

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

Date of Site Visit: December 5, 2019

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 that they know 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 there is opportunity for growth in that area. The feedback provided in this report is meant to promote continuous growth and improvement of the program throughout the year.

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 data source used for evaluation is the objective assessment (report card grades, test scores, etc.) that is tied to each grant objective. Data is analyzed using data collection and statistical software. Collected data results are disaggregated as follows: number of days for student attendance, student enrollment by age, gender, ethnicity, grade level, school, free/reduced lunch status, program academic activities, number of family member activities/workshops offered and attended, description of family member offerings, frequency of attendance and number of family members that took the assessments.

Evaluation activities are scheduled around the program schedule and do not interfere with program offerings. All qualitative and quantitative data collection methods were discussed in advance to ensure this. As part of the evaluation plan, an outcomes and implementation analysis will be conducted to assess program impact, which includes calculating increase and decrease in student pre/mid/post test scores to measure progress towards meeting each grant objective at the mid-year time point and the end-of-year time point. Student recruitment strategies, program activities, student retention, participation, program operational plans and sustainability are all factors that are considered during the implementation analysis which occurs at various time points throughout the year.

Quality Indicators and Outcomes

The quality indicators that the EduMatrix evaluation professional looked for during this site visit are listed in the table below. For each quality indicator, the evaluator assessed whether the indicator was either being met or had opportunity for growth. If the quality indicator was not observed, that information was also noted.

Quality Indicator	Meets Expectation	Opportunity for Growth	Not Observed
21st CCLC sign displayed at program entrance	X		
Front entrance monitored/staff available to greet parents	X		
Healthy snacks provided to all students in an efficient and timely manner	X		
Clearly written schedule available to staff, parents, and students that details all academic and program enrichment rotations from program start to program end	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		
Area to display student work and program accomplishments	X		
Students are accounted for in each academic and program area – Does the staff in each program area have a student roster with them that lists the student names?	X		
Materials and equipment are appropriate and sufficient for enhancing proposed activities in each program area	X		
Teacher engagement (overall)	X		
Student engagement (overall)	X		
Structure during lessons/classroom structure (overall)	X		
Teachers on their feet/moving around/actively teaching and engaging students (overall)	X		
Lesson plans available for reference (when asked by evaluator) and followed	X		
Subs available to cover for staff absences	X		
Schedules are being followed and adhered to	X		
Most students stay in the program for entire duration of the program hours (not habitually leaving program early)	X		

Class Name Visited: <u>Global Development-Gratitude and Curiosity</u>	
Academic Class: _____	
Program Enrichment Class: <u>X</u>	
# of staff present:	1
# of students present:	11
Grade Level(s) present:	K-1 Boys
Overall Description of Activity (Lesson Objective):	Students were sitting in a semi-circle with the teacher in the front facing the students. The students were participating in Gratitude Circle. The students took turns sharing what they drew on their sheet of white paper (One thing they are grateful for and why). The teacher asked the students " <i>gratitude means?</i> " The students replied, " <i>To be thankful for things.</i> " The teacher reminded the student presenting to speak in a loud voice and said, " <i>Remember to articulate so people can hear and understand what you are saying.</i> " The students waited for their turn to share. The teacher praised students by saying " <i>Great you're doing a beautiful job.</i> "
Materials/Equipment Used:	White sheets of paper, pencils, and crayons
Engagement Level (High, Average or Low)	The students were well behaved and followed directions. The teacher was encouraging and positive.

Class Name Visited: <u>Spanish</u>	
Academic Class: _____	
Program Enrichment Class: <u>X</u>	
# of staff present:	2
# of students present:	10
Grade Level(s) present:	K-Girls
Overall Description of Activity (Lesson Objective):	The students were sitting in classroom learning basic family word meanings in Spanish. The students worked on Mi Familia Worksheet and learned the words padre, madre, hermana, hermano, abuela, abuelo.
Materials/Equipment Used:	Mi Familia Worksheet, pencils
Engagement Level (High, Average or Low)	Students were engaged and on task. They responded well to the teacher and repeated the Spanish words after the teacher. The class had some bilingual Spanish speaking students who worked together helping other students. Students worked well together and encouraged each other. The teacher praised the students.

