

Site Name: Boys and Girls Club of Central Florida Joe R Lee/Hungerford

Date of Site Visit: January 10, 2017

Evaluator Name: Crystal Taylor, M.B.A., Ed.S. and Wilnise Horsey, Ph.D.



Site Evaluation Summary Report

Introduction

For each site visit, conducted by an EduMatrix evaluation professional, a summary report is written. This report is shared with the grant administrator and/or site leadership personnel so they can review the results of the site visit. During each site visit, the evaluation professional looks for a variety of quality indicators that can be found in program documents or seen during program operating hours. Each quality indicator was assessed and listed as either meeting the expectations of the grant or needing improvement. If the quality indicator could not be observed for any reason, that was noted as well. If the quality indicator needs improvement, the program has an opportunity for growth in that area.

In addition to this site visit, EduMatrix collects other relevant data at various times throughout the year for evaluation. EduMatrix performs a data analysis on the program's baseline data, mid-year data and end-of-year data.

The Boys and Girls Club of Central Florida Joe R Lee Branch site visit was conducted on January 10, 2017. Evaluation activities were scheduled around the program schedule and did not interfere with program activities. The site visit included interviews with staff and observation of afterschool programming. The feedback provided in this report is meant to promote continuous growth and improvement of the program throughout the year.

Quality Indicators

The quality indicators that the EduMatrix evaluation professional looked for during this site visit are listed in the table below:

Quality Indicator	Needs Improvement	Meets Expectations	Did Not Observe Yet
Clearly written schedule available to staff, parents, and students		X	
Program rules and expectations are clearly posted and expressed for participants		X	
Clean, organized, and safe physical environment with adequate space provided for program activities		X	
Student to teacher ratio met in all locations		X	

Quality Indicator	Needs Improvement	Meets Expectations	Did Not Observe Yet
Area to display student work and program accomplishments		X	
Healthy snacks provided to all students in an efficient and timely manner		X	
Schedule is being followed verbatim		X	
Timely transitions between program activities		X	
Program documents when students leave early		X	
There is a procedure in place to notify parents about the attendance policy if they continue to pick up their children early or if student attends on an irregular basis.		X	
Students are accounted for in each academic and program area (staff members have a roster of students in their particular area).		X	
Schedules are being followed and adhered to		X	
Subs available to cover for staff absences		X	
Teacher engagement		X	
Student engagement		X	
Lesson plans posted and followed		X	
Front entrance monitored/staff available to greet parents		X	
Structure during lessons/classroom structure		X	
Teachers on their feet/moving around (not seated and watching)		x	
21 st CCLC Sign at front desk location		x	
21 st CCLC Sign for each teaching location that lists that name of the class or classes that take place in that area		x	

Quality Indicators Assessment for Today's Site Visit

Each quality indicator was assessed during the site visit. There was a visible and clearly written schedule in each classroom. Schedules were posted for easy reference for the day. Program rules and expectations were posted throughout. The evaluator noted a teacher reinforcing and redirecting students by giving them prompts to remain seated. Students followed the rule with no problem after receiving a reminder. The physical environment was organized. Program areas were kept neat and orderly. The environment was safe and secure with adequate space for program activities indoors and outdoors. The students were supervised and monitored by the staff as observed by the program's student to teacher ratio. The evaluator noted areas where student work and program accomplishments were displayed. Student work included: various things that students created and written student work. The evaluator also noted different motivational posters throughout.

Students received a healthy nutritious dinner in a timely manner during program hours. The program schedule was followed. Staff and students knew where to go for each rotation. Transitions between activities were structured and orderly. The evaluator noted the dismissal process which was done in an organized manner. Students lined up or sat quietly in their designated areas waiting with staff to be called and signed out by adult family member.

