelling competitions to determine how many votes each student had. Staff used encouraging and supportive language. “Just slow down on those. You know the word. I bet tomorrow you get it.” “If you are not caught up, we will get there.”</p>	

<b>Indicator 1B. Staff create a welcoming and comfortable environment for children.</b>	
<b>Standards-Based Practices</b>	
<b>N/A</b>	<b>Observed</b>
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff use a friendly tone of voice and greet all children/youth by name at beginning of session
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff smile often
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff use positive language, avoiding threats or sarcasm
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff handle challenging situations in a calm manner (e.g., maintain neutral facial expressions and avoid yelling).
<input type="checkbox"/>	<input checked="" type="checkbox"/> Children/youth initiate positive social interactions with each other and appear to enjoy one another
<b>Supporting Evidence</b>	
Staff were friendly toward the students and created a welcoming environment. Staff used positive language and handled challenging situations in a calm manner. Children appeared to enjoy being around each other and got along without any conflict.	
<b>Indicator 1C. Staff respond to children with acceptance and appreciation.</b>	
<b>Standards-Based Practices</b>	
<b>N/A</b>	<b>Observed</b>
<input type="checkbox"/>	<input checked="" type="checkbox"/> All children/youth are encouraged and invited to participate in activities
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff do not appear to favor certain children/youth or small groups of children/youth
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff language focuses on positive, rather than negative, elements
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff are kind to children/youth, even in situations where the child/youth may be struggling to keep pace with others
<b>Supporting Evidence</b>	
All students were encouraged to participate. "You should go see what spelling club is doing. That might be something that interests you." "Can you show me what you need to do? It would be good to get a break [from homework] while you are in visual arts. We can come up with a way to get your study guide done." No exclusion or favoritism was observed. No negative language was observed. Staff were kind to youth even when they were struggling to keep pace. "Just slow down on those. You know the word. I bet tomorrow you get it." If you are not caught up, we will get there."	
<b>Indicator 1D. Staff are engaged with all children.</b>	
<b>Standards-Based Practices</b>	
<b>N/A</b>	<b>Observed</b>
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff attend to children/youth throughout the session, rather than to cellphones or other distractions
<input type="checkbox"/>	<input checked="" type="checkbox"/> When appropriate, staff participate in activities with children/youth in order to model behavior/skills and/or engage children/youth
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff appear to enjoy being with the children/youth
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff show a personal interest in children/youth – ask about interests and discuss life outside school in informal conversations
<b>Supporting Evidence</b>	



Staff attended to students throughout the session and appeared to enjoy being around them. Some staff participated in activities with the youth. For example, staff were observed demonstrating the Visual Journals and signing words in S.E.E. Staff were observed showing an interest in the students and engaged in personal conversations with them.

**Human Relationships #4: Staff interact with all children and youth to help them learn.**

**Indicator 4A. Staff ask questions that encourage children/youth to think for themselves.**

**Standards-Based Practices**

N/A	Observed
<input checked="" type="checkbox"/>	<input type="checkbox"/> Staff begin new activities or discussions with “why,” “what if,” “how can we,” “how might this affect,” or similar, open-ended questions
<input type="checkbox"/>	<input checked="" type="checkbox"/> When providing academic assistance, staff ask questions to help guide the child/youth towards the correct answer, without directly providing the answer
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff utilize wait time after questions to allow children/youth the time to think before answering
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff utilize small group discussion, journaling, creative activities, etc. to encourage children/youth to express ideas

**Supporting Evidence**

For most activities, introductions were not observed; therefore, related practices are marked N/A. Staff were observed asking open-ended questions throughout the sessions. “Do you have a different explanation?” “Do you know what the rock cycle is? Think about what you know about the words rock and cycle.” Staff encouraged students to complete their homework and provided support throughout the activity. “Where is your math? Why don’t you get it out so we can help you get started.” Staff were observed asking students questions to help guide them to the correct answer; no answers were given to students. “Did you hear that word I used earlier, *unique*? Put that into your own words.” “How would you phrase that?” “Can you make a sentence out of [these words]? You can sign it, but also say it.” Between which two days would chapter five fall on your graph? What two points is it between? If he got to chapter six on day three, when would chapter five be? What is halfway though day four?” “You will have a remainder, which your numerator? What’s the top number? What’s the bottom number?”

**Indicator 4B. Staff share skills and resources to help children/youth gain information and solve problems.**

**Standards-Based Practices**

N/A	Observed
<input type="checkbox"/>	<input type="checkbox"/> Staff instruct and guide children/youth regarding how and where to acquire new information when solving problems or when curious
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff utilize step-by-step processes with, when possible, visual organizers when beginning new activities
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff encourage children/youth to use a similar step-by-step process to solve complex problems
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff offer questions, suggestions, guidance for how children/youth might solve problems

**Supporting Evidence**

Staff were not observed guiding students where to find new information; however, this has been observed during other visits. Staff explained activities using step-by-step processes. The facilitator provided detailed instructions and demonstrations in Visual Journal using a projector. Throughout the activity, staff checked in with students verbally, circulated in the space to review their progress, and encouraged students to help each other. “Have a lot going on today. The more you listen, the more time you will have.” “Is everyone following along? This is tricky, especially if you aren’t focused.” “I’m going to give you one

more minute to get here.” “When I see you are finished and listening, I will know you are ready for the next step.” “Cover one side of the cardboard and stick the cardboard to the paper.” “We want nice edges on our book.”

**Indicator 4C. Staff vary the approaches they use to help children/youth learn.**

**Standards-Based Practices**

**N/A**

**Observed**

- Staff utilize a variety of strategies (direct instruction, modeling, visual aids) when introducing and teaching a new activity
- Staff provide children/youth with the goals, purposes, and expectations for each new activity
- Staff modify or adapt activities in order to enable all children/youth to participate
- Activities are developmentally appropriate
- Activities respect diverse needs, abilities, and cultural backgrounds

**Supporting Evidence**

Staff used direct instruction, modeling, and visual aids to introduce and teach their activities. Goals, purposes, and expectations were provided for each activity. “We are going to make our book today, but we won’t finish all the pages.” All students were able to participate in each activity.

**Indicator 4D. Staff help children/youth use language skills through frequent conversations.**

**Standards-Based Practices**

**N/A**

**Observed**

- Staff use developmentally appropriate language when speaking to children/youth and children/youth appear to understand
- Staff use questions and prompts to support conversations between themselves and children/youth, avoiding taking over the conversation
- Staff use a variety of strategies to encourage and support conversations among children/youth

**Supporting Evidence**

Staff used developmentally appropriate language. Staff were observed using questions and prompts to support conversation. Questions were used to facilitate small group discussions. “

**Human Relationships #5: Staff use positive techniques to guide the behavior of children and youth.**

**Indicator 5A. Staff encourage children/youth to cooperate, share, care for materials, or join in activities.**

**Standards-Based Practices**

N/A	Observed
<input type="checkbox"/>	<input checked="" type="checkbox"/> Praise is sincere and appropriately provided, rather than a constant overdose of praise and flowery language
<input type="checkbox"/>	<input checked="" type="checkbox"/> Procedures for the care of materials and the environment by staff and children/youth are in place and utilized
<input type="checkbox"/>	<input checked="" type="checkbox"/> Activities include opportunities for cooperation and sharing among children/youth
<input type="checkbox"/>	<input checked="" type="checkbox"/> Cooperation and sharing skills are taught in a variety of ways (discussion, within activities, role-playing, etc.)