Class Name Visited: <u>Global Reading</u>	
Academic Class: <u>X</u>	
Program Enrichment Class: _____	
# of staff present:	1
# of students present:	23
Grade Level(s) present:	2 nd
Overall Description of Activity (Lesson Objective):	The students were learning about Canada. The teacher read out loud and stopped to ask student questions about what they were reading. The students eagerly raised their hands and waited to be called on to share their answers. The teacher asked students <i>"Can someone tell me what are the two official languages in Canada?"</i> The majority of the class eagerly raised their hands to be called on. One student answered saying <i>"French and English."</i> The teacher praised the student and said, <i>"Good job."</i>
Materials/Equipment Used:	<i>The Big Picture</i>
Engagement Level (High, Average or Low)	Students listened attentively and followed along. The students were engaged and eager to answer the questions.

Class Name Visited: <u>Global Development-Gratitude and Curiosity</u>	
Academic Class: _____	
Program Enrichment Class: <u>X</u>	
# of staff present:	2
# of students present:	16
Grade Level(s) present:	Boys
Overall Description of Activity (Lesson Objective):	The students were sitting quietly watching the end of a video <i>"Kids with Character Gratitude Video."</i> The video was about a girl who is a dwarf sharing her life and how grateful and thankful she is for her life. After the video, the teacher briefly reviewed the girl's story and asked students to think about things they are thankful for in their life. The teacher then gave directions about the gratitude jar they were going to fill-in. Gratitude Graph- Students wrote one thing they are thankful for on a sticky note. Together in small groups of 3-5, students worked together to fill in gratitude jars drawn on a large piece of white paper. After completing the gratitude jar, students are going to plot categories of what they are thankful for (i.e. include people, things, places, actions, animals, etc.) on a class gratitude graph.
Materials/Equipment Used:	Sticky notes, paper, pencils
Engagement Level (High, Average or Low)	Students were engaged and listened to the teacher instructions. When students' voices got too loud, the PA redirected them and reminded them to keep their inside voices. The students responded well to the redirection.

Class Name Visited: <u>Global</u> Academic Class: _____ Program Enrichment Class: <u>x</u>	
# of staff present:	1
# of students present:	17
Grade Level(s) present:	4 th Grade Boys and Girls
Overall Description of Activity (Lesson Objective):	The students were outside standing on the basketball court. Their bookbags served as markers for the states they were reviewing. The teacher encouraged students by making the activity fun. The students were learning about the oceans and US states. The teacher would call out a state or ocean and the students would point to an area north, south, east, west on the basketball court then place their bookbags to mark the ocean or state.
Materials/Equipment Used:	Markers (i.e. bookbags, cones, balls)
Engagement Level (High, Average or Low)	Students and the teacher were engaged. The students were on task and participating. The students were laughing and having fun while playing the states and oceans game.

Class Name Visited: <u>Global Fitness</u> Academic Class: _____ Program Enrichment Class: <u>x</u>	
# of staff present:	1
# of students present:	11
Grade Level(s) present:	3 rd
Overall Description of Activity (Lesson Objective):	The students were on the stage in the cafeteria following directions and working on coordination movement. The students were smiling and having fun. Students followed head, shoulders, knees, and toes to do stretching movements before running in place for one minute.
Materials/Equipment Used:	N/A
Engagement Level (High, Average or Low)	Students and the staff were engaged. The students were on task and participating in the activity.

Student Interview #1 Results: (Age: 8, Grade: 2nd, Length of time in 21st CCLC program: 4 years)

1. Does this student enjoy the 21st CCLC program? x Yes _____ No
2. Why does this student enjoy the 21st CCLC program? The student reported *"We get to do nice stuff. We get to go outside. I love the teachers."*
3. What is this student's favorite part about the 21st CCLC program? The student reported *"Going outside."*

4. Does this student think that the 21st CCLC program helps them perform better in school?
 Yes No
5. What are some ideas that this student suggested to help improve the 21st CCLC program?
The student suggested *"Students do their homework outside."*

Student Interview #2 Results: (Age: 7, Grade: 2nd, Length of time in 21st CCLC program: 1 year)

6. Does this student enjoy the 21st CCLC program? Yes No
7. Why does this student enjoy the 21st CCLC program? The student reported *"I like the staff and I like the food."*
8. What is this student's favorite part about the 21st CCLC program? The student answered with excitement *"Everything."*
9. Does this student think that the 21st CCLC program helps them perform better in school?
 Yes No
10. What are some ideas that this student suggested to help improve the 21st CCLC program? The student reported they would have students do homework first. One group does homework and one group plays outside.

