

Site Name: Levy Hughes Branch Boys and Girls Club of Central Florida

Date of Site Visit: December 3, 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		

Teens Walk-Through

Class Name Visited: <u>Robotics</u>	
Academic Class: _____	
Program Enrichment Class: <u>X</u>	
# of staff present:	3
# of students present:	9
Grade Level(s) present:	6 th , 7 th , and 8 th Grade Boys
Overall Description of Activity (Lesson Objective):	Students were working on guided projects for Lego We Do Two. The computer software gives students instructions for building. The students worked together in teams in two groups.
Materials/Equipment Used:	Computers
Engagement Level (High, Average or Low)	High-The students were engaged and on task. The staff encouraged and praised the students.

Class Name Visited: <u>Global Dance</u>	
Academic Class: _____	
Program Enrichment Class: <u>X</u>	
# of staff present:	1
# of students present:	9
Grade Level(s) present:	6 th , 7 th , and 8 th Grade Girls
Overall Description of Activity (Lesson Objective):	Students were sitting down in the Dance Studio. The music was playing as the staff walked around helping students stretch and have the correct position.
Materials/Equipment Used:	Music
Engagement Level (High, Average or Low)	The students were task and participating. The staff praised students.

Class Name Visited: <u>Cosmetology</u>	
Academic Class: _____	
Program Enrichment Class: <u>x</u>	
# of staff present:	2
# of students present:	6
Grade Level(s) present:	6 th , 7 th and 8 th Grade Girls
Overall Description of Activity (Lesson Objective):	Students were working on mannequin heads practicing braiding techniques. The students had hair supplies available to use. The staff worked one-on-one with the students as they practiced to plat hair into a braid and braid into the mannequin scalp to create a cornrow. In the class students learned about sanitation, hygiene, personal health and wellness, and the hair strand (hair shaft, sebaceous gland, hair follicle, hair bulb, dermis).
Materials/Equipment Used:	Mannequin heads, hair supplies

Engagement Level (High, Average or Low)	Students were actively participating. The staff and students were engaged.
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Class Name Visited: <u>Culinary Arts</u>	
Academic Class: _____	
Program Enrichment Class: <u> x </u>	
# of staff present:	2
# of students present:	8
Grade Level(s) present:	6 th , 7 th , and 8 th Grade
Overall Description of Activity (Lesson Objective):	The lesson for this week is on Culinary History (German Meatloaf into American Tradition). The students were wearing gloves and listening to the Chef's instructions on how to give flavor to meat loaf. The Chef used humor to engage students and make cooking fun. The Chef informed students that they were prepping the meat loaf today and that they were going to be able to eat the meatloaf on Thursday.
Materials/Equipment Used:	Kitchen, Ingredients for meat loaf
Engagement Level (High, Average or Low)	The students followed instructions and were excited to work together to prepare the meatloaf. The Chef was energetic and animated. The students were engaged.

Class Name Visited: <u>Global Art</u>	
Academic Class: _____	
Program Enrichment Class: <u> X </u>	
# of staff present:	2
# of students present:	7
Grade Level(s) present:	6 th , 7 th , and 8 th Grade
Overall Description of Activity (Lesson Objective):	Students were sitting in the art room working on different oil paintings-abstract and free drawing.
Materials/Equipment Used:	Canvas, paint, paintbrushes
Engagement Level (High, Average or Low)	Students were focused on their paintings. The staff praised the students.

Youth Walk-Through

Class Name Visited: <u>Global Development - Social Emotional/Gratitude & Curiosity</u>	
Academic Class: _____	
Program Enrichment Class: <u> X </u>	
# of staff present:	2 staff and Dr. Walters
# of students present:	20
Grade Level(s) present:	Grade-
Overall Description of Activity (Lesson Objective):	The students were sitting in a circle participating in Gratitude Circle. One student was holding an apple (speaker

	microphone) and sharing what they are thankful for. The teacher praised the student and called on students to share. The teacher ensured that the Gratitude Circle was a safe space and that the students felt comfortable.
Materials/Equipment Used:	An item to serve as a speaker microphone
Engagement Level (High, Average or Low)	Students took turns sharing their thoughts. The students patiently and quietly listened to their classmates' answers.