**Supporting Evidence**

Praise was sincere and appropriately provided. "You know what unique means? That's a good word. How would you use that word?" "Good guess. We know that a solution in math is the final product. Procedures for the care of materials were in place. As activities were wrapping up staff would ask students to clean up their area. "If nobody is playing Perfection, you need to put it up." Cooperation and sharing were observed across activities. Students were encouraged to work together on homework assignments and share materials during the creative activities. "If you notice your neighbor needs help, you can help them. I will be coming around too."

**Indicator 5B. Staff set appropriate limits for children/youth.**

**Standards-Based Practices**

N/A	Observed
<input type="checkbox"/>	<input checked="" type="checkbox"/> Rules and procedures have been taught to children/youth and reviewed as needed, based on behavior
<input type="checkbox"/>	<input checked="" type="checkbox"/> Where appropriate, rules or procedures in place during the school day are used in the program
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff are able to readily adjust the rules and procedures when necessary (e.g., the schedule changes, fewer staff members are present)



**Supporting Evidence**

Rules and procedures were in place and followed by students. School day rules and procedures applied. No adjustments to the rules and procedures were necessary during observation.

**Indicator 5C. Staff use positive behavior management methods.**

**Standards-Based Practices**

N/A	Observed
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff utilize such strategies as: proximity, redirection, ignoring, re-teaching, directly stating what to do, restating the expectation, or asking child/youth to restate the expectation, when dealing with inappropriate behaviors
<input checked="" type="checkbox"/>	<input type="checkbox"/> Whenever possible, staff address a child's/youth's inappropriate behavior in private rather than in a group setting
<input type="checkbox"/>	<input checked="" type="checkbox"/> Consequences for inappropriate behaviors are consistent with the behavior (e.g., child/youth misuses scissors or equipment, then scissors or equipment are off limits for a number of days)
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff remain calm when intervening
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff are vigilant and aware of what is going on around them at all times, in order to be proactive



**Supporting Evidence**

Only a few minor inappropriate behaviors were observed. Staff utilized strategies like re-teaching, directly stating what to do, restating or asking students to restate the expectation when dealing with these inappropriate behaviors. Staff were calm when intervening, and aware of what was going on around them at all times.

**Indicator 5D. Staff encourage children/youth to resolve their own conflicts whenever possible.**

**Standards-Based Practices**

<b>N/A</b>	<b>Observed</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/> If possible, staff utilize conflict resolution strategies used during the school day
<input checked="" type="checkbox"/>	<input type="checkbox"/> Staff teach various skills (e.g., “I” messages, expressing feelings) to children/youth for use in resolving conflicts
<input checked="" type="checkbox"/>	<input type="checkbox"/> Staff observe conflict and encourage collaborative resolution without imposing their own solution

**Supporting Evidence**

No conflict between students was observed.

**Safety, Health, and Nutrition #19: The safety and security of all children and youth are protected.**

**Indicator 19A. There are no observable safety hazards in the program space.**

Standards-Based Practices	
N/A	Observed
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff are providing appropriate supervision for children/youth in all settings

**Supporting Evidence**

Appropriate supervision was provided in all settings.

**Indicator 19B. Systems are in place to protect the children from harm, especially when they move from one place to another or use the restroom.**

Standards-Based Practices	
N/A	Observed
<input type="checkbox"/>	<input checked="" type="checkbox"/> Written procedures have been developed, taught to children/youth and posted throughout the program for the following routines/situations: Arrival, Dismissal, Restroom visits, Transitions
<input type="checkbox"/>	<input checked="" type="checkbox"/> Children/youth are following procedures
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff reteach and/or adjust procedures if children/youth are not following them or if procedures are hindering rather than helping

**Supporting Evidence**

Students were aware of and following procedures.

**Indicator 19C. Equipment for active play is safe.**

Standards-Based Practices	
N/A	Observed
<input type="checkbox"/>	<input checked="" type="checkbox"/> Large equipment is secured, bolted, and stable
<input checked="" type="checkbox"/>	<input type="checkbox"/> Playground equipment is on safe, appropriate surfaces (e.g., basketball goal on hard surface), jungle gym on softer surface (sand/wood chips)

**Supporting Evidence**

Large equipment was safe and secured. Outdoor playground equipment was not observed.

**Indicator 19D. A system is in place to keep unauthorized people from taking children from the program.**

Standards-Based Practices	
N/A	Observed
<input type="checkbox"/>	<input checked="" type="checkbox"/> Procedures are in place that ensure that children/youth will be taken from the program by authorized persons only

**Supporting Evidence**

Staff monitored dismissal, making sure car riders were picked up by an authorized person and that bus riders got on the correct bus.

**Administration #32: The training needs of the staff are assessed, and training is relevant to the responsibilities.**

**Indicator 32C. Staff receive training in arranging program space and designing activities to support program goals.**

**Standards-Based Practices**

**N/A**

**Observed**

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | <input checked="" type="checkbox"/> Furniture is arranged in a manner that creates age-appropriate areas of interest and work for children/youth                                    |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> If a child/youth with physical disabilities is in the program, space has been adjusted by staff to enable accessibility to space and activities |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> Activities for children/youth are age appropriate   |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> Older children/youth are involved with clubs and activities that are of interest to them  |

**Supporting Evidence**

Students were actively engaged in their activities, often asking questions, and expressing their curiosity. There was no evidence of developmentally inappropriate activities. Staff were observed differentiating activities as needed.

# 21<sup>st</sup> Century Community Learning Center Site Visit Report

**Organization: Crawfordsville Community School Corporation**  
**Program: Nicholson Elementary School**  
**Date of Visit: Wednesday, December 4, 2024**

## OVERVIEW OF QUALITY STANDARDS

As part of 21<sup>st</sup> CCLC grant requirements, grantees are required to utilize the Indiana Quality Program Self-Assessment (IN-QPSA) to examine the extent to which sites are implementing high quality afterschool programs as outlined by the Indiana Afterschool Standards. The standards are grounded in research and best practice and outline specific steps that lead to quality programs. There are a total of 38 standards, and each standard includes 4-5 specific indicators.

- **Standards** are defined as practices that are widely accepted as being the effective way of accomplishing a desired outcome.
- **Indicators** are characteristics of a program standard that is observable and subject to measurement and can be used to describe one or more aspects of the program quality.

The standards are organized into five categories including: (1) Human Relationships; (2) Indoor/Outdoor Environment; (3) Programming and Activities; (4) Safety, Health, and Nutrition; and (5) Administration. The Top Ten Standards were utilized, where observable.

