Cardinal Community Learning Centers - CCLC

Drafted November 2020

Goals *Adopted from Nebraska 21st Century Community Learning Centers*

- **Create an afterschool environment focused on:**
  - **improving overall student academic success,**
  - **increasing positive behavior and social interactions, and**
  - **increasing active and meaningful family and community engagement.**

Expectations *Adopted from Nebraska Afterschool Quality & Continuous Improvement System (NAQCIS)*

- **Programming**
  - **Evidence of Preparation**
    - Activity leader appears to be following a plan.
    - Activity leader adapts plans to meet the needs of diverse learners and/or age groups.
    - Materials are ready for use.
    - Space is ready for the activity in a minimal amount of time (if not prepared ahead of time).
    - Size of the group is manageable for activity.
    - Activity leader demonstrates strategy or procedure to gain students' attention.
    - If there are multiple activity leaders, they appear to have a plan for working together.
  - **Student Response**
    - Students interact with the activity leader, materials, and other students.
    - Students respond to activity leader prompts (e.g., questions, directions).
    - Student responses indicate learning (e.g., products, conversations, questions, skill development/practice).
    - Students demonstrate interest in the activity.

- ○ **Instructional & Engagement Practices**
    - Activities are hands-on.
    - Activities facilitate student learning related to the learning objective.
    - Activity leader asks purposeful questions to encourage student thinking.
    - Students decide how to participate in or complete the activity.
    - Activities are designed for student interaction with activity leaders, materials, and other students.
    - Pacing of the activity maintains student engagement.
    - Technology (if used) enhances activity.
    - Activity leader addresses disrespectful behavior and/or cues expected behavior as needed.
    - Activity was suitable for the age group.
    - Accommodations were made for students with disabilities/ELLs.
- **Site**
  - ○ **Space**
    - The space is accessible to all students.
    - Students are separated to ensure age appropriate interactions and activities.
    - The spaces are adequate for the activities offered (indoor and/or outdoor).
    - The spaces allow for the staff and activity leaders to be heard and for conversations to occur.
  - ○ **Academic Support**
    - There is a designated time and space for academic support.
    - The space(s) for academic support has limited distractions.
    - The academic supports are differentiated based on student needs (e.g., grade, interests).
    - Adults are actively monitoring and providing assistance as needed during academic support time.
    - There is evidence of a system for communicating school-day academic support needs (e.g., spelling lists, math facts).

- **Program Climate**
    - Students are greeted when they come to the program.
    - Staff conversations indicate personal connections with some students.
    - Staff actively encourage student engagement.
    - Space is set up to encourage interactions.
    - Program creates an inclusive, welcoming, and respectful community that embraces diversity.
- **Routines & Transitions**
    - Staff implements program elements (e.g., schedule, processes, procedures).
    - Staff demonstrate strategy or procedure to gain students' attention.
    - Transitions are efficient.
    - Transition strategy is suitable for the size of the group.
    - Behavior management doesn't distract from transitions.
- **Student Interactions & Behavior**
    - Students demonstrate an awareness of program routines (e.g., checking in/out, getting snack, changing rooms).
    - Students exhibit expected behavior with few re-directs from staff (e.g., students on IEPs may have different expected behaviors).
    - Students interact respectfully with other students (regardless of cultural background).
    - Students interact respectfully with staff (regardless of cultural background).
- **Staff Interaction with Students**
    - Staff exhibit a positive attitude for students and activities.
    - Staff are interacting with students the majority of the time.
    - Staff initiate interactions with students.
    - Staff make an effort to involve students who are not engaged.
    - Staff are respectful in their language with students (e.g., culturally sensitive, word choice, positive tone).
    - There are structured opportunities for student leadership.
    - Staff address disrespectful behavior and/or cue expected behavior as needed.

- **Staff Interaction with Other Staff**
  - Staff demonstrate supportive or collaborative behaviors (e.g., helping with resources, prepping for activity, behavior management).
  - Staff are respectful in their language with each other (e.g., culturally sensitive, word choice, positive tone).
- **Staff Interaction with Caregivers**
  - Staff greet caregivers when they arrive to pick up students.
  - Staff are respectful in their language with caregivers (e.g., culturally sensitive, word choice, positive tone).
  - There is a designated place for program schedule and information for caregivers.
  - There is a procedure for caregivers to access the program (e.g., at pickup time).