

**Burris
Elementary School**

Hoosier Uplands

21st Century Community Learning Centers

Site Visit Summary

Prepared by:



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PURPOSE OF THE SITE VISIT

Site visits conducted by Limelight Analytics are intended to provide useful feedback to continually enhance the quality of 21st CCLC programming. Limelight Analytics has identified four key areas that can be observed during afterschool programming and developed key indicators that are aligned with the Planning and Implementation Toolkit and User Guide developed by the 21st CCLC National Technical Assistance Center, the Indiana Afterschool Standards, and the Michigan Quality Standards of Care for Afterschool Programs.

Key Area #1: Program Delivery

- There is a planned, daily schedule.
- There are structured activities that are planned and prepared ahead of time.
- The daily schedule includes physical activity, creative activities, and social time.
- Transitions between activities and/or locations in the building are smooth.

Key Area #2: Academic Enrichment

- There is scheduled time for academic enrichment activities (including homework support if applicable).
- Academic activities support student needs in core subject areas (e.g., math and ELA).
- Activities are appropriate for the grade level and academic abilities of youth.
- Staff use varying approaches to help youth learn.

Key Area #3: Youth Engagement

- Youth actively participate in activities.
- Activities offered to participants are aligned with their interests.
- Youth follow directions and stay on task.
- Youth ask questions and seek feedback.
- Staff engage with youth throughout the duration of the program.

Key Area #4: Positive Relationships

- The program provides a welcoming, youth-centered environment.
- The program is intentional about supporting positive relationships and behavior.
- Staff serve as role models, demonstrating positive social skills.
- Staff communicate and teach clear behavioral expectations.
- Staff apply behavioral consequences consistently when needed.

Program Overview

The Burris Elementary 21st CCLC program site was observed on a Wednesday afternoon in mid-March. Burris Elementary has provided afterschool programming at the site for several years. Vonda Russell is currently in her first full year as the site coordinator, although she has worked with the program for several years. Vonda is assisted by Martina, who is in her first year with the program. Both Vonda and Martina work Monday through Friday during the afterschool hours. There are also two high school students who provide afterschool support. They typically arrive around 3:20 when their nearby school is dismissed.

Student attendance averages around 23-27 students each day. On the day of the site visit, 23 students attended the program. The program serves students in 3rd-5th grade, and those who attend on a regular basis are mostly 3rd and 4th graders. Students are required to attend the program for a minimum of three days per week and stay until at least 4:15 pm to ensure they receive homework and academic support. The program takes place primarily in the school's cafeteria. When outdoor play is possible, the program uses the playground, and when available, the gym is used. The weather was windy and rainy on the day of the site visit, so students did not play outside.

Daily Schedule

The afterschool program currently operates Monday-Friday from 2:45pm-5:45pm. The schedule followed on the day of the site visit is typical of a Wednesday:

2:45 – 3:00 pm – Arrival: Students arrive in the cafeteria and check in with staff. They sit at assigned tables and choose games, puzzles, books or other quiet activities while they wait for everyone to arrive.

3:00 – 3:30 pm – Restroom and Snack: Students use the restroom and wash their hands, then return to the cafeteria where they are served a snack. Snacks are provided by Hoosier Uplands, and most students were observed to eat most or all the snack offered. Students have access to their own water bottles or cups for water during snack time.

3:30 – 4:00 pm – Homework and Academic Support: Students spread out throughout the cafeteria into their assigned “homework seats” and complete homework or grade-level worksheet provided by the program or read independently.

4:00 – 5:00 pm – Academic Enrichment: Staff implement either a literacy or STEM activity, depending on the day of the week. STEM activities take place on Monday and Wednesday, and literacy activities are implemented on Tuesday and Thursday. On the day of the site visit, Vonda facilitated a STEM lesson on windmills, followed by the construction of a small windmill made from a Styrofoam cup.

5:00 – 5:45 pm – Free Time and Dismissal: Indoor free-time was offered during this portion of the afternoon since the weather wet and rainy.

Key Area #1: Program Delivery

Indicators of Quality	1. Minimal	2. Good	3. Excellent	Not Observed
There is a planned, daily schedule.			✓	
There are structured activities that are planned and prepared ahead of time.			✓	
The daily schedule includes physical activity, creative activities, and social time.			✓	
Transitions between activities and/or locations in the building are smooth.			✓	

Program Strengths

- Programming is provided on a consistent schedule each day that includes homework or reading time, academic enrichment activities focused on STEM or literacy, physical activity, and free time. “Fun Fridays” allow for more flexibility and staff are often able to incorporate more play and free time into the Friday schedule.
- Students were familiar with the schedule and transitioned easily from one activity to the next. Students did not complain or protest about any of the activities, and it was clear that each one was an expected part of their daily routine.
- Vonda and her team post the schedule each day on top of a supply cart that is visible to students throughout the afternoon. Additional behavioral reminders are also posted near the schedule to encourage students to follow behavioral expectations during program time.
- The program staff team is well-coordinated. They communicate well with each other, and they have clearly defined roles for facilitating the program activities each afternoon. Activity materials and snack are prepped and quickly available when needed. Tables are quickly cleaned as participants move on to the next activity of the afternoon.
- There is ample time allotted to each activity, and when Vonda notices that students have completed their snack or other activity, she begins to move them towards clean-up. In doing so, she minimizes boredom and off-task behaviors. Students stay engaged and are able to make better behavioral choices.

