

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



Date of Site Visit: November 21, 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>Homework Hero</u>	
Academic Class: <u>x</u>	
Program Enrichment Class: _____	
# of staff present:	2
# of students present:	23
Grade Level(s) present:	K and 1 st
Overall Description of Activity (Lesson Objective):	The students were sitting in 5 small groups working on homework. Homework Hero rules and expectations were clearly posted on the white board. A <i>Superhero Work</i> board was also displayed with student work. The students worked on math and spelling words. The teacher worked one-on-one with students and assisted the other students as needed. The staff reinforced social skills by reminding one student to speak politely by saying " <i>May I please have a sheet of paper.</i> "
Materials/Equipment Used:	Paper, pencil, homework worksheets
Engagement Level (High, Average or Low)	Students were calm and well-behaved working on their homework. The teacher was encouraging helping students as needed and praised them.

Class Name Visited: <u>Homework Hero</u>	
Academic Class: <u>x</u>	
Program Enrichment Class: _____	
# of staff present:	2
# of students present:	20
Grade Level(s) present:	2 nd Grade Boys and Girls
Overall Description of Activity (Lesson Objective):	The teacher was repeating the spelling words for the practice test some of the students took. The students were quiet. A couple of other students worked on addition problems worksheets. The teacher praised students and used please and thank after giving them directions to clean up for transition. The teacher said, "Step 1" and students quickly stood up and put their backpacks on their back. "Step 2" Students pushed their chairs in. "Step 3" Students turned and faced the door. The teacher assigned a boy and girl line leader then called students by name to line up. Girls were called first followed by the boys. The students stood quietly in line and transitioned to the next class.
Materials/Equipment Used:	Paper, pencil, homework worksheets
Engagement Level (High, Average or Low)	Students were calm and well-behaved working on their homework. The teacher was encouraging and praised them. The students did an exceptional job following directions and all students remained quiet without speaking a word.

Class Name Visited: <u>Global Reading-North America</u> Academic Class: <u>x</u> Program Enrichment Class: _____	
# of staff present:	2
# of students present:	19
Grade Level(s) present:	1 st Grade Boys
Overall Description of Activity (Lesson Objective):	The students were sitting and quietly listening to their classmate read out loud. The students were reading from <i>Landform Regions-Regions of North America</i> . After the student finished reading the teacher asked, "How many places do you think has mountains?" The students gave answers (Alabama, California, Nevada). The teacher then asked the students "Does Florida have mountains?" The students shook their heads and said "No." The teacher engaged students in sharing about places they have visited that have mountains. The students learned about geographic diversity of North America.
Materials/Equipment Used:	<i>Landform Regions-Regions of North America</i>
Engagement Level (High, Average or Low)	High-The students were learning with excitement. The teacher praised students and encouraged their participation.

Class Name Visited: <u>Global Science -Scientific Process</u> Academic Class: <u>x</u> Program Enrichment Class: _____	
# of staff present:	2
# of students present:	11
Grade Level(s) present:	3 rd Grade Girls
Overall Description of Activity (Lesson Objective):	The students were completing their <i>Scientific Method Lab-Skittle Colors Worksheet</i> . The students used calculators and followed steps of the scientific method to calculate and record how many candies of each color they have. Students recorded their data to draw their conclusions about which color of skittle is most common. The staff praised students and helped them as needed. At the end the teacher said "Class, class." The students quickly replied "Yes, yes." The teacher proceeded to say "Please start cleaning up so we can get to the next class on time. If you have skittles remaining, please put them in your pocket. You guys are amazing. Good job today. Step 1, 2, 3, 4." The students cleaned up and lined up following directions promptly.
Materials/Equipment Used:	Skittles, colored pencils, pencils, calculators, <i>Scientific Method Lab-Skittle Colors Worksheet</i>
Engagement Level (High, Average or Low)	High-Students were well behaved, engaged and participated. The teacher was positive and energetic about the material being taught. The students did an exceptional job following directions for transition.

Class Name Visited: <u>Global Development - Social Emotional/Gratitude & Curiosity</u>	
Academic Class: _____	
Program Enrichment Class: <u> X </u>	
# of staff present:	2
# of students present:	13
Grade Level(s) present:	5 th Grade Boys
Overall Description of Activity (Lesson Objective):	The students were sitting in the common area and participating in Gratitude Circle. The teacher started by saying "A lot of adults do this. They are not grateful. Some people don't have a car, some people don't drive at all." The students were engaged in a discussion about gratitude and showing appreciation. The teacher asked questions from gratitude task cards and did role play with the students to guide them in thinking about what they take for granted and what they should be grateful for.
Materials/Equipment Used:	Television, Gratitude Task Cards
Engagement Level (High, Average or Low)	Students were highly engaged and actively participated in the discussion. The students gave insightful answers as the teacher guided them with probing questions. The teacher called on students who did not raise their hands to keep them focused and engaged.

