



Indiana Department of Education

21st Century Community Learning Centers

Quality Monitoring Tool

Agency Information			
Grant Agreement #		Lead Agency Name	
Servicing School District(s)		County	
Program Director		Date of Visit	
Site Coordinator		Site Name/Location	
		Site Evaluator	

Brief Description of Program Activities Observed (include number of staff and participants):

Positive Relationships

Quality Indicator	Alignment with Indiana Afterschool Standards	Observational Evidence & Interview Questions	Performance Metrics
PR.1: Staff treat children with respect and listen to what they say.	Standard 1: Staff relate to all children and youth in positive ways.	Observational Evidence <ul style="list-style-type: none"> Staff make eye contact with and pay attention to children/youth when listening to them and show interest by extending the conversation Children's/youth's comments are taken seriously Staff use encouraging, affirming and supportive language (e.g., "I understand..."; "I hear...") 	<input type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply <input type="checkbox"/> <i>Inclusion in Corrective Action Plan Indicated</i>
Observable Evidence Notes:			
PR.2: Staff create a welcoming and comfortable environment for children.	Standard 1: Staff relate to all children and youth in positive ways.	Observational Evidence <ul style="list-style-type: none"> Staff use a friendly tone of voice and greet all children/youth by name at beginning of session Staff handle challenging situations in a calm manner (e.g. maintain neutral facial expressions and avoid yelling) Staff use positive language, avoiding threats or sarcasm 	<input type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply <input type="checkbox"/> <i>Inclusion in Corrective Action Plan Indicated</i>
Observable Evidence Notes:			
PR.3: Staff respond to children with acceptance and appreciation.	Standard 1: Staff relate to all children and youth in positive ways.	Observational Evidence <ul style="list-style-type: none"> All children/youth are encouraged and invited to participate in activities Staff language focuses on positive, rather than negative, elements Staff are kind to children/youth, even in situations where the child/youth may be struggling to keep pace with others 	<input type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply <input type="checkbox"/> <i>Inclusion in Corrective Action Plan Indicated</i>
Observable Evidence Notes:			
PR.4: Staff are engaged with all children.	Standard 1: Staff relate to all children and youth in positive ways.	Observational Evidence <ul style="list-style-type: none"> Staff attend to children/youth throughout the session, rather than to cellphones or other distractions When appropriate, staff participate in activities with children/youth in order to model behavior/skills and/or engage children/youth Staff show a personal interest in children/youth – ask about interests and discuss life outside school in informal conversations 	<input type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply <input type="checkbox"/> <i>Inclusion in Corrective Action Plan Indicated</i>
Observable Evidence Notes:			
Additional Notes:			

Learning-Focused Interactions

Quality Indicator	Alignment with Indiana Afterschool Standards	Observational Evidence & Interview Questions	Performance Metrics
LFI.1: Staff ask questions that encourage children/youth to think for themselves.	Standard 4: Staff interact with all children and youth to help them learn.	<i>Observational Evidence</i> <ul style="list-style-type: none"> Staff begin new activities or discussions with “why,” “what if,” “how can we,” “how might this affect,” or similar, open-ended questions When providing academic assistance, staff ask questions to help guide the child/youth towards the correct answer, without directly providing the answer Staff utilize wait time after questions to allow children/youth the time to think before answering Staff utilize small group discussion, journaling, creative activities, etc. to encourage children/youth to express ideas 	<input type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply <input type="checkbox"/> Inclusion in Corrective Action Plan Indicated
Observable Evidence Notes:			
LFI.2: Staff share skills and resources to help children/youth gain information and solve problems.	Standard 4: Staff interact with all children and youth to help them learn.	<i>Observational Evidence</i> <ul style="list-style-type: none"> Staff instruct and guide children/youth regarding how and where to acquire new information when solving problems or when curious Staff utilize step-by-step processes with, when possible, visual organizers when beginning new activities Staff encourage children/youth to use a similar step-by-step process to solve complex problems Staff offer questions, suggestions, and guidance for how children/youth might solve problems 	<input type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply <input type="checkbox"/> Inclusion in Corrective Action Plan Indicated
Observable Evidence Notes:			
LFI.3: Staff vary the approaches they use to help children/youth learn.	Standard 4: Staff interact with all children and youth to help them learn.	<i>Observational Evidence</i> <ul style="list-style-type: none"> 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 	<input type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply <input type="checkbox"/> Inclusion in Corrective Action Plan Indicated
Observable Evidence Notes:			
Additional Notes:			