Class Name Visited: <u>French</u>	
Academic Class: _____	
Program Enrichment Class: <u>X</u>	
# of staff present:	2
# of students present:	13
Grade Level(s) present:	4 th and 5 th Grade Girls & Boys
Overall Description of Activity (Lesson Objective):	The students were sitting copying down numbers in French from 1-21. When the students completed the writing task, the teacher reviewed and pronounced the French numbers then asked for volunteers to recite the numbers out loud. The students received a piece of candy after reciting and the teacher praised them by saying "Good Job." A couple of students had a turn to say the numbers in French. The teacher said to the students "You guys are doing awesome." The students were able to say the French numbers independently.
Materials/Equipment Used:	pencils, paper, board
Engagement Level (High, Average or Low)	The teacher and students were engaged. Staff and student interactions in the classroom were positive. The teacher guided students as needed as they said the French numbers independently.

Class Name Visited: <u>Math</u>	
Academic Class: <u>X</u>	
Program Enrichment Class: _____	
# of staff present:	2
# of students present:	9
Grade Level(s) present:	K Girls
Overall Description of Activity (Lesson Objective):	The students were sitting down in the Computer Lab in front of computers completing math problems on Study Island Math.
Materials/Equipment Used:	Computers, paper, pencil
Engagement Level (High, Average or Low)	The staff and students were engaged. The staff assisted students as needed. The students followed directions and quietly worked on the computer.

Class Name Visited: <u>Culinary Arts/Healthy Habits</u>	
Academic Class: _____	
Program Enrichment Class: <u> x </u>	
# of staff present:	2
# of students present:	12
Grade Level(s) present:	K Boys
Overall Description of Activity (Lesson Objective):	The students were reviewing the ingredients and the steps for making chicken and vegetable wontons. The students had a chance to learn about Chinese and American Chinese cuisine and make wontons from scratch with the assistance of the instructor and staff. The instructor deep fried the wontons. The students prayed together before eating their chicken and vegetable wontons.
Materials/Equipment Used:	Kitchen, Ingredients to make Wontons
Engagement Level (High, Average or Low)	The students were excited to eat the wontons and described their thoughts about how they tasted. The students and staff were engaged.

Class Name Visited: <u>Golf</u>	
Academic Class: _____	
Program Enrichment Class: <u> x </u>	
# of staff present:	2
# of students present:	14
Grade Level(s) present:	3 rd Grade Boys
Overall Description of Activity (Lesson Objective):	Students were outside practicing golf skills they have been learning. Golf safety was reviewed at the beginning and a group of students worked with the instructor to practice as another group waited their turn to practice. It was a cold day than usual so understandably the students were eager to go back inside. The instructor was patient while working with the students and reminded them of golf safety rules and etiquette as they were practicing.
Materials/Equipment Used:	Golf clubs and balls
Engagement Level (High, Average or Low)	The students were behaving well. Their engagement was average.

Class Name Visited: <u>Homework Hero</u>	
Academic Class: <u> X </u>	
Program Enrichment Class: _____	
# of staff present:	2
# of students present:	8
Grade Level(s) present:	3 rd Grade Girls

Overall Description of Activity (Lesson Objective):	The students were sitting in the Media Center at the Academic Center for Excellence School working on their homework assignments. Staff assisted students as needed. One group of students were playing an educational Sight Word Bingo game with one staff.
Materials/Equipment Used:	Paper, pencils, books
Engagement Level (High, Average or Low)	The students were focused and worked on their assignments. The staff helped students as needed.

Student Interview #1 Results: (Age 11, Grade 5th, Length of time in 21st CCLC program 2 years)

1. Does this student enjoy the 21st CCLC program? Yes No
2. Why does this student enjoy the 21st CCLC program? The student reported *“I really like it. It teaches me new things. I learned how to speak French. I learned tennis and also cooking.”*
3. What is this student’s favorite part about the 21st CCLC program? The student reported *“Learning how to speak different languages. I like French and I want to go to Paris one day.”*
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 reported they would *“add baseball for sports.”*

Student Interview #2 Results: (Age 13, Grade 8th, Length of time in 21st CCLC program started this 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 *“There are multiple things to choose to do here and it will help with my career. I like music and cooking.”*
8. What is this student’s favorite part about the 21st CCLC program? The student reported *“I love the culinary class. I liked making stir fry rice.”*
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 like *“allow teens who take younger siblings home to be able to return to the program. I have a younger brother I have to take home and I want to stay longer in the program.”*

Areas of Strength/Meeting Expectations:

The Levy Hughes Boys and Girls Club of Central Florida 21st CCLC after school program has strong leadership that strongly supports the students’ social/emotional and academic learning. The leadership emphasizes early intervention in the social/emotional development of the students. This leads to better focus and aids in the academic skill development of the students. The afterschool program is very well organized with systematic sign in/sign out procedures. Strong communication, safety, and nurturing the students’ academic, social, and emotional skills to develop the whole child are commitments of the program.

