

Site Name: Boys and Girls Club of Central Florida Universal Orlando

Date of Site Visit: January 19, 2017

Evaluator Name: 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 Universal Orlando site visit was conducted on January 19, 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. 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. 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 physical environment was clean and organized. Program areas were kept neat and orderly. The environment was safe and secure with adequate space for program activities. The students were supervised and monitored by the staff as observed by the program's student to teacher ratio. Student work and program accomplishments were displayed throughout program areas.

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 transitions which were done in an organized manner. Students listened attentively to their staff and lined up ready to move to their designated areas with staff. Students were accounted for in each program area by use of a student roster. For each rotation, staff members refer to their student roster to ensure that they have the correct group of students.

For each rotation, lesson plans were available and were being implemented. This occurs each day, and the lesson plans align with the 21st CCLC grant's goals and objectives. Lesson plans were detailed and included additional components such as an overview of lesson, subject/topic, standards, and essential questions. The lesson plans were easy to follow.

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. The leadership staff also noted that the staff are "like family," they support one another and have good team work. Staff input is valued and is used to help improve programming.

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

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 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.).

Brief Program Walk-Through Notes

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

- In the 3rd grade boys' classroom, students were learning about Black History Month. The teacher first engaged students in an ice-breaker activity to get their minds ready and focused for the activity. Students were smiling and enjoying the ice-breaker activity. The classroom climate was positive and energized. The teacher then moved to guided instruction by explaining the Black History lesson and the purpose. The teacher engaged the students by asking questions about students' understanding of culture and their personal identity.

- In the 2nd grade art classroom, students were working on a hands-on activity and creating a “Happy Healthy Heart.” Students were learning about obedience and character development. The students were being guided on each step of the activity as the teacher asked them questions to engage them in sharing their thoughts and feelings. The students sat attentively at their desk as they worked on their hearts. The classroom was neatly organized and students’ artwork and projects were displayed throughout the classroom.
- In the 3rd grade girls’ music classroom, students were playing their xylophones and learning about the mathematical relationships between sound and music. The teacher asked students “how,” “why,” “what if” questions. Students were engaged and focused on playing their xylophones. Each student stood in front of their xylophones and played when they were instructed by following the music notes on the board. They listened attentively to the teacher’s instructions. The students were excited to learn music and play their xylophones.
- In the Presidential Fitness group, students were in the gym working on physical fitness and learning volleyball skills and practicing the various skill drills they were learning. The students listened to direction attentively.
- In the SMART MOVES group the students were learning about drugs and alcohol. The teacher engaged students in a discussion about the negative consequences of drug and alcohol use. Students reviewed material and learned about different negative outcomes of drug and alcohol use. The teacher asked students “how,” “why,” “what if” questions.
- In small groups, one small group of students were having a discussion on careers and learning about different careers in the classroom. The other small group of students were in the computer room taking mid-year assessments.

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 has an Academic Liaison
- Program leadership and administration
- Comprehensive program lesson plans and activities (academic and enrichment)
- Positive staff modeling prosocial skills to students
- Homework help services
- Teacher and student engagement
- Attendance recordkeeping
- Data tracking and management
- Adhering to program schedule
- Staff morale and open communication
- Creativity-Uses data and staff input to guide program
- Strong and supportive 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 high satisfactory level and is meeting grant expectations. An exit conference was conducted with the staff. It is recommended that the program continue to develop their comprehensive and detailed lesson plans, and continue staff development and support of the teachers. It is recommended that the Academic Liaison continue engaging, supporting, and encouraging adult family member participation in the program and bridging any gaps with the students' school. It is recommended that the program continue to collect all student and adult family member data to make informed decisions about program offerings and ways to continue enriching student learning. 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 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 and provide a supportive, enriching, and positive learning environment.