

**West Washington
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 West Washington Elementary 21st CCLC program site was observed on a Tuesday afternoon in late October. Hoosier Uplands has provided afterschool programming at West Washington for several years. Jaclyn Hogan is currently in her first year as the site coordinator and is assisted by three additional staff members, one of whom is a student at West Washington High School. All four staff members work Monday through Friday, although Jaclyn and Riley typically arrive 5-10 minutes after the program participants arrive, due to school day obligations.

Compared to last year, student attendance has increased. Daily attendance averages between 23-25 students each day. On the day of the site visit, 20 students attended the program. West Washington serves students in K-5th grade, with a higher proportion of students in kindergarten and 1st grade attending the program. Programming takes place in the school cafeteria, which also serves as a staging area for students who are picked up by their parents after school. Following the school dismissal process (which takes 10-15 minutes), the afterschool program has access to the entire cafeteria and the adjacent outdoor courtyard/playground. The program also uses a small room connected to the cafeteria for storage and office space. They display artwork created by afterschool participants, the afterschool schedule, and program rules on one wall of the cafeteria.

Daily Schedule

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

2:55-3:15 pm – Arrival: Students arrive in the cafeteria and are checked in. Table activities are available which include manipulatives, coloring supplies, and a few toys. Car riders also dismiss from the cafeteria, but afterschool participants follow their routine and sit at a few tables on one side of the gym.

3:15 – 3:30 pm – Restroom/Snack: Students use the restroom, wash their hands, return to the cafeteria where they are served a snack.

3:30 – 4:00 pm – Homework/Reading: Students spread out among the cafeteria tables and complete classroom assignments or work on homework-alternatives (e.g., reading, grade level literacy and math activities provided by Hoosier Uplands). Staff often sit with younger students to help them.

4:00 – 5:00 pm – Literacy or STEM Enrichment: Staff lead a literacy or STEM lesson developed by Hoosier Uplands. A literacy activity that included a read-aloud and a related game was facilitated outside in the courtyard.

5:00 – 5:30 pm – Active Play/Free-Time/Additional Activity: Students can play in the adjacent courtyard or choose from a range of games and manipulatives in the cafeteria.

5:45 – All participants are picked up by their families (programming officially ends at 6:00 pm).

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"> • 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. • Participants transitioned easily from one activity to the next, suggesting they were familiar with the daily 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. 				

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 some students preferred to complete it at home, and were given the option to read or complete activity sheets provide by the program. • Most of the younger students had some homework, and staff offered support with math problems, spelling words, and other assignments. • Many of the older students chose to read, although there were a a few that worked on homework assignments. Students can choose to sit with their friends as they complete their homework or read. • The staff-facilitated literacy activity included a well-delivered read-aloud, followed by a discussion of the primary themes of the book, in which many of the younger students eagerly participated. All students then played a game outside for 15-20 minutes. 				
Opportunities to Strengthen Programming				
<ul style="list-style-type: none"> • Although most of the younger students enjoyed the read-aloud, those in 4th and 5th grader were minimally engaged, most likely because this activity is aligned with learning needs of younger students. Because there are multiple program staff available during the afternoon. Program leaders should consider an alternative activity for older students during read-alouds or give them leadership roles during activities best suited for younger students. Given the small group of older students attending the program, staff could conduct a “book club” in which students read the same book or include non-fiction reading passages focused on STEM or monthly themes. 				

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 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 assistance when needed. 				
Opportunities to Strengthen Programming				
<ul style="list-style-type: none"> • Most of the younger students completed homework and stayed engaged with the activity sheets provided by the program. Older students were typically less productive during homework time. Many of them sat together and often distracted each other from reading or completing assignments. Staff should consider additional rules for students who wish to sit with their friends during homework time. Those who cannot stay focused on their work or reading should be moved to a different table to ensure they benefit from this portion of the day. 				

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. Students requiring support were given the help they needed quickly and effectively. • All staff demonstrated initiative in supporting students. Throughout the site visit, staff were engaged directly with students. Their ability to connect with students contributed to the positive atmosphere. • Students demonstrated kindness and compassion with each other. On several occasions, students demonstrated empathy for others and sought help when a peer seemed to have gotten injured. 				
Opportunities to Strengthen Programming				
<ul style="list-style-type: none"> • Overall, student behavior was aligned with expectations and staff were able to redirect students with verbal cues. However, there did not appear to be a system in place to reinforce the positive behaviors observed from students. Program staff should consider implementing strategies to recognize positive behavior among students, either formally through tangible rewards (e.g., individual points, collectively filling a jar with marbles) or informally by verbally acknowledging the specific behaviors staff observed. This recognition could be extended to homework time to encourage students to be productive in their reading or efforts to complete assignments. 				