

**Hatfield  
Elementary School**

**Hoosier Uplands**

**21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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 Hatfield Elementary 21st CCLC program site was observed on a Tuesday afternoon in early February. Hatfield Elementary has provided after-school programming at the site for several years. Angeleigh Arroyo-Asbury is currently in her first year as the site coordinator. She is assisted by Stephanie (a floating staff member for Hoosier Uplands) while they search for a new assistant coordinator. Two high school students provide additional support for a few days each week. They arrive around 3:30 pm, just before the homework time block begins.

There are currently 35 students enrolled in the program, and daily attendance averages around 20-25 students. On the day of the site visit, 18 students attended the program. The program serves students in K-2<sup>nd</sup> grade, and those who attend on a regular basis are distributed evenly among all three grade levels. The program takes place primarily in the school's cafeteria. When outdoor play is possible, the program uses the playground or some of the paved surface just outside the cafeteria.

Students are required to attend the program for a minimum of three days per week and stay until at least 4:00 pm to ensure they receive homework and academic support. Most students were picked up by their parents between 4:45 and 5:15 pm.

### Daily Schedule

The afterschool program operates Monday-Friday from 2:40pm-5:45pm. The schedule followed on the day of the site visit is typical of a Tuesday:

**2:40 – 3:00 pm – Arrival:** Students arrive in the cafeteria and check in with staff. They sit at tables at which different boxes of manipulatives have been set out (e.g., Legos® and Magnatiles®)

**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 reimbursed through CACFP. Most students were observed to eat most or all of the snack offered.

**3:30 – 4:00 pm – Homework and Academic Support:** Students spread out throughout the cafeteria into their assigned “homework seats” and complete homework assignments or grade-level worksheet packets that include both academic exercises and fun activities.

**4:15 – 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 Mondays and Wednesdays, and literacy activities are implemented on Tuesdays and Thursdays.

**5:00 – 5:45 pm – Free Time and Dismissal:** Students have the choice of reading books, playing with board games and puzzles, or participating in other group activities during this time. Outdoor play (weather permitting) is typically offered during this portion of the afternoon.

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**

- The program operates on a consistent daily schedule that includes homework or reading time, academic enrichment activities focused on STEM or literacy, physical activity, and free time. Students were familiar with the schedule and transitioned easily from one activity to the next.
- Program staff do an excellent job balancing the availability of facilitated group activities with opportunities for students to make independent choices for their own activities.
- On Monday through Thursday, there is time to complete homework, practice literacy and math concepts, engage in facilitated literacy and STEM activities, and make choices between a variety of games and activities during free time. "Fun Fridays" allow for more flexibility and staff are often able to incorporate more play and free time into the Friday schedule.
- Program staff are well-prepared when programming begins each day. Activity materials and snack are prepped and quickly available when needed. Program staff have developed a routine and work well together.
- The program staff team is well-coordinated. They communicate well with each other, and they have clearly defined roles in facilitating the program activities each afternoon.

<b>Key Area #2: Academic Enrichment</b>				
<b>Indicators of Quality</b>	<b>1. Minimal</b>	<b>2. Good</b>	<b>3. Excellent</b>	<b>Not Observed</b>
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.			✓	
<b>Program Strengths</b>				
<ul style="list-style-type: none"> <li>• All students worked on the activity packets provided by Hoosier Uplands. Staff circulated to support engagement and ensure students had the materials they needed.</li> <li>• The literacy activities for the afternoon included a group game in which students identified foods that begin with each letter of the alphabet, followed by a read-aloud, and a related writing activity.</li> <li>• The read-aloud was facilitated through a video, which worked well because all students could see the pictures and clearly hear the story. Staff introduced the book with a few previews and some vocabulary, which set up some anticipation in the children.</li> </ul>				
<b>Opportunities to Strengthen Programming</b>				
<ul style="list-style-type: none"> <li>• Children were most engaged in the read-aloud portion of the literacy activity, but the younger students (those in Kindergarten specifically) struggled to engage in the vocabulary game and writing activity. A few small changes to those activities could increase engagement for younger students. First, instead of splitting students into 2 groups, and giving each a whiteboard, split them into groups of 2-3 and let the older students work independently. Have staff work with small groups of younger students, who may benefit from writing only the first letter of each word. Later, when the writing activity was offered, most of the youngest participants were not yet able to write and didn't want to draw a picture. Because the book included plenty of vocabulary words, the younger children would have benefitted from a review of those words and how they related to the story. Because there are typically four staff present when enrichment activities are facilitated, smaller groups of students can be formed, which will allow for differentiation of activities based on students' skill sets.</li> </ul>				

## 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

- Students are given autonomy to choose activities at various points during the afternoon, which helps sustain high levels of engagement.
- When students wish to transition to a new activity or game, they checked in with staff, cleaned up their materials, and moved into their new activity.
- Staff circulated throughout the cafeteria during structured and unstructured activities, checking in with students, and providing help when needed.
- After homework time and a bathroom break, staff offered a brain break before facilitating the literacy activities. Students were excited to dance and move along with a few Valentine’s Day themed videos for about 5 minutes. This activity appeared to settle the students when it was time to sit and engage in the literacy activities.
- Students appeared to eagerly anticipate each of the afternoon’s activities, which is a testament to the well-balanced program schedule of the afternoon. Students listened well and tried the tasks that were presented to them. They typically only became disengaged when something was beyond their skill level or required that they sit and watch when others were completing the activity.

## 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

- The program environment was relaxed, positive, and productive. Instructions were clear and effective. Students listened well and followed instructions provided by staff.
- It appeared that behavioral expectations for students during the afterschool program were consistent with expectations for school-day behavior, which contributed to students' success.
- Although there were moments when individual students needed behavioral reminders or encouragement to stay focused, there were no major behavioral issues observed on the day of the site visit. This seems typical for this program site, but it should not be overlooked because consistent positive behavior is only possible when engagement levels are high and behavior expectations are clear.
- All members of the staff team (including the high school students) demonstrated initiative in supporting participants. Throughout the site visit, staff were engaged directly with students. Their ability to connect with students contributed to the positive atmosphere.