**Standard 1:** Staff relate to all children and youth in positive ways.

**Standard 4:** Staff interact with all children and youth to help them learn.

**Standard 5:** Staff use positive techniques to guide the behavior of children and youth.

**Standard 19:** The safety and security of all children and youth are protected.

**Standard 32:** The training needs of the staff are assessed, and training is relevant to the responsibilities.

*(Note: Standards-based practices for Standards 8, 27, 28, 30, and 31 were not observable and not reported.)*

**Priority Area (College Career Readiness, Literacy, STEM):** This report also includes information related to the site's priority area, and feedback is aligned with Indiana Afterschool Specialty Standards, where observable.

## OVERVIEW OF SITE VISIT

The observation took place on Wednesday, December 4, starting at 2:40pm.

### Schedule for the day:

Time	Activity	
2:40-3:00pm	Snack	
3:00-4:00pm	STEM/Lego 3 <sup>rd</sup> Grade Tutoring	Discovery
4:00-5:00pm	Homework Help	

### Overview of observed activities:

- **Snack:** STEM/Lego and Tutoring students started in the cafeteria for snack time. Discovery Club students had snack in their classroom. Snack time for Discovery Club was observed. Students arrived in the classroom and sat in chairs around small tables. Two students volunteered to serve as snack leaders (helping set up snack). Students shared ideas for the question of the day. Staff chose one question (What is your favorite holiday and why?) and asked it to each student before they went to pick up their snack. Students ate snack while talking to each other.
- **Discovery Club:** After snack, students enjoyed free-play in the gym before coming back to the classroom for homework time and an enrichment activity. For enrichment, staff read students the story *Snowmen at Night*. Then students made their own snowmen out of polygons and other shapes. Students could trace items available in the classroom or draw their own shapes. Once the snowmen were finished, staff displayed the snowmen in the classroom. (18 students, 2 staff)
- **STEM/Lego:** Students worked in the library groups of two or on their own to build Snap Circuits projects. Earlier in the semester, students had worked on Lego projects and easier versions of the Snap Circuits. During observation, students were working to build more advanced Snap Circuits projects, including projects related to motion, green energy, structures, arcades, and homes. Staff circulated and asked students questions to help them with their projects. (8 students, 1 staff)
- **3<sup>rd</sup> Grade Tutoring:** Students sat in a classroom at desks. Each student had a worksheet for the reading activity and staff projected that same worksheet on the front board. The activity included having students read a story and respond to several comprehension questions. Staff walked students through each question, asking students to work on their own to highlight the answer to the question within the story. Then students shared as a group where the answer was found and one student would come up to the board to point out the answer to all students. Tutoring for reading took place first and afterwards students had tutoring for math. (6 students, 1 staff)
- **Homework:** Students from STEM/Lego and Tutoring who were staying for homework time transitioned to the library. Because testing was taking place during the school day, students did not have homework. Therefore, students had the opportunity to read or work on Snap Circuits. (9 students, 1 staff)

Parent/guardian pick-up was observed throughout the afternoon for Discovery Club students. Parents would call the Discovery Club phone, and a staff member from the Discovery Club would walk the student out to the car pick-up location. Students in the other clubs could either leave at 4:00pm with a parent/guardian picking them up, or at the end of the afterschool time. At the end of the day, students riding the bus were separated into their bus locations. Staff had a list of the students riding each bus to ensure all students made it home safely.



## SUMMARY OF OBSERVATION

Based on the site visit observation, the following strengths and potential areas for improvement were identified. As a note, site observations represent one point in time and may not accurately reflect the full program.

### Selected Strengths

- **Caring and Engaged Staff:** Throughout the afterschool program, all staff were observed engaging with students in conversation, participating in activities, and providing guidance and supervision. Positive relationships were observed between students and staff in activities. Staff appeared to know students well (including their families and personal interests), and there was evidence that staff members cared about students and their social and academic wellbeing. Students were made to feel welcome and were encouraged to participate. Staff smiled often, and students appeared to be comfortable with program staff. Staff made special efforts to include all students. Staff also used a variety of approaches to focus student attention and energy throughout the program (e.g., asking questions, direct instruction).
- **Asking Students Questions:** Staff regularly did a very good job of using open-ended and close-ended questions with students: “What’s up [student name]?” “Who would like to be the snack leader who hasn’t been it already?” “Does someone want to give me an idea [for the question of the day]?” “[Student name] your earrings are really pretty! What are they?” “What are types of polygons?” “Where did we find that Maggie Jingle didn’t want to make firetrucks?” “What do you think ‘jolliest’ means?” “In this sentence, where do we find that she was happy?” “You guys found the right answer, but could you explain how you did it?” “Did you use any of the words from the question to find the answer?” “What are we trying to do here?” “Does it connect on these somewhere?” “Do we have our two plates? Are they spaced correctly?” “What step are we on?” “What are we making?” “How are we doing over here?” “If they’re playing a baseball game, what kind of an implement are they using?” “What are types of polygons?” “What numbers do you have?” “Can you mix that up as a fact family?” “What if you saw a snowman drive up in a Lamborghini?” “What else goes on a snowman?” “Can you tell me what shape that is?” “Remember the trick we talked about with 9s?” “What is your hypothesis? What do you think will happen?” Asking questions encourages students to think for themselves and allows for creativity in student responses.
- **Hands-On Learning:** STEM/Lego, Discovery Club, Tutoring, and Homework all provided students with the opportunity to engage in hands-on activities and learning. Students in these clubs spent time building Snap Circuits projects, making snowmen, and highlighting words within the story and comprehension questions. Building these hands-on components into afterschool programming allows students to engage in tactile skill-building and enhances student learning.
- **Student-to-Staff Ratios:** During observation, there were at most nine students to one staff; for clubs like Tutoring that focused on supporting specific areas of student learning, this ratio was even smaller. This smaller ratio provided more opportunities for students to receive one-on-one interactions and more easily allowed all students to participate in the activities and discussions.
- **School Day Linkages:** Linkages between the program and the school are a strength of Nicholson Elementary School using school day teachers in the afterschool program. During observation, staff understood students well (see earlier strength), in part because of their role at school during the day. School day teachers also have a built-in connection to school administrators and staff, which can help strengthen afterschool programming.

## Selected Considerations

- **Student Reflection:** Reflecting on an experience allows students to process new information. Increasing student opportunities for reflection can include engaging students in intentional reflection time at the end of an activity (e.g., writing in journals, small group conversations, full group discussion time) and providing students structured opportunities for giving feedback during or at the end of an activity (e.g., discussion of feedback, thumbs up/down feedback on an activity).
- **Opportunities for Student Writing:** As a literacy priority program, Nicholson Elementary School could consider offering additional opportunities for students to work on their writing through writing cards, journaling, creative writing, or writing-related games. Examples of resources around literacy programming are available through the Y4Y Literacy Toolkit: <https://y4y.ed.gov/toolkits/afterschool/literacy/>. Through the IN-QPSA process, program administrators have noted that efforts to increase literacy programming are ongoing.
- **Site Observation:** As stated above, this observation represents one point in time and may not accurately reflect the full program. Therefore, consideration should be given to utilizing the indicators within this protocol and conducting additional observations. This could be done by the site coordinator and/or program staff. Results should be shared among staff to identify any areas for improvement, as well as reinforce examples of key practices present within high quality community learning centers.

