

**Orleans
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 Orleans Elementary 21st CCLC program site was observed on a Tuesday afternoon in the middle of March. Hoosier Uplands has provided afterschool programming at the site for several years. Jennifer Livingston is currently in her 6th year as the site coordinator. Jennifer is also a paraprofessional at Orleans Elementary, so she is familiar with many of the students who attend the afterschool program. She is assisted by two staff members who are both in their first year, one of whom is a high school student.

Orleans Elementary serves students in K-6th grade and has 45 students registered for the program. Student attendance is on average 35-40 students each day. On the day of the site visit, 21 students attended the program. This lower number was likely due to some illness-related absences and other afterschool activities. Some of the older students were preparing for an upcoming History Day celebration, which required some afterschool preparation and set-up. Programming takes place primarily in the cafeteria. The playground and the gym are also typically available during the afterschool hours. The weather was unseasonably warm on the day of the site visit, so Jennifer facilitated the literacy-focused enrichment activity outside and then students were able to have extended time on the playground.

Daily Schedule

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

2:45 – 3:00 pm – Arrival: Students arrive in the cafeteria, check in and sit at designated cafeteria tables. Students visit with one another while other students in the building are dismissed from school.

3:00 – 3:30 pm – Restroom/Snack: Students use the restroom and wash hands and return to the cafeteria, where they are served a snack. Following snack there is another restroom break.

3:30 – 4:00 pm – Homework: Students can complete homework, read or work on an activity packet provided by Hoosier Uplands. Teachers keep staff updated on students' academic needs.

4:00 – 4:30 pm – Enrichment: Students engage in STEM activities on Monday and Wednesday, Literacy activities on Tuesday and Thursday. Fun Friday includes opportunities for arts, crafts and active play. On the day of observation, the Literacy activity included a read-aloud followed by a discussion of the book and a team-building game.

4:30 – 5:45 pm – Free Play: Students play on the playground, use the gym or the cafeteria for active free play. On the day of the observation, the weather allowed for outside play time.

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				
<ul style="list-style-type: none"> • 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 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. • Jennifer has trained and empowered her staff to support student behavior and engage in meaningful ways with program participants. Students enjoyed visiting with staff members during snack and playing with them on the playground. • Program participants had opportunities to make choices during the afternoon (e.g., which coloring sheet to use, reading versus coloring after completing their homework), but there were also times when they needed to “go with the flow” (e.g., during the read-aloud) with large-group activities that had been planned for the day. 				
Opportunities to Strengthen Programming				
<ul style="list-style-type: none"> • There did not appear to be a daily schedule posted for students to review. Although students appeared familiar with the routine, several asked about what they would be doing later in the afternoon. Helping students “predict” their afternoon can help them moderate their energy and engage in meaningful ways. Program staff can review the schedule verbally or post the daily schedule on a white board to allow students to know what to expect (and look forward to) throughout the afternoon. 				

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. Many students who did not have homework chose to read independently, and others were able to continue working on a coloring project for the upcoming open house event. • Hoosier Uplands provides monthly worksheet packets for students to complete, but students are encouraged to read as well. Jennifer noted that reading is emphasized as a homework alternative on some days, and on others, students were encouraged to work in their activity packets. • Hoosier Uplands has consistently supported the regular delivery of facilitated STEM and literacy activities during their afterschool program. Site coordinators are provided with curricula and related materials and given the autonomy to modify the delivery of each lesson according to the needs of participants. 				
Opportunities to Strengthen Programming				
<ul style="list-style-type: none"> • The literacy activity observed on the day of the site visit included a read-aloud. Because the weather was particularly nice, the activity was facilitated outdoors. However, because the book was read by students, it was very hard to hear most of them (even though Jennifer encouraged them to speak loudly). However, most students (the younger students in particular) struggled to pay attention and often needed behavioral redirection. Although many of the students were good readers, the delivery of the book reduced the overall effectiveness of the activity (especially for the younger students who benefit from read-alouds the most). Staff should consider splitting students into two groups, and allowing the older students to read to each other, but having adults read to the younger students. If only one book is available, then one group can read first while the other completes the related activity, then switch. 				

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 typically 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. On the day of the site visit, there was an additional coloring activity that students could choose.
- Staff stay 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 are plenty of books, drawing and writing supplies, and enough materials for students to have plenty of “hands-on” experiences during program time.
- Students are encouraged to stay in their seats during the various activities throughout the afternoon, but they can move around the room when they need something. Jennifer and her team give participants the opportunity to make good choices, and when they need to be redirected or refocused, it is done in a kind and friendly way. The overall atmosphere of the program is relaxed and friendly, and students appear very comfortable.

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

- Jennifer provided leadership for students' behavioral expectations, but all staff members were comfortable issuing behavioral reminders to individual students when needed. Jennifer used a very effective "waterfall" call-out when she needed students' attention. Students responded with a collective "shhhhhhhhh" and then quieted down. This prevented staff from needing to raise their voices to communicate with the group.
- Throughout the site visit, staff were engaged directly with students. They sometimes sat with them during snack and homework time, encouraged them to choose new options when they lost focus, and helped them solve problems when they asked for support. Their ability to connect with students contributed to the positive atmosphere of the afternoon.

Opportunities to Strengthen Programming

- During the literacy activity, a few students moved to sit next to staff members, who were sitting off to the side of the group. Even though they were encouraged to return to the group, it was clear they were distracted and disengaged. Staff should be encouraged to sit directly with students in the activity space when students need to focus and pay attention. In doing so, they can serve as good models for expected behavior, and issue quiet reminders when needed.