Key Area #2: Academic Enrichment				
Indicators of Quality	1. Minimal	2. Good	3. Excellent	Not Observed
There is scheduled time for academic enrichment activities (including homework support if applicable).			✓	
Academic activities support student needs in core subject areas (e.g., math and ELA).			✓	
Activities are appropriate for the grade level and academic abilities of youth.			✓	
Staff use a variety of approaches to help youth learn.			✓	
Program Strengths				
<ul style="list-style-type: none"> • Students are given time to complete homework, although few of them appeared to have assignments on the day of the site visit. Nonetheless, the cafeteria is very quiet during this time, allowing students to read quietly or focus on the worksheets they choose to complete. • Hoosier Uplands provides monthly worksheet packets for students to complete, but students are encouraged to read as well. Given the grade-levels of participants, independent reading (especially in a quiet space) is a very appropriate use of afterschool enrichment time. • The STEM lesson was well-designed and exceptionally facilitated by Vonda. It was clear she had reviewed the activity, thought about what students might already know, and then developed questions she could use to further engage them. The activity was clearly introduced and explained and then connected to specific STEM principles. Vonda asked questions and gave students the opportunity to connect the activity to their own experiences with windmills. 				
Opportunities to Strengthen Programming				
<ul style="list-style-type: none"> • Because students who attend the program are in grades 3-5, many of them are likely to have developed reading skills that allow them to read chapter books. In addition, this program site is adequately staffed to allow for the facilitation of small reading groups or book clubs that could be optional for students during homework time. This would allow students further engagement in an ongoing story and give them the opportunity to practice comprehension and analysis skills that mirror those they are learning in the classroom. 				

Key Area #3: Staff & Youth Engagement

Indicators of Quality	1. Minimal	2. Good	3. Excellent	Not Observed
Youth actively participate in program activities.			✓	
Activities offered to participants are aligned with their interests.			✓	
Youth follow instructions and stay on task.			✓	
Youth ask questions and seek feedback.			✓	
Staff engage with youth throughout the duration of the program.			✓	

Program Strengths

- Program participants are provided with a balance of pre-planned activities and those they can choose for themselves. During homework time, students also have the choice between several options: reading, homework, or activity sheets. This balance helps differentiate the afterschool program from the school day, which is typically a bit more prescribed.
- Staff are engaged with participants consistently throughout the afternoon. Occasionally, a staff member will clean up or prepare for the next activity, but most are available to support students, answer questions, or encourage engagement throughout the afternoon.
- Staff provide a variety of materials and supplies throughout the afternoon that allow students to engage fully in the tasks at hand. There is a large number of books, plenty of drawing and writing supplies, and enough materials for each student to construct their own windmill during the enrichment activity. Opportunities to be “hands-on” throughout the afternoon contribute greatly to overall engagement.
- Students are expected to stay in their seats during the various activities throughout the afternoon. However, this requirement is not presented as punitive but is instead an opportunity to explore why a student is not engaged and to help them get what they need to reengage. Staff ask students how they can help them and then encourage them to return to their seat to focus on something specific. In doing so, they give students the opportunity to take responsibility for their own behavior and refocus when necessary.

Key Area #4: Positive Relationships & Behavioral Supports				
Indicators of Quality	1. Minimal	2. Good	3. Excellent	Not Observed
The program provides a welcoming, youth-centered environment.			✓	
The program is intentional about supporting positive relationships and behavior.		✓		
Staff serve as role models, demonstrating positive social skills.			✓	
Staff communicate and teach clear behavioral expectations.			✓	
Staff apply behavioral consequences consistently when needed.			✓	
Program Strengths				
<ul style="list-style-type: none"> The program environment was relaxed, positive, and productive. Instructions were clear and effective, and staff never needed to raise their voice to get students' attention. All staff demonstrated initiative in supporting students. Students requiring support were given the help they needed quickly and effectively. Throughout the site visit, staff were engaged directly with students. Their ability to connect with students contributed to the positive atmosphere. Staff modeled kindness and respect for each other. They communicated with each other throughout the afternoon and shared responsibility for set-up, clean-up, and redirecting student behavior when it began to veer off-task. 				
Opportunities to Strengthen Programming				
<ul style="list-style-type: none"> Many participants (especially those in the same grade) know each other from the school day. In some cases, they seem to have built comfortable friendships that carry into the afterschool program. A few of the students have somewhat more antagonistic relationships and sometimes insulted and teased each other. Although some of this was suggested to be in jest, it can be hard to tell when youth feel hurt if they hide it. Program staff may wish to introduce some team-building or relational activities that can help participants appreciate and express value for one another. The participants of this program spend a lot of time together and should feel like they are accepted by all members of their afterschool community. 				