## OVERVIEW OF RESULTS

To further aid 21<sup>st</sup> CCLC sites in completing the IN-QPSA assessment, Indiana University developed specific practices associated with each indicator. Based on these practices, Diehl Consulting developed an observation form to identify the presence of the selected practice in the program.

The results below should be interpreted by reviewing the **Observed Column**. If there is an **“X”** in the box next to the standards-based practice, that means the **practice was observed during the visit**. If the box is unchecked, there is not an **“X”** in the box, that means the **practice was not observed during the visit**. If a standards-based practice could not be observed or was not applicable, there will be an **“X” in the box of the N/A Column**.

Further, the observer may also provide additional information, quotes, examples, and comments in the **Supporting Evidence** area.

The following standards-based practices were observed on the day of the observation.

## RESULTS

### Human Relationships Standard #1: Staff relate to all children and youth in positive ways.

#### Indicator 1A. Staff treat children with respect and listen to what they say.

##### Standards-Based Practices

N/A	Observed
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff do not interrupt when a child/youth is speaking
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff make eye contact with and pay attention to children/youth when listening to them and show interest by extending the conversation
<input type="checkbox"/>	<input checked="" type="checkbox"/> Children’s/youth’s comments are taken seriously
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff use encouraging, affirming and supportive language (e.g., “I understand...” “I hear...”)



##### Supporting Evidence

Encouraging and supportive language was used by staff: “I like that!” “Very yummy!” “It’s a very pretty purple.” “I like that you had an ‘! there!” “I like your scarf. I like how it’s 3D!” “Good job!”

#### Indicator 1B. Staff create a welcoming and comfortable environment for children.

##### Standards-Based Practices

N/A	Observed
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff use a friendly tone of voice and greet all children/youth by name at beginning of session
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff smile often
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff use positive language, avoiding threats or sarcasm
<input checked="" type="checkbox"/>	<input type="checkbox"/> Staff handle challenging situations in a calm manner (e.g., maintain neutral facial expressions and avoid yelling).
<input type="checkbox"/>	<input checked="" type="checkbox"/> Children/youth initiate positive social interactions with each other and appear to enjoy one another



##### Supporting Evidence

Staff use friendly and positive language: “[Student name] your earrings are really pretty!” “A trapezoid! Very good!”  
Challenging situations were not present and are marked as N/A.

**Indicator 1C. Staff respond to children with acceptance and appreciation.**

**Standards-Based Practices**

N/A	Observed
<input type="checkbox"/>	<input checked="" type="checkbox"/> All children/youth are encouraged and invited to participate in activities
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff do not appear to favor certain children/youth or small groups of children/youth
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff language focuses on positive, rather than negative, elements
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff are kind to children/youth, even in situations where the child/youth may be struggling to keep pace with others



**Supporting Evidence**

Staff encouraged all students to participate. For example, all students were encouraged to make a snowman during the Discovery Club enrichment activity. As needed, staff provided encouragement and support to students who were unsure of what to do next for the activity (e.g., “What else goes on a snowman?”).

**Indicator 1D. Staff are engaged with all children.**

**Standards-Based Practices**

N/A	Observed
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff attend to children/youth throughout the session, rather than to cellphones or other distractions
<input type="checkbox"/>	<input checked="" type="checkbox"/> When appropriate, staff participate in activities with children/youth in order to model behavior/skills and/or engage children/youth
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff appear to enjoy being with the children/youth
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff show a personal interest in children/youth – ask about interests and discuss life outside school in informal conversations



**Supporting Evidence**

Staff show personal interest in students and appeared to enjoy being with students (e.g., smiling, positive feedback and comments, encouragement, being at eye-level with students when talking with them). Staff also participated in activities with students including making a snowman alongside the students and participating in the question of the day.

**Human Relationships #4: Staff interact with all children and youth to help them learn.**

**Indicator 4A. Staff ask questions that encourage children/youth to think for themselves.**

**Standards-Based Practices**

N/A	Observed
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff begin new activities or discussions with “why,” “what if,” “how can we,” “how might this affect,” or similar, open-ended questions
<input type="checkbox"/>	<input checked="" type="checkbox"/> When providing academic assistance, staff ask questions to help guide the child/youth towards the correct answer, without directly providing the answer
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff utilize wait time after questions to allow children/youth the time to think before answering
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff utilize small group discussion, journaling, creative activities, etc. to encourage children/youth to express ideas

**Supporting Evidence**

Staff use questions to guide student learning: “What are types of polygons?” “Where did we find that Maggie Jingle didn’t want to make firetrucks?” “What do you think ‘jolliest’ means?” “In this sentence, where do we find that she was happy?” “What are we trying to do here?” “Do we have our two plates? Are they spaced correctly?” “What numbers do you have?”

**Indicator 4B. Staff share skills and resources to help children/youth gain information and solve problems.****Standards-Based Practices**

N/A	Observed
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff instruct and guide children/youth regarding how and where to acquire new information when solving problems or when curious
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff utilize step-by-step processes with, when possible, visual organizers when beginning new activities
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff encourage children/youth to use a similar step-by-step process to solve complex problems
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff offer questions, suggestions, guidance for how children/youth might solve problems

**Supporting Evidence**

During Tutoring, staff shared a step-by-step approach for how they would answer the reading comprehension questions, which included first highlighting key words/phrases in the question, then highlighting the text that answered the question, and finally writing out the answer in a complete sentence. Staff encouraged students to use this same approach to answer each of the reading comprehension questions in the worksheet.

**Indicator 4C. Staff vary the approaches they use to help children/youth learn.****Standards-Based Practices**

N/A	Observed
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff utilize a variety of strategies (direct instruction, modeling, visual aids) when introducing and teaching a new activity
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff provide children/youth with the goals, purposes, and expectations for each new activity
<input checked="" type="checkbox"/>	<input type="checkbox"/> Staff modify or adapt activities in order to enable all children/youth to participate
<input type="checkbox"/>	<input checked="" type="checkbox"/> Activities are developmentally appropriate
<input type="checkbox"/>	<input checked="" type="checkbox"/> Activities respect diverse needs, abilities, and cultural backgrounds

**Supporting Evidence**

Staff shared the expectations for the snowman activity, where students would create their own snowman using paper and glue. Students could trace polygon shapes, circles, or draw their own shapes. No modifications were needed (marked as N/A).