Positive Behavior Management

Quality Indicator	Alignment with Indiana Afterschool Standards	Observational Evidence & Interview Questions	Performance Metrics
PBM.1: Staff encourage children/youth to cooperate, share, care for materials, or join in activities. Observable Evidence Notes:	Standard #5: Staff use positive techniques to guide the behavior of children and youth.	<i>Observational Evidence</i> <ul style="list-style-type: none"> Staff use encouraging, supporting language in all settings or activities Praise is sincere and appropriately provided, rather than a constant overdose of praise and flowery language Activities include opportunities for sharing and cooperation among children/youth 	<input type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply <input type="checkbox"/> Inclusion in Corrective Action Plan Indicated
PBM.2: Staff set appropriate limits for children/youth. Observable Evidence Notes:	Standard #5: Staff use positive techniques to guide the behavior of children and youth.	<i>Observational Evidence</i> <ul style="list-style-type: none"> Rules and procedures have been taught to children/youth and reviewed as needed, based on behavior Where appropriate, rules or procedures in place during the school day are used in the program Staff are proactive and intervene early when participants demonstrate inappropriate behavior 	<input type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply <input type="checkbox"/> Inclusion in Corrective Action Plan Indicated
PBM.3: Staff use positive behavior management methods. Observable Evidence Notes:	Standard #5: Staff use positive techniques to guide the behavior of children and youth.	<i>Observational Evidence</i> <ul style="list-style-type: none"> Staff utilize strategies such as redirection, directly stating what to do, restating the expectation, or asking child/youth to restate the expectation, when dealing with inappropriate behaviors Whenever possible, staff address a child's/youth's inappropriate behavior in private rather than in a group setting Staff are vigilant and aware of what is going on around them, in order to be proactive 	<input type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply <input type="checkbox"/> Inclusion in Corrective Action Plan Indicated
PBM.4: Staff encourage children/youth to resolve their own conflicts whenever possible. Observable Evidence Notes:	Standard #5: Staff use positive techniques to guide the behavior of children and youth.	<i>Observational Evidence</i> <ul style="list-style-type: none"> If possible, staff utilize the same conflict resolution strategies used during the school day Staff teach various skills (e.g. "I" messages, expressing feelings) to children/youth for use in resolving conflicts Staff observe conflict and encourage collaborative resolution without imposing their own solution 	<input type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply <input type="checkbox"/> Inclusion in Corrective Action Plan Indicated
Additional Notes:			

Indoor Space

Quality Indicator	Alignment with Indiana Afterschool Standards	Observational Evidence & Interview Questions	Performance Metrics
IS.1: There is enough room for all program activities. Observable Evidence Notes:	Standard #11: The indoor space allows all children and youth to take initiative and explore their interests.	<i>Observational Evidence</i> <ul style="list-style-type: none"> Children/youth do not appear crowded while playing, working, or engaged in quiet time activities (e.g. children/youth have appropriate personal space) Children/youth in one indoor group do not appear to be disturbed by a nearby group Groups can engage in activities without disturbing each other on days when all group activities must take place indoors due to inclement weather 	<input type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply <input type="checkbox"/> Inclusion in Corrective Action Plan Indicated
IS.2: Children/youth can get appropriate materials out and put them away by themselves with ease. Observable Evidence Notes:	Standard #11: The indoor space allows all children and youth to take initiative and explore their interests.	<i>Observational Evidence</i> <ul style="list-style-type: none"> Materials are accessible to all students and are stored near the location of each activity A variety of materials are available that suit the development and academic levels of children/youth attending the program Staff have developed a procedure for getting and returning materials 	<input type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply <input type="checkbox"/> Inclusion in Corrective Action Plan Indicated
IS.3: The indoor space reflects the work and interests of the children/youth. Observable Evidence Notes:	Standard #11: The indoor space allows all children and youth to take initiative and explore their interests.	<i>Observational Evidence</i> <ul style="list-style-type: none"> Children's/youth's art work and project work are on display throughout program space Pictures and posters of interest to the children/youth are on display throughout program space The diversity of the cultures of the children/youth is reflected in the pictures, posters, etc. displayed in the program 	<input type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply <input type="checkbox"/> Inclusion in Corrective Action Plan Indicated
Additional Notes:			

Accelerating Student Learning

Quality Indicator	Alignment with Indiana Afterschool Standards	Observational Evidence & Interview Questions	Performance Metrics
ASL.1: Programs have scheduled times and quiet places for academic support and homework completion. Observable Evidence Notes:	IAN Standard #13: Programs are intentional about supporting and accelerating student learning.	<i>Observational Evidence</i> <ul style="list-style-type: none"> A daily or weekly schedule of activities and times is posted in clear view Staff review the schedule with the children/youth on a daily basis The designated area(s) for academic work is quiet, distraction free, and supervised by staff 	<input type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply <input type="checkbox"/> <i>Inclusion in Corrective Action Plan Indicated</i>
ASL.2: Connections between learning activities and real life applications are made relevant and clear to children/youth, parents and staff. Observable Evidence Notes:	IAN Standard #13: Programs are intentional about supporting and accelerating student learning.	<i>Observational Evidence</i> <ul style="list-style-type: none"> Various media (books, newspapers, DVD's, etc.) are utilized in an effort to clarify the link between the activity and real life Opportunities for community service projects or projects that give back to the community extended to children/youth The posting for parents that highlights weekly themes, etc. also notes real life applications of activities 	<input type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply <input type="checkbox"/> <i>Inclusion in Corrective Action Plan Indicated</i>
ASL.3: Program activities include content consistent with Indiana Academic Standards. Observable Evidence Notes:	IAN Standard #13: Programs are intentional about supporting and accelerating student learning.	<i>Observational Evidence</i> <ul style="list-style-type: none"> Staff communicate to program participants the academic areas and/or standards related to activities Staff use written lesson plans to guide activities that include relevant Indiana Academic Standards As implemented, program activities reinforce relevant academic standards 	<input type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply <input type="checkbox"/> <i>Inclusion in Corrective Action Plan Indicated</i>
Notes:			