For each rotation, lesson plans were available and were being implemented. This occurs on a daily basis and the lesson plans align with the 21st CCLC grant's goals and objectives. Students were accounted for in each program area by use of a student roster kept in binders. For each rotation, staff members refer to their student roster to ensure that they have the correct group of students. The program documents when students leave early. Materials and supplies were appropriate and sufficient for enhancing both academic and personal enrichment activities. The leadership staff noted that teachers have good attendance and rarely call out. If a substitute is needed for a staff absence, the program leadership has substitutes available.

During the walk-through, the teachers were engaged with students while delivering high quality instruction. This led to students being more motivated and engaged in their academic and/or personal enrichment activities. There was structure in each area that was visited, and students knew what to expect after the staff member explained the activity that the students were going to be working on. Teachers created a positive learning environment for the students to enrich their learning.

The staff encourage the students' attendance each day. There are consequences that are given if the attendance policy is consistently not being adhered to. The staff send out attendance policy letters to adult family members if there is an attendance issue. The program entrance is monitored regularly during program hours and student attendance is taken at the beginning of the program and also when students are checked out by their adult family members. Attendance is taken at dismissal time for all students regardless of how they go home (adult family member pick up, walk, etc.).

Lastly, the program has appropriate signage posted in program areas. There is a visible 21st CCLC sign at the program entrance and at each teaching location.

Brief Program Walk-Through Notes

As the EduMatrix evaluation professional conducted a walked through of the program, the following was noted:

- In the Kindergarten classroom, students were learning about money. The teacher engaged students in guided instruction by drawing different questions on the board and asking them to say the amount of money they saw on the board and say the amount of money in cents. Students were sitting attentively and eagerly raised their hands to get a turn to answer questions.
- In the 1st grade classroom, students were learning about different shapes. They were given a paper to draw a castle and draw different shapes. The students sat at their desk as they drew their pictures.

- In the 3rd grade boys Full Sail classroom, students were working on filmmaking stop motion animation project. Students were working on their individual film projects by creating an original story with their chosen figurines. Teachers were engaged and gave clear directions to students with an example so they could follow. The teachers had gender specific materials ready for the boys group. After creating their story, the students will later work on shooting their film using iPads. Teachers reinforced and redirected students by giving them prompts to remain seated. Students followed the rule with no problem after receiving a reminder.
- In the 3rd grade girls Dramatic Learning classroom, students were learning a pop musical dance in a group. Students previously completed a character analysis worksheet on a superhero/villain and were learning to emulate their character by body movement and voice. Some students shared their character analysis and read aloud.
- In the 4th grade boys basketball, students were working on physical fitness and practicing their basketball skills with various drills.

Current Program Challenge(s)

Currently, there are no significant program challenges or obstacles that are interfering with the program's daily operation or getting in the way of the program working toward meeting the grant goals and objectives.

Current Program Strength(s)

This site is strong in the following areas:

- Program lesson plans and activities (academic and enrichment)
- Positive staff modeling prosocial skills to students
- Homework help services
- Teacher and student engagement
- Program leadership and administration
- Staff management and communication
- Attendance recordkeeping
- Data tracking and management
- Adhering to program schedule
- Staff communication with students' core teachers
- Creativity-Uses data to guide program
- Has unique community partnerships

Evaluator Feedback and Recommendation(s)

After interviewing the program leadership staff and assessing each quality indicator while conducting the site visit walk-through, the EduMatrix evaluation professional determined that this program is functioning at a satisfactory level and is meeting grant expectations. An exit conference was conducted with the staff. It is recommended that the program continue to brainstorm on different ways to

continue engaging and encouraging adult family member participation in the program through various activities. It is recommended that the program continue to collect all student and adult family member data to make informed decisions about program offerings. It is also recommended that program staff continue to refer to each academic and personal enrichment grant objective on a regular basis since the goal of the 21st CCLC grant is to meet all of the grant objectives by the end of the school year. Keeping grant objectives in the forefront of the minds of all 21st CCLC staff will further encourage staff to work hard in preparing and delivering academic and personal enrichment lessons/activities at a high level to the students to support their positive youth development.