**Indicator 4D. Staff help children/youth use language skills through frequent conversations.****Standards-Based Practices**

N/A	Observed
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff use developmentally appropriate language when speaking to children/youth and children/youth appear to understand
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff use questions and prompts to support conversations between themselves and children/youth, avoiding taking over the conversation
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff use a variety of strategies to encourage and support conversations among children/youth

**Supporting Evidence**

Staff use questions to engage students: “What’s up [student name]?” “Who would like to be the snack leader who hasn’t been it already?” “Does someone want to give me an idea [for the question of the day]?” “[Student name] your earrings are really pretty! What are they?” “What are types of polygons?” “Where did we find that Maggie Jingle didn’t want to make firetrucks?” “What do you think ‘jolliest’ means?” “In this sentence, where do we find that she was happy?” “You guys found the right answer, but could you explain how you did it?” “Did you use any of the words from the question to find the answer?” “What are we trying to do here?” “Does it connect on these somewhere?” “Do we have our two plates? Are they spaced correctly?” “What step are we on?” “What are we making?” “How are we doing over here?” “If they’re playing a baseball game, what kind of an implement are they using?” “What are types of polygons?” “What numbers do you have?” “Can you mix that up as a fact family?” “What if you saw a snowman drive up in a Lamborghini?” “What else goes on a snowman?” “Can you tell me what shape that is?” “Remember the trick we talked about with 9s?” “What is your hypothesis? What do you think will happen?”

**Human Relationships #5: Staff use positive techniques to guide the behavior of children and youth.**

**Indicator 5A. Staff encourage children/youth to cooperate, share, care for materials, or join in activities.**

**Standards-Based Practices**

N/A	Observed
<input type="checkbox"/>	<input checked="" type="checkbox"/> Praise is sincere and appropriately provided, rather than a constant overdose of praise and flowery language
<input type="checkbox"/>	<input checked="" type="checkbox"/> Procedures for the care of materials and the environment by staff and children/youth are in place and utilized
<input type="checkbox"/>	<input checked="" type="checkbox"/> Activities include opportunities for cooperation and sharing among children/youth
<input type="checkbox"/>	<input checked="" type="checkbox"/> Cooperation and sharing skills are taught in a variety of ways (discussion, within activities, role-playing, etc.)

**Supporting Evidence**

Cooperation and sharing took place during the STEM activity where students worked in small groups on their Snap Circuits and during Discovery Club enrichment time where students shared markers and glue sticks to make their snowmen.

**Indicator 5B. Staff set appropriate limits for children/youth.**

**Standards-Based Practices**

N/A	Observed
<input type="checkbox"/>	<input checked="" type="checkbox"/> Rules and procedures have been taught to children/youth and reviewed as needed, based on behavior
<input type="checkbox"/>	<input checked="" type="checkbox"/> Where appropriate, rules or procedures in place during the school day are used in the program
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff are able to readily adjust the rules and procedures when necessary (e.g., the schedule changes, fewer staff members are present)

**Supporting Evidence**

Rules were reinforced as needed: “Let’s walk fast, but don’t run.”

**Indicator 5C. Staff use positive behavior management methods.**

**Standards-Based Practices**

N/A	Observed
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff utilize such strategies as: proximity, redirection, ignoring, re-teaching, directly stating what to do, restating the expectation, or asking child/youth to restate the expectation, when dealing with inappropriate behaviors
<input checked="" type="checkbox"/>	<input type="checkbox"/> Whenever possible, staff address a child's/youth's inappropriate behavior in private rather than in a group setting
<input checked="" type="checkbox"/>	<input type="checkbox"/> Consequences for inappropriate behaviors are consistent with the behavior (e.g., child/youth misuses scissors or equipment, then scissors or equipment are off limits for a number of days)
<input checked="" type="checkbox"/>	<input type="checkbox"/> Staff remain calm when intervening
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff are vigilant and aware of what is going on around them at all times, in order to be proactive

**Supporting Evidence**

Staff proactively responded to students to encourage positive student behavior. Inappropriate behavior, intervention, and consequences were not present and are therefore marked as N/A.

**Indicator 5D. Staff encourage children/youth to resolve their own conflicts whenever possible.**

**Standards-Based Practices**

N/A	Observed
<input checked="" type="checkbox"/>	<input type="checkbox"/> If possible, staff utilize conflict resolution strategies used during the school day
<input checked="" type="checkbox"/>	<input type="checkbox"/> Staff teach various skills (e.g., "I" messages, expressing feelings) to children/youth for use in resolving conflicts
<input checked="" type="checkbox"/>	<input type="checkbox"/> Staff observe conflict and encourage collaborative resolution without imposing their own solution

**Supporting Evidence**

No student conflict was observed. Therefore, the standards above are not applicable.

**Safety, Health, and Nutrition #19: The safety and security of all children and youth are protected.**

**Indicator 19A. There are no observable safety hazards in the program space.**

**Standards-Based Practices**

N/A	Observed
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff are providing appropriate supervision for children/youth in all settings

**Supporting Evidence**

Staff supervision and the staff-to-student ratio was appropriate (see class sizes in *Overview of Site Visit*).

**Indicator 19B. Systems are in place to protect the children from harm, especially when they move from one place to another or use the restroom.**

**Standards-Based Practices**

N/A	Observed
<input type="checkbox"/>	<input checked="" type="checkbox"/> Written procedures have been developed, taught to children/youth and posted throughout the program for the following routines/situations: Arrival, Dismissal, Restroom visits, Transitions
<input type="checkbox"/>	<input checked="" type="checkbox"/> Children/youth are following procedures
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff reteach and/or adjust procedures if children/youth are not following them or if procedures are hindering rather than helping

**Supporting Evidence**

Students clearly know their routines (e.g., students knew to clean up their snack once they had finished).

**Indicator 19C. Equipment for active play is safe.**

**Standards-Based Practices**

N/A	Observed
<input type="checkbox"/>	<input checked="" type="checkbox"/> Large equipment is secured, bolted, and stable
<input checked="" type="checkbox"/>	<input type="checkbox"/> Playground equipment is on safe, appropriate surfaces (e.g., basketball goal on hard surface), jungle gym on softer surface (sand/wood chips)

**Supporting Evidence**

Equipment was properly secured, and no safety hazards were observed. Outside playground equipment was not observed.

**Indicator 19D. A system is in place to keep unauthorized people from taking children from the program.**

**Standards-Based Practices**

N/A	Observed
<input type="checkbox"/>	<input checked="" type="checkbox"/> Procedures are in place that ensure that children/youth will be taken from the program by authorized persons only

**Supporting Evidence**

Dismissal was monitored by staff to ensure that only authorized individuals picked up students.



**Administration #32: The training needs of the staff are assessed, and training is relevant to the responsibilities.**

**Indicator 32C. Staff receive training in arranging program space and designing activities to support program goals.**

**Standards-Based Practices**

<b>N/A</b>	<b>Observed</b>
<input type="checkbox"/>	<input checked="" type="checkbox"/> Furniture is arranged in a manner that creates age-appropriate areas of interest and work for children/youth
<input checked="" type="checkbox"/>	<input type="checkbox"/> If a child/youth with physical disabilities is in the program, space has been adjusted by staff to enable accessibility to space and activities
<input type="checkbox"/>	<input checked="" type="checkbox"/> Activities for children/youth are age appropriate
<input checked="" type="checkbox"/>	<input type="checkbox"/> Older children/youth are involved with clubs and activities that are of interest to them

**Supporting Evidence**

Furniture was age-appropriate and older students are not present at Nicholson Elementary School, which serves students in second and third grade (last standard is marked as N/A).

