

**Shoals
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 Shoals Elementary 21st CCLC program site was observed on a Tuesday afternoon in early February. Hoosier Uplands has provided afterschool programming at Shoals Elementary for several years. Aulbrey Baker has served as the site coordinator since January 2025. Prior to becoming the site coordinator, she worked as an assistant for the program for 3 months. Aulbrey is assisted Kayla, who has been working for the program for a few weeks. Both Aulbrey and Kayla work as instructional assistants in the school during the school day, so they are familiar with many of the participants.

Programming takes place in a classroom that is also used as the school's sensory room. Program activities can also take place in the cafeteria (when there are not competing events) and on the playground. The day of the site visit was a cold wintery day, and there was considerable snow on the ground after a recent storm. School had been cancelled during the week prior to the visit, but attendance appeared strong at the afterschool program.

There are 16 students enrolled in the program and daily attendance averages between 10-12 students each day. On the day of the site visit, 11 students attended the program. The Shoals Elementary afterschool program serves students in K-6th grade, although the average age of students skews younger. Parents are asked to pick up their children from the program after 4:00 pm to ensure they can complete their homework or engage in some academic enrichment.

Daily Schedule

The afterschool program currently operates Monday-Friday from 2:50 – 5:45. The schedule followed on the day of the site visit is typical for a Tuesday and is described below:

2:50-3:00 pm – Arrival: Students arrive in the classroom and are checked in after they hang their coats and backpacks on the wall near the classroom door.

3:00 – 3:30 pm – Restroom/Snack: Students use the restroom, wash their hands, and return to the classroom where they are served a snack. Students sit at assigned tables while they eat their snack.

3:30 – 4:00 pm – Homework/Reading: Students complete school-day assignments or work on homework-alternatives (e.g., reading, grade level literacy and math activities provided by Hoosier Uplands). Staff circulate to supervise and sit with students who have homework when help is needed.

4:00 – 5:00 pm – Literacy or STEM Enrichment: Staff lead a STEM lesson (Mondays and Wednesdays) or a Literacy lesson (Tuesdays and Thursdays) developed by Boy Scouts (Mondays) or Hoosier Uplands. On the day of the site visit, students listened to several video books while they worked on Valentine's Day themed activity packets

5:00 – 5:30 pm – Active Play/Free-Time/Additional Activity: Students can choose games or free play. Weather permitting, students can play outside on a nearby playground.

5:45 – Dismissal: All participants are picked up by their families before the program ends at 5:45.

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.
- Most afterschool activities take place in a dedicated classroom space, and Aulbrey arrives early to prepare each day's activities and snack. Program staff are well-prepared when the students arrive and were able to focus on the needs of the students when they were present.
- On Monday through Thursday, there is time to complete homework, practice literacy and math concepts, engage in 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.
- 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.

Opportunities to Strengthen Programming

- The site visit occurred on a very cold day when there was a considerable amount of snow on the ground. There was no dedicated physical activity or movement time offered until the very end of the day when the two remaining students were allowed to play on the sensory equipment stored in their classroom. Several students would have likely benefitted from a brain break or short activity in the gym, however. Even a few minutes of movement can help students refocus, especially when activities require students to be seated for most of 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 were encouraged to work on their homework if they had assignments, although program staff noted that 2nd graders and 6th graders were typically the only students to have homework. Students without homework assignments worked on the activity packets provided by Hoosier Uplands. • Staff circulated while students worked on homework or activity packets, and they often sat with those students working on homework to ensure they remained focus on their assignments. Students who were working on activity packets were allowed to visit with their peers, as long as kept their voices low. • Overall, the program prioritized STEM and literacy by facilitating group activities in each of the two areas twice each week. On Mondays, the STEM activity (and all related supplies) is provided by Boy Scouts of America. Program staff appreciated the activities and supplies provided through this partnership and acknowledged that it freed them up to plan activities on other days of the week. 				
Opportunities to Strengthen Programming				
<ul style="list-style-type: none"> • The literacy enrichment activity on the day of the site visit included a Valentines Day activity packet of worksheets and viewing three read-aloud videos. Students completed both activities at the same time, but it was apparent that they were more engaged in the activity sheets (e.g., coloring sheets, word-search puzzles). Students would have benefitted more from the read-aloud videos if it had been viewed before or after they worked on the activity packet. Ideally, staff could also lead a short discussion of each book to highlight vocabulary words and connect the book's themes to the students' own experiences. 				

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				
<ul style="list-style-type: none"> • Students are given autonomy to choose different activities or approach the selected activity in different ways. Having these types of choices helps sustain engagement throughout the afternoon. • 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 room during structured and unstructured activities, checking in with students, and helping when needed. 				
Opportunities to Strengthen Programming				
<ul style="list-style-type: none"> • Program staff noted the Hoosier Upland attendance policy, which requests that families pick up their students after 4:00 pm to ensure they can complete their homework or engage in some academic enrichment. On the day of the visit, two students were picked up before 3:30 and an additional three were picked up before 4:00. Program administrators and/or staff should consider reminding parents why the attendance policy is in place and how the homework and enrichment portions of the afterschool program are an integral focus of the 21st CCLC grant. 				

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 requiring support were given the help they needed quickly and effectively.
- Students were attentive, listened to directions from staff, and followed instructions. The atmosphere was friendly and relaxed, but it was clear that the students understood the boundaries and behavioral expectations.
- Program staff use Class Dojo to incentivize positive behavior. Dojo points are also deducted from students' accounts when they do not meet behavior expectations. This type of behavioral reinforcement system can help students recognize and repeat positive behaviors.

Opportunities to Strengthen Programming

- Students did not appear to earn (or lose) points in the Class Dojo system on the day of the site visit. When staff award Class Dojo points, even for daily tasks like cleaning up after activities or completing homework assignments, staff should announce that points were awarded and why. Staff can announce the rewards given to all students or individually call-out students who earned points by highlighting their behavior. Similarly, when students lose points, they should be aware of the behavior that caused that result. Staff can decide if that information should be given quietly to individual students or more publicly based on the needs of the child and the circumstances.