

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

**Date of Site Visit:** December 4, 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 (Learning Center unorganized)	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		

Grant Academic Class Ratio: 1 to 10

Grant Program Enrichment Ratio: 1 to 15

Class Name Visited: <u>Homework Hero</u>	
Academic Class: <u>x</u>	
Program Enrichment Class: _____	
# of staff present:	1
# of students present:	22
Grade Level(s) present:	3 <sup>rd</sup> grade boys and girls
Overall Description of Activity (Lesson Objective):	Students were sitting at tables working on homework worksheets. Students were completing multiplication and addition worksheets.
Materials/Equipment Used:	Pencils, worksheets, books
Engagement Level (High, Average or Low)	The students were calmly sitting in their seats. The staff walked around helping students as needed.

Class Name Visited: <u>Homework Hero</u>	
Academic Class: <u>X</u>	
Program Enrichment Class: _____	
# of staff present:	1
# of students present:	24
Grade Level(s) present:	2nd grade boys and girls
Overall Description of Activity (Lesson Objective):	The students were quietly completing their homework. The students sat in small groups. One group worked on a spelling words word search (communities). Another group worked on reading comprehension-penguins
Materials/Equipment Used:	Worksheets, pencils
Engagement Level (High, Average or Low)	The staff was working one-on-one with a student. The other students were on task and quietly working.

Class Name Visited: <u>Global Fitness</u>	
Academic Class: _____	
Program Enrichment Class: <u>X</u>	
# of staff present:	1
# of students present:	15
Grade Level(s) present:	3 <sup>rd</sup> grade girls
Overall Description of Activity (Lesson Objective):	The students were outside in the backfield getting ready to start. The staff first reviewed rules with the girls and asked, "What is the rule about horseplay?" One student raised their hand and answered. "No horse playing. Be respectful." Further out in the field another group of students were outside with Orlando City Soccer. 19 students were participating. Orlando City Soccer and one 21 <sup>st</sup> CCLC staff was with the group of students.

<b>Materials/Equipment Used:</b>	N/A
<b>Engagement Level (High, Average or Low)</b>	Students were participating and showed good sportsmanship as they played. The staff praised and encouraged the students. Teacher and student interactions were positive.

<b>Class Name Visited: <u>Zumba</u></b>	
<b>Academic Class: _____</b>	
<b>Program Enrichment Class: <u>x</u></b>	
<b># of staff present:</b>	2
<b># of students present:</b>	17
<b>Grade Level(s) present:</b>	K-1 <sup>st</sup> Girls
<b>Overall Description of Activity (Lesson Objective):</b>	The students were lined up and ready for Zumba in the Dance Studio. The instructor engaged students and showed them the fitness movements and dance.
<b>Materials/Equipment Used:</b>	Music
<b>Engagement Level (High, Average or Low)</b>	The teacher was energetic, enthusiastic and engaged with the students. The students were on task and actively participating.

<b>Class Name Visited: <u>Global Development - Social Emotional/Gratitude &amp; Curiosity</u></b>	
<b>Academic Class: _____</b>	
<b>Program Enrichment Class: <u>X</u></b>	
<b># of staff present:</b>	2
<b># of students present:</b>	17
<b>Grade Level(s) present:</b>	4 <sup>th</sup> Grade Girls
<b>Overall Description of Activity (Lesson Objective):</b>	The students were sitting in the game room and were taking turns sharing about something they are grateful for. The teacher encouraged students to have a different answer than what a peer has shared already. The teacher asked students to first state their name and something they are grateful for. Students were gaining confidence in public speaking. The teacher reviewed the students' responses as they shared. Students stated they are grateful for (i.e., " <i>family, God, life, the Boys and Girls Club</i> ").
<b>Materials/Equipment Used:</b>	N/A
<b>Engagement Level (High, Average or Low)</b>	Students actively participated in the discussion and sharing. The students were engaged and gave insightful answers as the teacher guided them. The teacher praised the students in the Gratitude Circle.

<b>Class Name Visited: <u>Global Science -Scientific Process</u></b>	
<b>Academic Class: <u>x</u></b>	
<b>Program Enrichment Class: _____</b>	
<b># of staff present:</b>	2
<b># of students present:</b>	10
<b>Grade Level(s) present:</b>	3 <sup>rd</sup> Grade Boys

<b>Overall Description of Activity (Lesson Objective):</b>	The students were copying down what the teacher was writing on the board (Question and Research). The teacher asked students to give a thumbs up if they wrote everything down before proceeding to explain the Bubble Gum Experiment. The teacher explained the scientific method steps to the students.
<b>Materials/Equipment Used:</b>	<i>Bubble Gum Experiment Worksheet</i> , paper, pencils, white board
<b>Engagement Level (High, Average or Low)</b>	Students were well behaved and participating. The teacher engaged students and praised them.