## Literacy Specialty Standards

The program offers Literacy-based learning activities and projects.

### Literacy Standards-Based Practices

N/A | Observed

#### PROGRAMMING (Literacy)

- Literacy space allows groups to read together
- There are grade-level appropriate literacy text options
- There are opportunities for children/youth to write
- There are multiple examples of text sources such as online newspapers and magazines, themed text sets, bibliographies, predictable text, wordless books, and poetry

#### YOUTH ENGAGEMENT (Literacy)

- During literacy activities, children/youth are actively engaged in discussions and seem excited about the topics

#### STAFF (Literacy)

- Staff efficiently supervise to ensure all students have an appropriate environment for focused reading
- Staff demonstrate think-out-loud and questioning the text
- Staff pause and encourage children to make connections to the text
- Staff lead small group discussions to identify main ideas and key details
- Staff encourage readers to identify and discuss questions they have about the text

### Supporting Evidence

Literacy activities were observed during Tutoring and Discovery Club enrichment. Tutoring included an extended focus on literacy activities where students read the text (which was both in front of them on their worksheet and projected on the front board), discussed key themes of the text together as a group (as guided by the reading comprehension questions in the worksheet), and wrote responses to the comprehension questions.

During Tutoring, staff regularly asked students questions about the text and what they were learning (e.g., “Where did we find that Maggie Jingle didn’t want to make firetrucks?” “What do you think ‘jolliest’ means?” “In this sentence, where do we find that she was happy?” “You guys found the right answer, but could you explain how you did it?” “Did you use any of the words from the question to find the answer?”). Staff also paused to let students respond to the questions.

During observation, one text was observed, which was a story about a Christmas elf.

# 21<sup>st</sup> Century Community Learning Center Site Visit Report

**Organization: Crawfordsville Community School Corporation**  
**Program: Hose Elementary**  
**Date of Visit: December 4, 2024**

## OVERVIEW OF QUALITY STANDARDS

As part of 21<sup>st</sup> CCLC grant requirements, grantees are required to utilize the Indiana Quality Program Self-Assessment (IN-QPSA) to examine the extent to which sites are implementing high quality afterschool programs as outlined by the Indiana Afterschool Standards. The standards are grounded in research and best practice and outline specific steps that lead to quality programs. There are a total of 38 standards, and each standard includes 4-5 specific indicators.

- **Standards** are defined as practices that are widely accepted as being the effective way of accomplishing a desired outcome.
- **Indicators** are characteristics of a program standard that is observable and subject to measurement and can be used to describe one or more aspects of the program quality.

The standards are organized into five categories including: (1) Human Relationships; (2) Indoor/Outdoor Environment; (3) Programming and Activities; (4) Safety, Health, and Nutrition; and (5) Administration. For 2022-2023, the Top Ten Standards were utilized, where observable.

**Standard 1:** Staff relate to all children and youth in positive ways.

**Standard 4:** Staff interact with all children and youth to help them learn.

**Standard 5:** Staff use positive techniques to guide the behavior of children and youth.

**Standard 19:** The safety and security of all children and youth are protected.

**Standard 32:** The training needs of the staff are assessed, and training is relevant to the responsibilities.

*(Note: Standards-based practices for Standards 8, 27, 28, 30, and 31 were not observable and not reported.)*

## OVERVIEW OF SITE VISIT

The observation took place on December 4, 2024 and began immediately following school dismissal. (Students began to arrive at approximately 2:40pm). During the observation, 16 students were present. The following activities were observed.

- **Centers:** Immediately prior to dismissal, a school staff member assembled centers for the day's activity and assigned students to each center. Center assignments were displayed in the library with the students' pictures where they could easily be seen by youth. This staff member provided supervision and support as students entered the program space and began their activities. She remained with the youth until core 21<sup>st</sup> CCLC staff had completed their school day teaching duties. Staff circulated in the program space interacting with students and providing support. Each student looked at their assigned center and immediately began their activity once they arrived. Centers included Magna-tiles, Legos, blocks, matching cards and tiles, puzzles, and computer lab.
- **Snack:** Snack time was offered from 3:45 to 4:00 and consisted of a chocolate muffin, milk, and popcorn. Students were responsible for cleaning up after themselves.
- **Homework Help – Discovery Club:** Homework help began at 4:05. Staff provided one-on-one and small group homework support in the library. Staff reviewed instructions, provided guided practice/support, and supervised reading and spelling/sight word practice. When students had completed their assignments, they had the opportunity to choose a quiet activity (e.g., drawing, reading, etc.).
- **Enrichment:** Beginning at 4:30, students chose an activity of their choice from a cart. Most students played with Legos. Staff circulated in the program space providing supervision and interacting with youth.

## SUMMARY OF OBSERVATION

Based on the Site Visit observation, the following strengths and potential areas for improvement were identified. As a note, site observations represent one point in time and may not accurately reflect the full program.

### Selected Strengths

- **Qualified & Skilled Staff:** As noted in prior reports, the program continues to employ school day teachers to facilitate academic and enrichment programming. Staff were actively engaged with students, prompting learning and critical thinking through questions and behavior/activity modeling. Staff worked with students in large groups, small groups, and one-on-one to help students grasp school-day concepts and grow in team works skills. Notably, the 21<sup>st</sup> CCLC program has maintained the same core staff across multiple years and funding cohorts, which has allowed the program to maintain a high level of quality, while continuing to grow.
- **Engagement/Relationships:** Students appeared to enjoy being at the program and were friendly with others in the program. No conflict or issues were observed. Staff were engaged in all activities leading and participating in discussions and games. Students gave staff members hugs, laughed, and were observed playing group games and talking. Overall, a positive social environment was observed.
- **Organization and Preparation:** Overall, the program appeared to be well organized. Staff understood their roles and responsibilities. Staff also made good use of the program space. This cadence of program structure had been in place for several years and students clearly understood program guidelines and structure.
- **Student-to-Staff Ratios:** During observation, the ratios of students to staff during homework time and enrichment provided opportunities for stronger academic support and more opportunities for students to

receive one-on-one interactions. These smaller ratios can be helpful for encouraging positive behavior, teaching students new skills, and engaging students during group activities.

### **Selected Considerations**

- **Expanded Enrichment & Clubs:** During Fall 2024, tutoring was not offered due to recruitment challenges (e.g., limited access to formative assessment data due to scheduling, parent responsiveness). Historically, tutoring has been a strength at Hose Elementary. It has consistently provided a valuable service for youth who needed additional support, as well as a consistent tool for recruiting and sustaining program participants. To fill these gaps, staff are encouraged to explore offering additional clubs and enrichment activities to attract new participants. Example clubs may include cooking, volunteering, coding/computers, art, STEM, games, and sports/recreation/fitness. The club approach has been successfully employed with older youth in Crawfordsville's 21<sup>st</sup> CCCL programs and may be modified for younger students. However, when developing the club structure, it is important to consider the program's attendance target, IDOE guidelines for attendance, and to ensure that any programming offered can promote sustained participation across the full program year (i.e., 45 or more days of attendance). Specifically, clubs should both 1) be aligned with students' interests and attract additional participants and 2) be sufficiently engaging to promote sustained participation across the entire year.