Class Name Visited: <u>Global Music and Movement</u>	
Academic Class: _____	
Program Enrichment Class: <u> X </u>	
# of staff present:	2 and Contractor
# of students present:	27
Grade Level(s) present:	3 rd Grade Boys
Overall Description of Activity (Lesson Objective):	Students were in the music room reciting the rules. One student led the group. The staff informed the evaluator that the Contractor called and was running a couple of minutes late. The staff had a plan and prepared the students to begin class. When the Contractor arrived, she greeted class, apologized, and promptly began. The staff were nurturing and encouraged the students. The students began their rehearsal with directed self-talk. The students all faced the large mirror in the room and repeated after the teacher "We look good, we are awesome." The students all smiled with confidence. The teacher counted dance moves as students rehearsed. When she paused, she gave students encouragement by saying "You all look good," then proceeded to show them what to practice. Today was the 3 rd dance session for the students.
Materials/Equipment Used:	Music
Engagement Level (High, Average or Low)	The staff and students were energetic. The students were having fun. The students worked together to rehearse.

Student Interview #1 Results: (Age 10, Grade 4th, Length of time in 21st CCLC program 5 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 *"It's a fun and positive place."*
3. What is this student's favorite part about the 21st CCLC program? The student reported *"Fun Friday. We play different types of games like Steal the Bacon and Catch up."*
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 a lot of science experiments."*

Student Interview #2 Results: (Age 8, Grade 3rd, Length of time in 21st CCLC program 3 years)

6. Does this student enjoy the 21st CCLC program? Yes No
7. Why does this student enjoy the 21st CCLC program? The student reported *"It's so good. We do different activities; we get free food. I like the fun activities."*
8. What is this student's favorite part about the 21st CCLC program? The student reported *"I like basketball."*
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 read a lot."*

Areas of Strength/Meeting Expectations:

The 21st CCLC staff are dedicated to the program and are enriching students' academic, social, and emotional learning. The entire team of staff demonstrated their passion and dedication to help the students academically and socially. The teachers were energetic and made learning fun for the students. With firm, consistent, and respectful communication, the staff are doing an exceptional job helping the students grow academically and emotionally. The behavioral expectations for the students are clear and being followed. The staff adhered to the program schedule and communicated to ensure orderly and timely transitions. The staff and student interactions were observed to be very positive and consistent. Throughout the site visit walk-through, the staff were observed reinforcing positive behaviors, building student confidence, and helping students develop interpersonal and intrapersonal skills.

The 21st CCLC afterschool program is to be commended for establishing and maintaining clear behavioral expectations for the students-The transition Steps 1, 2, 3, and 4 being used along with the students' memorization of the 21st CCLC program rules are examples of this. At the beginning of each class, the staff make sure to have the class recite the rules with one student leading them to set the stage for the expected appropriate behaviors.

Rule 1-Follow directions quickly

Rule 2-Raise your hand for permission to speak

Rule 3-Keep your hands to yourself

Rule 4-Yelling-no, no

Rule 5-Keep your dear teacher happy

Rule 6-Love everybody

Opportunities for Growth:

The program is running efficiently and functioning at a high satisfactory level.

Recommended Action Items:

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

Evaluator Comments:

The 21st CCLC program has maintained a student-centered environment with programming that offers an assortment of enriching activities that are helping students learn. The teachers are invested in students' well-being and demonstrate this through the structured environment and the close supportive relationships with student and adult family members. The program is doing a good job enforcing attendance policies and behavioral expectations which help to maintain a consistent and structured learning environment with minimal distractions for the students. The behavioral expectations have created a safe, positive, motivating, and optimal growing environment for the students. The leadership team is doing a good job developing plans when there are unexpected events happening. The staff clearly communicated that a bus arrived late, 2 staff called out, and the Contractor was running late a couple of minutes. All of these were unexpected and did not interfere with programming in any way.

After many years of service, Ms. Betty McKinney, Service Director recently announced that she will be retiring on December 20, 2019.

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