

**Site Name:** Walt Disney Clubhouse Boys and Girls Club of Central Florida

**Date of Site Visit:** January 20, 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 Walt Disney Clubhouse Boys and Girls Club of Central Florida site visit was conducted on January 20, 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	

Area to display student work and program accomplishments		<b>x</b>	
Healthy snacks provided to all students in an efficient and timely manner		<b>x</b>	
Schedule is being followed verbatim		<b>x</b>	
Timely transitions between program activities		<b>x</b>	
Program documents when students leave early		<b>x</b>	
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.		<b>x</b>	
Students are accounted for in each academic and program area (staff members have a roster of students in their particular area).	<b>X</b>		
Schedules are being followed and adhered to		<b>x</b>	
Subs available to cover for staff absences		<b>x</b>	
Teacher engagement		<b>x</b>	
Student engagement	<b>X</b>		
Lesson plans posted and followed		<b>x</b>	
Front entrance monitored/staff available to greet parents		<b>x</b>	
Structure during lessons/classroom structure		<b>x</b>	
Teachers on their feet/moving around (not seated and watching)		<b>x</b>	
21 <sup>st</sup> CCLC Sign at front desk location		<b>x</b>	
21 <sup>st</sup> CCLC Sign for each teaching location that lists that name of the class or classes that take place in that area	<b>X</b>		

### Quality Indicators Assessment for Today's Site Visit

Each quality indicator was assessed during the site visit. There was a clearly written schedule that was posted for staff, parents, and students. Program rules and expectations were posted for the students and staff. There was adequate space for program activities indoors and outdoors. The program has access to a large outdoor field area in the front and back of the facility that allows students to engage in physical activities.

The student to teacher ratio was met in most areas. The evaluator observed two students out of area in the back field and they were not accounted for by staff. The students were sitting at a distance and were not participating in the designated group activity. The other staff were monitoring the other students.

Student work and projects were displayed throughout (i.e. front desk area, hallway, classrooms). Materials and supplies were appropriate and sufficient for enhancing both academic and personal enrichment activities. Students received a healthy nutritious dinner in a timely manner during program hours. The meal for the day was posted at the front desk for students, staff, and parents to visibly see. The program schedule was followed. The schedule rotation occurred on the hour. Staff and students knew where to go for each rotation. Transitions between activities were reasonably smooth given that the program is sharing the facility with teen group. The staff tried to maintain an orderly and smooth transition without interruptions and distractions from the older teen group. Staff positively communicated expectations for behavior and redirected students as needed.

Lesson plans were available and were being implemented. The lesson plans align with the 21<sup>st</sup> CCLC grant's goals and objectives. The lessons plans are posted in one central location. Lessons plans were detailed and included lesson goal, theme, and activity. The lessons plans were easy to follow. The program documents when students leave early. The evaluator observed an adult family member signing out their child and picking them up early at the front desk. Verbal and written communication is made to adult family members if the attendance policy is not being adhered to. Staff ensure that adult family members have a clear understanding of the program's attendance and early dismissal policy. The program leadership has several substitutes available to cover staff absences.

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 the way they go home.

Lastly, the program has a visible 21<sup>st</sup> CCLC sign at the program entrance. The program did not have 21<sup>st</sup> CCLC signage posted for each teaching area that lists the name of class taking place in the program areas. Staff noted that they would ensure 21<sup>st</sup> CCLC signage posted in program areas.

### **Brief Program Walk-Through Notes**

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

- In the 2<sup>nd</sup> grade boys' College and Career Readiness class, the students were on-task and actively participating in the teacher led instruction. Students were interacting positively with one another. The teacher gave students frequent and positive feedback. The teacher wrote problems on the board for students to solve and explain their answers. The teacher asked "how," and "why" questions and encouraged the students' critical thinking and understanding of the responses. The teacher asked for a volunteer to show their work to the class. One student eagerly went to the board to show his work. The teacher created a positive atmosphere for the students to gain a sense of achievement.
- In the 3<sup>rd</sup> grade art classroom, students were sitting at their tables and working on their "free craft day" art project to give to their adult family member. The teacher noted that on Fridays students get to choose a craft to work on. The teacher also noted that students have a list of posted art topics that they can work on when they finish their projects early. The list of topics is based on the Boys and Girls Club of America National Fine Arts Program Guide.

- In the Presidential Fitness Kickball Comp students were participating in the physical fitness activity on the outside back field. The students had adequate space for the activity. The students were on-task and actively participating in the kickball game. As the evaluator was completing walkthrough, two students were observed out of area in the back field, and they were not accounted for by staff. The students were sitting at a distance and were not participating in the designated group activity. The other staff were monitoring the other students. Program leadership addressed the issue with the staff and reminded them of safety policy and procedures.
- In the Healthy Habits, 5<sup>th</sup> grade class, the teacher had to redirect students who were side-talking and not paying attention to her directions for the activity. After several prompts to the students who were off-task, the teacher was able to give clear directions and explain the activity to the students. The students then moved to the front field area for the group activity. There were several external distractions and interruptions making it hard for all of the students to remain focused. Adults and youth from the community were near the group of students. Staff approached the teen bystander and asked her to move and proceed walking home.

### **Current Program Challenge(s)**

Currently, there are some noted program challenges that are getting in the way of the program working toward meeting the grant goals and objectives. The program is lacking consistent supervision of the students. The program student to teacher ratio was not met in all program areas. The program can improve on ensuring student supervision and safety at all times. The front area playground/field area of the facility receives a lot of external distractions and interruptions from adults and youth in the community who come near the facility since it is open space. This makes it more challenging for the staff to simultaneously supervise the group of students, engage in the activity with students, and pay close attention to the surrounding area. During the walk-through, some students were observed needing redirection. The staff firmly prompted them to get back on-task and focus on activity. Staff positively communicated expectations for behavior and redirected the students as needed. The program can improve on student engagement and ensuring that all students respond to staff redirection in an appropriate and respectful manner. It was noted that some students have challenging negative attention-seeking behaviors and are easily distracted and off-task. In addition, the program should ensure 21<sup>st</sup> CCLC signage is posted for each teaching area that lists the name of classes taking place in the program areas.

### **Current Program Strength(s)**

This site is strong in the following areas:

- Supportive and committed Advisory Board
- Program leadership and administration
- Data tracking and management
- Adhering to program schedule
- Encouraging adult family member involvement and participation
- Staff positive interactions with students
- Firm behavior management implementation
- Program lesson plans and activities (academic and enrichment)

### **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 needs some improvement in the areas of student engagement, and ensuring student supervision and safety at all times. An exit conference was conducted with the staff. The evaluator met with the program leadership staff and discussed current challenges and provided some recommendations for consideration. It is recommended that the program consider using only their back secured playground/field area if feasible, to avoid all the external distractions and interruptions in the front playground/field area they are currently using. This will eliminate the issue of bystanders coming near the facility, and it will also enable staff to ensure safety. It is recommended that the program work on different ways to promote student engagement and consider exploring and developing different behavior management plans for students with challenging negative attention-seeking behaviors. It is recommended that staff continue to actively engage and encourage adult family member participation. It is recommended that the program continue to look at all student and adult family member data that has been collected to date and use that data to make informed decisions about programming and promote continuous growth and improvement of the program throughout the year. 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 21<sup>st</sup> 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 21<sup>st</sup> CCLC staff will further encourage staff to prepare and deliver academic and personal enrichment lessons/activities at a high level to enrich the students' learning.