It is critical that all programming is designed to capture students' interests, bolster youth voice and planning, provide challenging activities to promote growth, and offer opportunities for them to reflect and learn from their experiences may be ongoing focus for staff. Staff are encouraged to continue to build on successes in these higher order domains of youth development.

- **Site Observation:** As stated above, this observation represents one point in time and may not accurately reflect the full program. Therefore, consideration should be given to utilizing the indicators within this protocol and conducting additional observations. This could be done by the Site Coordinator and/or program staff. Results should be shared among staff to identify any areas for improvement, as well as reinforce examples of key practices present within high quality community learning centers.

## OVERVIEW OF RESULTS

To further aid 21<sup>st</sup> CCLC sites in completing the IN-QPSA assessment, Indiana University developed specific practices associated with each indicator. Based on these practices, Diehl Consulting developed an observation form to identify the presence of the selected practice in the program.

The results below should be interpreted by reviewing the **Observed Column**. If there is an “X” in the box next to the standards-based practice, that means the **practice was observed during the visit**. If the box is unchecked, there is not an “X” in the box, that means the **practice was not observed during the visit**. If a standards-based practice could not be observed or was not applicable, there will be an “X” in the box of the **N/A Column**.

Further, the observer may also provide additional information, quotes, examples, and comments in the **Supporting Evidence** area.

The following standards-based practices were observed on the day of the observation.

## RESULTS

Human Relationships Standard #1: Staff relate to all children and youth in positive ways.	
Indicator 1A. Staff treat children with respect and listen to what they say.	
Standards-Based Practices	
N/A	Observed
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff do not interrupt when a child/youth is speaking
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff make eye contact with and pay attention to children/youth when listening to them and show interest by extending the conversation
<input type="checkbox"/>	<input checked="" type="checkbox"/> Children’s/youth’s comments are taken seriously
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff use encouraging, affirming and supportive language (e.g., “I understand...” “I hear...”)
Supporting Evidence	
No interruptions were observed. Staff made eye contact with students, moved closer to hear them better when they were speaking, and asked students’ questions to show they were paying attention and took their comments seriously. Staff used supportive and affirming language when talking with students.	
Indicator 1B. Staff create a welcoming and comfortable environment for children.	
Standards-Based Practices	
N/A	Observed
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff use a friendly tone of voice and greet all children/youth by name at beginning of session
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff smile often
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff use positive language, avoiding threats or sarcasm
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff handle challenging situations in a calm manner (e.g., maintain neutral facial expressions and avoid yelling).
<input type="checkbox"/>	<input checked="" type="checkbox"/> Children/youth initiate positive social interactions with each other and appear to enjoy one another
Supporting Evidence	

Staff were friendly, smiled often, used positive language, and greeted students at the start of the observed sessions. Students were sitting at tables or on the floor and interacting positively with their peers.

**Indicator 1C. Staff respond to children with acceptance and appreciation.**

**Standards-Based Practices**

N/A	Observed
<input type="checkbox"/>	<input checked="" type="checkbox"/> All children/youth are encouraged and invited to participate in activities
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff do not appear to favor certain children/youth or small groups of children/youth
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff language focuses on positive, rather than negative, elements
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff are kind to children/youth, even in situations where the child/youth may be struggling to keep pace with others

**Supporting Evidence**

No students were excluded, and no favoritism was observed. “Do you want to play with [student name]?” Staff implemented activities so that students who struggled to keep pace could participate in all aspects of the programming. Students who struggled were encouraged throughout the session.

**Indicator 1D. Staff are engaged with all children.**

**Standards-Based Practices**

N/A	Observed
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff attend to children/youth throughout the session, rather than to cellphones or other distractions
<input type="checkbox"/>	<input checked="" type="checkbox"/> When appropriate, staff participate in activities with children/youth in order to model behavior/skills and/or engage children/youth
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff appear to enjoy being with the children/youth
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff show a personal interest in children/youth – ask about interests and discuss life outside school in informal conversations

**Supporting Evidence**

Staff were engaged with students throughout the session. No staff distractions (e.g., non-program cell phone use) were observed. Staff were observed sitting with students, talking with them, and participating in activities. Students and staff smiled throughout and engaged one another with positive language and warm tone. Personal conversations were observed between students and staff.

**Human Relationships #4: Staff interact with all children and youth to help them learn.**

**Indicator 4A. Staff ask questions that encourage children/youth to think for themselves.**

**Standards-Based Practices**

N/A	Observed
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff begin new activities or discussions with “why,” “what if,” “how can we,” “how might this affect,” or similar, open-ended questions
<input type="checkbox"/>	<input checked="" type="checkbox"/> When providing academic assistance, staff ask questions to help guide the child/youth towards the correct answer, without directly providing the answer
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff utilize wait time after questions to allow children/youth the time to think before answering
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff utilize small group discussion, journaling, creative activities, etc. to encourage children/youth to express ideas



**Supporting Evidence**

Open-ended questions were observed to begin activities, help students make connections, and encourage students’ thinking. No answers were given to students. Staff asked questions and prompted students when providing academic assistance and guiding activities. “What coins could you use to make 18 cents?” “What number is 6+7? Very good.” “What is that word? Sound it out.” “I cannot give you the answer. I can help you figure it out, but I can’t give you the answer.”

**Indicator 4B. Staff share skills and resources to help children/youth gain information and solve problems.**

**Standards-Based Practices**

N/A	Observed
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff instruct and guide children/youth regarding how and where to acquire new information when solving problems or when curious
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff utilize step-by-step processes with, when possible, visual organizers when beginning new activities
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff encourage children/youth to use a similar step-by-step process to solve complex problems
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff offer questions, suggestions, guidance for how children/youth might solve problems



**Supporting Evidence**

Academic assistance and enrichment activities incorporated step-by-step processes. Students were encouraged to use these processes when completing activities or homework.

**Indicator 4C. Staff vary the approaches they use to help children/youth learn.**

**Standards-Based Practices**

N/A	Observed
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff utilize a variety of strategies (direct instruction, modeling, visual aids) when introducing and teaching a new activity
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff provide children/youth with the goals, purposes, and expectations for each new activity
<input checked="" type="checkbox"/>	<input type="checkbox"/> Staff modify or adapt activities in order to enable all children/youth to participate
<input type="checkbox"/>	<input checked="" type="checkbox"/> Activities are developmentally appropriate
<input type="checkbox"/>	<input checked="" type="checkbox"/> Activities respect diverse needs, abilities, and cultural backgrounds



**Supporting Evidence**



Staff were observed using direct instruction, modeling, and visual aids when presenting activities and providing academic support. Goals, purposes, and expectations were shared with students for each activity. All activities were appropriate for the students present; no adaptations were needed.