**Student Interview #1 Results: (Age: 8, Grade: 3rd, Length of time in 21<sup>st</sup> CCLC program: Started this year)**

1. Does this student enjoy the 21<sup>st</sup> CCLC program?  Yes  No
2. Why does this student enjoy the 21<sup>st</sup> CCLC program? The student reported *"It's fun. We play games. I get to work more on math."*
3. What is this student's favorite part about the 21<sup>st</sup> CCLC program? The student reported *"I get to go to the computer lab."*
4. Does this student think that the 21<sup>st</sup> CCLC program helps them perform better in school?  Yes  No
5. What are some ideas that this student suggested to help improve the 21<sup>st</sup> CCLC program? The student reported they did not have any suggestions.

**Student Interview #2 Results: (Age: 10 Grade: 4th, Length of time in 21<sup>st</sup> CCLC program: Started since Kindergarten)**

6. Does this student enjoy the 21<sup>st</sup> CCLC program?  Yes  No
7. Why does this student enjoy the 21<sup>st</sup> CCLC program? The student reported *"It feels like a second home to me."*
8. What is this student's favorite part about the 21<sup>st</sup> CCLC program? The student reported *"The staff they are nice, kind, and helpful. They help us out with everything."*
9. Does this student think that the 21<sup>st</sup> CCLC program helps them perform better in school?  Yes  No
10. What are some ideas that this student suggested to help improve the 21<sup>st</sup> CCLC program? The student reported, *"I would add Lacrosse."*

**Areas of Strength/Meeting Expectations:**

The staff are engaging, supporting, and encouraging student and adult family member participation in the program. The 21<sup>st</sup> CCLC program is dedicated and committed to continuing to strive toward a high level of programming and meeting grant expectations and goals. The staff and student interactions were observed to be positive and consistent. The staff modeled, social skills to the students.

The program staff are doing a good job accounting for the 21<sup>st</sup> CCLC students in the program while sharing the Club space with a group of BGCCF teens who are on one side of the Club. The program entrance is consistently monitored during program hours by a staff and student attendance is taken at the beginning of the program and at dismissal.

**Opportunities for Growth:**

Continue offering varied activities to foster problem-solving and critical thinking skills in the academic and personal enrichment rotations.

The program should consider incorporating service-learning activities especially for the older students to enrich and continue supporting their character development and group learning. The service-learning projects can be planned and implemented based on the students' interests and community needs. Students can benefit from learning about goal setting, commitment, teamwork, dealing with challenges, responsibility, empathy, caring for others, and being a responsible citizen.

**Recommended Action Items:**

- It is recommended that the staff continue cultivating a growth mindset for students' motivation to learn and grow academically, emotionally, and socially.
- It is recommended that a continued effort is made to continue staff development, training, and support of the staff.
- While parents/guardians attend adult family member events, the staff should continue to form relationships with parents/guardians to stress the importance of the 21<sup>st</sup> CCLC program in not only providing academic support, but also social development.

**Evaluator Comments:**

The 21<sup>st</sup> CCLC program shows a positive trend in terms of students exercising appropriate classroom etiquette by listening to instruction from teachers, remaining quiet during instruction, and raising their hands to speak. The 21<sup>st</sup> CCLC program is continuing to apply

Professional Development trainings to consistently manage behavioral expectations of the staff and students. The program has a plan in place to address students who are exhibiting behavioral challenges for the day. The 21<sup>st</sup> CCLC Program Director has created a working and living document for Policies and Procedures and Roles and Responsibilities to provide processes and instructions to the staff to guide the program. Program Counselors are being utilized to help students with behavioral challenges who need the extra support for their optimal growth. The Kenard Lang Foundation took a group of students from BGCCF Teens-15 students and 15 21<sup>st</sup> CCLC youth on a field trip for Christmas shopping. The selected students were given \$ 75 spending allowance and were taken to the store for shopping. The students were recognized for their hard-work, attitude, and maintaining good grades and behavior. This is great support for the 21<sup>st</sup> CCLC students and families.

**Will there be a follow-up site visit?**

Yes     No