The staff are using various resources, strategies, and activities to provide engaging homework help and tutoring that encourages academic success. The 21st CCLC students also participate in the Academic Center for Excellence School’s mandatory tutoring. The 21st CCLC program offers diverse programming to keep students engaged and motivated. This nine-week period, the youth are participating in Social Emotional Learning-Gratitude, French, Math Lab, Culinary, Basketball, Golf, Science, and Homework Hero. The Teens have several “Houses” to choose from where they must commit to the enrichment activity for a nine-week period. Houses include the following: Robotics, Culinary, Painting, and Cosmetology.

In Culinary Arts/Healthy Habits students are taught the fundamentals of Culinary Arts. Students are engaged in cooking demonstrations, taste testing, and student presentations. The one-hour session breakdown of personal enrichment is constructive and provides an enriching learning environment. The instructor layout for each session is as follows:

- 1) **Establish Class & Reflect on Previous Lessons-** Get students attention, establish rules, review what was done in the previous weeks.
- 2) **Class Enrichment & Instructional Time-** Explain the days class, handouts read by students, instructor elaborates on reading materials.

- 3) **Demonstration\Interactive Activity**- Cooking demonstration, student creative activity, presentation of the day's lesson.
- 4) **Product and Class Evaluation**- Students tasting, question & answer, lesson review, Bi-weekly written Pre/Post Test.

Opportunities for Growth:

No recommendations at this time.

Recommended Action Items:

Continue with the high-quality and diverse programming, positive student and staff rapport, and the enriching learning environment.

Continue partnership with mental health professionals to provide staff trainings on mental health and how to deal with psychosocial and emotional needs of the students. The National Child Traumatic Stress Network (NCTSN) Learning Center provides free access to online webinars and continuing education. Several courses are available for mental health professionals, staff working with youth, and parents/guardians <https://learn.nctsn.org/> Resources on child trauma can also be found on the NCTSN website to help the Leadership staff stay abreast of the latest basic training for non-clinical staff on mental health.

Evaluator Comments:

Cosmetology is offered this year for the Teens. At age 16, students can obtain a braiding certification after completing 16 hours.

The staff adhered to the program schedule and communicated to ensure orderly and timely transitions. The staff and student interactions were observed to be positive and consistent. The staff reinforced positive behaviors and helped students problem solve and think critically. The Levy Hughes Boys and Girls Club of Central Florida staff were knowledgeable of students' academic, social, and emotional needs.

The Leadership has developed an action plan. The Site Director is using data to make informed decisions to support the students and families. The Youth Self-Report is a child self-assessment (ages 11-17) that BGCCF administers that measures problem behaviors on two scales (Internalizing and Externalizing). The questionnaire provides scores for the following syndrome scales: anxious/depressed, withdrawn/depressed, somatic complains, social problems, thought problems, rule-breaking behavior, and aggressive behavior. Additionally, the youth questionnaire provides scores for the following DSM-oriented scales: affective problems, anxiety problems, somatic problems, attention deficit/hyperactivity problems, oppositional defiant problems, and conduct problems.

The questionnaire results show that a high percentage of the students score high on the Youth Self Report scales. A high correlation exists with students scoring high on the scales and having behavioral and emotional problems.

A large percentage of students have experienced early trauma or are currently experiencing trauma (i.e., homelessness, grief, victims of violence, DCF family involvement). The traumatic stress is visibly affecting their daily lives academically and emotionally. The Club is committed to being a safe, nurturing, and supportive environment for the students who are having academic, behavioral, and emotional difficulties. To ensure privacy and confidentiality for the 21st CCLC students who may have appointments, visits, or meetings with The Department of Children and Families due to family involvement, a back room is made available at the Levy Hughes Club.

The program teachers and staff show genuine dedication and care for the well-being and growth of the students. From students with learning disabilities, emotional challenges, English Language Learners, or academic challenges, the program faculty and staff work to support students by building a unique culture and social environment that is accepting, encouraging, and comfortable for growth. They strive to give each child a sense of belonging.

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