**Indicator 4D. Staff help children/youth use language skills through frequent conversations.**

Standards-Based Practices	
N/A	Observed
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff use developmentally appropriate language when speaking to children/youth and children/youth appear to understand
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff use questions and prompts to support conversations between themselves and children/youth, avoiding taking over the conversation
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff use a variety of strategies to encourage and support conversations among children/youth

**Supporting Evidence**  
 No inappropriate staff language was observed. Staff used questions and prompts to encourage students to contribute to conversations and to share with their peers.

**Human Relationships #5: Staff use positive techniques to guide the behavior of children and youth.**

**Indicator 5A. Staff encourage children/youth to cooperate, share, care for materials, or join in activities.**

Standards-Based Practices	
N/A	Observed
<input type="checkbox"/>	<input checked="" type="checkbox"/> Praise is sincere and appropriately provided, rather than a constant overdose of praise and flowery language
<input type="checkbox"/>	<input checked="" type="checkbox"/> Procedures for the care of materials and the environment by staff and children/youth are in place and utilized
<input type="checkbox"/>	<input checked="" type="checkbox"/> Activities include opportunities for cooperation and sharing among children/youth
<input type="checkbox"/>	<input type="checkbox"/> Cooperation and sharing skills are taught in a variety of ways (discussion, within activities, role-playing, etc.)

**Supporting Evidence**  
 There was no evidence of inappropriate praise during the observation. Students were responsible for cleaning and organizing the program space following activities. Students were observed cleaning up after themselves following snack. Discussions of cooperation and sharing skills were not observed during the current visit; however, they have been noted in prior observations.

**Indicator 5B. Staff set appropriate limits for children/youth.**

Standards-Based Practices	
N/A	Observed
<input type="checkbox"/>	<input checked="" type="checkbox"/> Rules and procedures have been taught to children/youth and reviewed as needed, based on behavior
<input type="checkbox"/>	<input checked="" type="checkbox"/> Where appropriate, rules or procedures in place during the school day are used in the program
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff are able to readily adjust the rules and procedures when necessary (e.g., the schedule changes, fewer staff members are present)

**Supporting Evidence**  
 Rules were in place for the program and were referenced by staff and/or stated/repeated by students. School rules were utilized during the program, where appropriate. No adaptations were necessary to program rules.

**Indicator 5C. Staff use positive behavior management methods.**

<b>Standards-Based Practices</b>	
<b>N/A</b>	<b>Observed</b>
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff utilize such strategies as: proximity, redirection, ignoring, re-teaching, directly stating what to do, restating the expectation, or asking child/youth to restate the expectation, when dealing with inappropriate behaviors
<input type="checkbox"/>	<input checked="" type="checkbox"/> Whenever possible, staff address a child's/youth's inappropriate behavior in private rather than in a group setting
<input type="checkbox"/>	<input checked="" type="checkbox"/> Consequences for inappropriate behaviors are consistent with the behavior (e.g., child/youth misuses scissors or equipment, then scissors or equipment are off limits for a number of days)
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff remain calm when intervening
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff are vigilant and aware of what is going on around them at all times, in order to be proactive
<b>Supporting Evidence</b>	
When addressing problem behaviors (which were minimal), staff were observed using proximity, redirection, stating expectations, and asking students to state/restate the expectations. Staff were calm and vigilant throughout. No inappropriate consequences were observed. For example, a student who was kicking a ball indoors was not allowed to play with the ball and had to sit in time out with one of the teachers. Staff were observed rewarding youth for positive behaviors. "I want [student name] to be the line leader. He was the last one picking up and I want to acknowledge him. He helped fix the broke tub too."	
<b>Indicator 5D. Staff encourage children/youth to resolve their own conflicts whenever possible.</b>	
<b>Standards-Based Practices</b>	
<b>N/A</b>	<b>Observed</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/> If possible, staff utilize conflict resolution strategies used during the school day
<input checked="" type="checkbox"/>	<input type="checkbox"/> Staff teach various skills (e.g., "I" messages, expressing feelings) to children/youth for use in resolving conflicts
<input checked="" type="checkbox"/>	<input type="checkbox"/> Staff observe conflict and encourage collaborative resolution without imposing their own solution
<b>Supporting Evidence</b>	
No conflict observed.	

<b>Safety, Health, and Nutrition #19: The safety and security of all children and youth are protected.</b>	
<b>Indicator 19A. There are no observable safety hazards in the program space.</b>	
<b>Standards-Based Practices</b>	
<b>N/A</b>	<b>Observed</b>
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff are providing appropriate supervision for children/youth in all settings
<b>Supporting Evidence</b>	
Supervision was adequate in all activities. The student-to-staff ratio was appropriate for the students served.	
<b>Indicator 19B. Systems are in place to protect the children from harm, especially when they move from one place to another or use the restroom.</b>	
<b>Standards-Based Practices</b>	
<b>N/A</b>	<b>Observed</b>
<input type="checkbox"/>	<input checked="" type="checkbox"/> Written procedures have been developed, taught to children/youth and posted throughout the program for the following routines/situations: Arrival, Dismissal, Restroom visits, Transitions

<input type="checkbox"/>	<input checked="" type="checkbox"/> Children/youth are following procedures
<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff reteach and/or adjust procedures if children/youth are not following them or if procedures are hindering rather than helping

**Supporting Evidence**

Rules and procedures were in place for the program and were referenced by staff and/or stated/repeated by students. Overall, students were following procedures.

**Indicator 19C. Equipment for active play is safe.**

**Standards-Based Practices**

**N/A | Observed**

<input type="checkbox"/>	<input checked="" type="checkbox"/> Large equipment is secured, bolted, and stable
<input type="checkbox"/>	<input checked="" type="checkbox"/> Playground equipment is on safe, appropriate surfaces (e.g., basketball goal on hard surface), jungle gym on softer surface (sand/wood chips)

**Supporting Evidence**

No unsafe equipment was observed.

**Indicator 19D. A system is in place to keep unauthorized people from taking children from the program.**

**Standards-Based Practices**

**N/A | Observed**

<input type="checkbox"/>	<input checked="" type="checkbox"/> Procedures are in place that insure that children/youth will be taken from the program by authorized persons only
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**Supporting Evidence**

Dismissal was monitored by staff to ensure that only authorized individuals picked up students. Parents called program staff when they arrived to pick up youth; no parents or family members were permitted in the program space.

**Administration #32: The training needs of the staff are assessed, and training is relevant to the responsibilities.**

**Indicator 32C. Staff receive training in arranging program space and designing activities to support program goals.**

**Standards-Based Practices**

**N/A | Observed**

<input type="checkbox"/>	<input checked="" type="checkbox"/> Furniture is arranged in a manner that creates age-appropriate areas of interest and work for children/youth
<input checked="" type="checkbox"/>	<input type="checkbox"/> If a child/youth with physical disabilities is in the program, space has been adjusted by staff to enable accessibility to space and activities
<input type="checkbox"/>	<input checked="" type="checkbox"/> Activities for children/youth are age appropriate
<input checked="" type="checkbox"/>	<input type="checkbox"/> Older children/youth are involved with clubs and activities that are of interest to them

**Supporting Evidence**

All activities were appropriate for the students who were enrolled in the program.