Areas of Strength/Meeting Expectations:

The staff are providing tutoring and homework assistance to students daily and are ensuring that students are comprehending and completing their homework assignments. Some of the 21st CCLC students participate in Hungerford's extra tutoring which is held on Tuesdays and Thursdays at the school. The staff are committed to the program and enriching students' academic, social, and emotional learning. The 21st CCLC program has strong program leadership that is dedicated and committed to continuing to strive toward a high level of programming and meeting grant expectations and goals. The staff have created a safe, supportive, warm, nurturing, family oriented, and positive learning environment for the students' positive development. The program has a new Program Director who has been a great asset to the program.

The students were observed to be motivated, focused, and engaged in the academic and personal enrichment activities that are offered. The staff encouraged students' social skills, critical thinking and problem-solving skills. The program has an assortment of personal enrichment activities that students demonstrated to be enjoying. The staff are also helping bilingual Spanish speaking students.

Opportunities for Growth:

The 21st CCLC program is functionally at a satisfactory level and is meeting grant expectations.

The program should consider adding a gardening/nutrition component to continue increasing students' scientific interests and develop their research skills. Teachers can provide engaging, hands-on age appropriate activities that foster creativity, group learning, and critical thinking skills while students learn about different foods and healthy eating. The program has a large area for gardening in the new Boys and Girls Club of Central Florida building. The staff can incorporate gardening/nutrition lessons as a personal enrichment activity. The Garden Towers are a great way to engage students' interest in aeroponic gardening and teach them about healthy eating as they gain a hands-on-experience. The staff can incorporate English Language Arts, Math and Science lessons into gardening lessons.

Recommended Action Items:

- It is recommended that the program consider the United States Department of Agriculture Food and Nutrition Service *Serving Up MyPlate* curriculum to teach students about nutrition, healthy eating and physical activity and exercise. The curriculum aligns with Florida Standards, and the teachers can integrate nutrition education into Math, Science, English Language Arts, and Health. Students can participate in hands-on gardening to learn about making healthy choices. Information on the Tower Garden can be found at <https://www.towergarden.com/tg>
- It is recommended that the program consider the School Beats STEAM curriculum that can be incorporated with the use of the Sound Studio. Students can learn about the importance of math, how to make lyrics, producing, composing, recording, and marketing music.

Evaluator Comments:

The new Boys and Girls Club of Central Florida building has been expanded and is almost fully completed. The staff and students are excited to transition into the new space early next year. The Boys and Girls Club of Central Florida has Tutoring rooms, staff bathroom, Teen Lounge, Sound Studio, Teen Teach Center Best Buy, multipurpose room, kitchen, Dance Studio, Stage, indoor Basketball Court, Large Storage Room, and large outside areas with seating.

The Site Director and staff were very welcoming. The staff ensured student safety at all times. The teachers were well prepared for the lessons and activities and demonstrated enthusiasm for the program. Students were attentive and engaged in the observed classrooms. The teachers made learning fun. Students demonstrated excitement for the activities being

provided. The staff adhered to the program schedule and communicated well to ensure smooth transitions.

The 21st CCLC afterschool program continues to integrate academics with various hands-on project-based learning activities, tutoring, personal and physical enrichment activities for the students. The program is committed to bridging any gaps between students, adult family members, and the school to ensure academic success for the students.

The theme for 2020 in the Joe R Lee 21st CCLC program is To Infinity and Beyond-Space Travel. The staff are supporting the students in building their Lego kits. The students' work is displayed in an office until construction is completed at the Club.

Will there be a follow-up site visit? Yes No